

American Academy for Girls



Behavior Policy

The purpose of this policy is to provide clear guidance on all cover aspects of behavior within the AAG community.

We believe that all behavior is the result of a choice and encourage all our students, staff and families to make choices that will have a positive impact on learning and the school environment.

This policy will refer to all forms of behavior including:

- Attitude to learning
- Physical actions within the classroom and the whole school area,
- Verbal actions within the classrooms and the whole school area,
- The treatment of others
- Online behavior
- Assessment and Academic honesty

The policy supports the AAG Way of “*Be Respectful, Be Responsible, Be Ready to Learn*” and aims to support all to meet the following behavior expectations:

<i>Be Respectful</i>	<i>Be Responsible</i>	<i>Be Ready to Learn</i>
<ul style="list-style-type: none"> • Be kind and courteous to all members of the school community • Listen to others and communicate to a respectful manner • Understand and respect that others may have different beliefs and opinions than you • Be polite and use manners • Cooperate with others • Avoid disrupting the learning of others • Think before you speak, making sure your comments and opinions are expressed in a suitable volume and manner • Be humble and considerate • Help and support others • Be willing to change • Refuse to discriminate • Meet school expectations of behavior 	<ul style="list-style-type: none"> • Make informed decisions • Take time to think about your choices and the impact they will have on yourself and others • Be honest • Admit mistakes, reflect and identify changes or action you need to make • Only submit work that is your own • Take care of yourself • Follow school rules and guidance • Take care of the school building and environment • Clean up after yourself • Be organised – wearing school uniform, have correct equipment, completed all tasks • Plan your time • Take positive action without being asked • Consider the needs of others and help where required • Find solutions to problems or conflict • Be an upstander • Stay safe – both off and online 	<ul style="list-style-type: none"> • Arrive at school and class / appointments on time • Have all equipment / resources with you • Prepare for the session by completing all set tasks • Set up and prepare as soon as you arrive in class • Approach learning with a positive, “I can” attitude • Always strive to produce your very best work • Follow directions • Focus on learning and all tasks set • Contribute to class discussions in a positive manner • Ask for help

American Academy for Girls will:

- Provide a well-designed curriculum that leads to sustained positive behavior.
- Deliver high quality teaching and learning that engages, motivates and sets high expectations.
- Promotes and highlights positive behavior and modeling
- Communicate effectively and document accordingly.
- Hold all to accountable for their own behavior.
- Immediately address behavior that is less than expected in a developmentally appropriate way.
- Deal with incidents sensitively and confidentially.
- Use a range of individualized approaches that consider:

<i>Age of the student</i>	<i>Needs of the student</i>	<i>Prior incidents involving</i>
<i>the student</i>		
<i>Nature of the incident</i>	<i>Impact on the AAG community</i>	
- Adopt a restorative approach that allows all to move forwards.
- Maintain a “Fresh Start” model.

To support the school, positive behavior and continued learning the Parents have a responsibility to:

- Accept and support consequence of behavior management
- Ensure that attendance policy is adhered to and children arrive on time with homework done, and suitably equipped for the lessons for the day ahead;
- Know the school rules and procedures, and encourage their child(ren) to abide by them;
- Ensure that children follow the dress code and wear the correct uniform
- Show interest in their child(ren)'s classwork and homework, where possible, provide suitable facilities for studying at home;
- Act as positive role models for their child(ren) in their relationship with the school; Attend planned meetings with teachers and support school functions;
- Provide the school with all the necessary background information about their child(ren), including telling the school promptly about any concerns they have about school, or any significant change in their child(ren)'s emotional, social, medical needs or home circumstances;

Anti Bullying

Our behavior policy endeavors to provide a set of guiding principles that promote a safe, caring and happy learning environment for all members of our school community. Bullying and/or harassment of any individual at school will not be tolerated in any form, including but not restricted to physical, verbal, textual, psychological, emotional, religious, racial, social and cyber bullying between any members of the school community – including both students and adults.

AAG staff are trained to identify the signs or potential bullying and will take suitable action, immediately.

The school will support students to behave respectfully and responsibly to prevent bullying and be an upstander in the school community.

Social Media and Digital Device use

We recognize that technology is an integral part of learning and encourage its use both inside and outside school to enhance learning. Students are required to bring a personal digital device to school each day. Middle and high school students are permitted to bring phones to school, however devices can only be used in class with the teacher's permission and only for educational purposes. Phones should not be accessed at transition times and calls homes should be made, with permission, with the support of the reception or support staff.

We encourage teachers, students, staff, and other school community members to use social networking/media in a responsible manner, following the same behavior expectations online and we would expect in person. We encourage parents to keep a close monitoring of their child(ren)'s devices and do not allow apps which have little or no educational benefits.

Students should not be posting on social media during the school day or post pictures or videos taken in school, unless have the permission of a teacher and all personnel in the post.

All users will be held to account for unacceptable use. The school will not take responsibility for social media behavior but can offer support to students and families if it is having an impact on school life.

Users should make every effort to keep themselves safe and should never share access passwords or personal information about them or others.

Academic Honesty

At AAG, we expect all students to behave honestly, with integrity, and to support the school in maintaining an ethical academic atmosphere. Students must only submit work as a completion of a task or an assessment that is their own personal work. There will be occasions when students will submit a collaborative piece of work but the work must be that of the group.

High behavior standards are expected through all assessments and students are not permitted to submit answers that they have taken from a peer. Sharing answers with others will be deemed as aiding cheating and will not be accepted.

The school uses various strategies to identify cheating and plagiarism. The submission of work or assessments that have been found to be academically dishonest will be rejected and graded as a 0%. The students will be given one opportunity to take a replacement assessment at the same level or resubmit their own work within a 5 day period, but will be penalized by 20%.

Positive Behavior Recognition and Rewards

The systems used varies throughout the school depending on the age of the students.

Whole School

Each class / homeroom create their own set of essential agreements at the start of each academic year. The rules/agreements are worded positively, are an integral part of every class, and may change and evolve over the year.

Students throughout school are given positions of leadership / monitoring by their homeroom or class teacher. These roles can vary between classrooms / subjects / teachers but should reflect all aspects of classroom life such as responsibility for tidiness, specific areas or specific resources.

Students will be nominated each week, by their class teacher or their homeroom teacher, for their demonstration of exceptional learning or characteristics. These will be categorized as:

- The AAG Way Learner of the Week
- The AAG Way Role Model of the Week

The AAG Learner Behaviors (a whole school document) will be referred to in decision making for the learner of the week and a reason why will be written on the certificate.

The AAG school values will be referred to in decision making for the role model of the week and a reason why will be written on the certificate.

Admin will co-ordinate the information and it will be shared on the parent newsletter, in assemblies and on the social media pages.

KG and Elementary School

Students will be rewarded on an individual and class basis. Each child will have their own chart (AAG format) to complete when a teacher wants to give instant praise. When a chart is complete, a child will visit the Head of Elementary to receive a prize from her box. There will also be a class reward system which is streamlined across KG1/KG2, G1/2, G3/4/5. Students will work together to design the reward system and potential rewards as part of the settling back into school procedures. Students in each phase (Eg. G3/4/5) will be able to articulate to any visitor, how they are collectively measuring praise. For example, they might fill a glass jar with beads. The grade teachers, in partnership with each other, will agree consistency of the reward for example a full glass jar would allow the students 10 minutes extra break time or an extra visit to the library. The students will contribute to and agree 'fair' and 'equal' rewards.

Some pupils who have specific difficulties with behavior may require a more short term feedback / reward system to support good behavior for example 10 minutes free choice activity at the end of each lesson or half day. The class teacher is responsible for organizing, implementing and regularly reviewing this. Some children may struggle to see an incentive to behave well when their reward is at the end of a longer period, so this more immediate reward system is designed to help these pupils to make the right behavior choices in the short term.

Middle and High School

Students will be awarded points on our school management system for meeting behavior expectations each lesson. They can achieve additional points for exceptional behavior, having a positive impact on another person or academic effort and performance both inside and out of the classroom. Staff and students are encouraged to recognize and celebrate outstanding standards throughout the day. We aim to share good news with parents and with permission recognizing success through our social media channels.

Points will be monitored by the administration and pastoral team and celebrated each semester through rewards certificates and trips.

Negative Behavior

If a student chooses to use unacceptable behavior the action taken by the school will depend on the age of the child and the severity of the behavior. We will not tolerate behavior which impacts on other peoples' learning and /or safety. Incidents of inappropriate behavior should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved. When a child behaves inappropriately, the decisions made by the adults must not be led by the children's' demands/behavior.

Staff never use or threaten to use physical punishment/corporal punishment such as smacking or shaking. We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behavior if necessary and we keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable. There may be times where specific children may have regular occasions where they lose control and may need individual techniques to restrain them. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents

We do not single out children or humiliate them in any way. Where children use unacceptable behavior they will, wherever possible, be redirected to alternative activities. Discussions with children will take place as to why their behavior was not acceptable, respecting their level of understanding and maturity. Staff will not raise their voices (other than to keep children safe). In any case of misbehavior, we always make it clear to the child or children in question, that it is the behavior and not the child that is unwelcome. We decide how to handle a behavior depending on the child's age, level of development and the circumstances surrounding the behavior. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologize if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate. In addition, we help staff to reflect on their own responses towards challenging behaviors to ensure that their reactions are appropriate. We inform parents if their child's behavior is unkind to others or if their child has been upset. In all cases we deal with inappropriate behavior at that particular time or as soon as the child is calm enough to listen. We may ask parents to meet with staff to discuss their child's behavior, so that if there are any difficulties, we can work together to ensure consistency between their home and school. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist. Children are supported in developing non-aggressive strategies to enable them to express their feelings.

All records are confidential and record any inappropriate behavior that has taken place. We inform parents after an undesirable behavior. We support all children to develop positive behavior, and we make every effort to provide for their individual needs. Through partnership with parents and formal observations with specialists, we make every effort to identify any behavioral concerns and the causes of that behavior. From these observations and discussions, we will implement an individual behavior modification plan where a child's behavior involves aggressive actions towards other children and staff, for example hitting, kicking etc. The Leadership team will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety always. In these instances, we may remove a child from an area until they have calmed down.

KG

In KG we follow the same principles as in the rest of the school, however the steps have been simplified for younger children. An example of this is, if a student displays low level disruptive behavior (level 2), the class teacher will speak to the child on a one-to-one basis and clearly model 'We don't like it when you ** because it **' and explain the impact of their behavior and the choices they can now make. They will show them the unhappy face card. If a child repeats the behavior, they will be shown the unhappy face card again asked to complete five minutes thinking time which involves not touching or playing with items. If a child displays level 3 or is still not choosing the right behavior, they will be referred to a different class for additional thinking time. If the behavior persists, the Head of School will be involved and implement a suitable consequence such as missing playtime. If a student is sent to a different classroom, parents will be informed by phone or in person by the class teacher. If the Head of School is involved, they will take responsibility for informing parents.

Score	4	3	2	1	Zero tolerance and below
Definition	Going above and beyond expected behavior	Following the AAG Philosophy	Low-level disruptive behavior	Reoccurring 2 including disrespect Inappropriate language	Physical behavior Racism Theft Vandalism
Actions	Class rewards, leadership awards, certificates	Positive recognition	<ul style="list-style-type: none"> • Discussion with teacher • Unhappy face • Unhappy face + classroom time out 	<ul style="list-style-type: none"> • Red card • 5 mins time out partner room • Parent notification • HoS notification Additional consequence from HoS As 2 with teacher discretion	As 1 and 2 but with formal meeting and paperwork completed

Elementary School

If a student displays low level disruptive behavior (level 2), the class teacher will speak to the child on a one-to-one basis and clearly model 'We don't like it when you ** because it **' and explain the impact of their behavior and the choices they can now make. If a child repeats the behavior or level 3, they will be shown a yellow card. If a child continues to repeat the behavior or another undesired behavior, they will be shown a red card asked to take five minutes out of learning, in a partner grade classroom. If the behavior persists, the Head

of School will be notified and implement a suitable consequence such as missing playtime. If a student is sent to a different classroom, parents will be informed by phone or in person by the class teacher. If the Head of School is involved, they will take responsibility for informing parents.

At the end of each day, warnings are removed and a new day is a fresh start. It is a teacher’s responsibility to log all behavior issues using the AAG template on the shared drive.

Score	4	3	2	1	Zero tolerance and below
Definition	Going above and beyond expected behavior	Following the AAG Philosophy	Low-level disruptive behavior	Reoccurring 2 including disrespect Inappropriate language	Physical behavior Racism Theft Vandalism
Actions	Class rewards, leadership awards, certificates	Positive recognition	<ul style="list-style-type: none"> • Discussion with teacher • Yellow card 	<ul style="list-style-type: none"> • Red card • 5 mins time out partner room • Parent notification • HoS notification Additional consequence from HoS As 2 with teacher discretion	As 1 and 2 but with formal meeting and paperwork completed

Middle and High School

If a student displays low level disruptive behavior (level 2) they will be issued a verbal warning by the teacher. This is an indication to the child that they should change their behavior. If they chose to repeat their behavior or display a different negative behavior they will be issued with a second warning and be deducted a point on the school management system. If they chose to repeat the behavior or display an additional negative behavior they will be deducted an additional point and be issued with a break reflection session. The purpose of this session is to support the student to identify their poor behavior, understand the impact it had on themselves and others and to consider other suitable choices to make.

If a student choses to display more challenging or severe behavior, or continue to repeat low level behavior the school leadership team will become involved and appropriate action taken.

The school will always take a restorative approach and support the individual to understand the impact of their choices and how to meet the expected standards.

Below are some examples of negative behavior and the actions that will be taken by the school.

Score	4	3 Expected Behavior	2	1	Zero tolerance and below
Definition	Going above and beyond expected behavior – <ul style="list-style-type: none"> • Helping others without being asked • Making a positive impact on the environment • Going the extra step in their learning • Supporting others by showing their values • Taking self-initiated action • Assisting with an event or representing the AAG Philosophy • Helping others in the community 	Following the AAG Philosophy <ul style="list-style-type: none"> • Good/great behavior • Consistently participating in class or on E-learning platforms 	Low level disruptive behavior <ul style="list-style-type: none"> • Punctuality – between classes • Non-completion of homework or E-learning platform • Uniform infraction • Misuse of cell phone • Interruption of learning of other students • Excessive use of makeup • Coming to class unprepared 	Reoccurring behavior of items listed in number 2, in addition to: <ul style="list-style-type: none"> • Disrespectful behavior towards staff, students or things • Punctuality – between classes • Using any language inappropriately when conversing with a teacher or peer • Food/drink delivery • Misuse of cell phone • Interruption of the learning of other students • Intimidating behavior • Using the elevator without permission • Not following teachers/ staff members direction 	<ul style="list-style-type: none"> • Theft • Assault • Leaving school property without permission • Vandalism • Misuse of substances • Taking and posting photos of others without their permission • Food/drink delivery • Academic dishonesty • Bullying (cyber or in person) • Displays of Racist behavior • Repeated disruption of learning of other students • Skipping classes
Actions	Possibly actions could include: <ul style="list-style-type: none"> • Recognition by members of the pastoral team and leaders • Notifications to parents • Quarterly rewards • Celebrational trips • House points • Certificates • Reflection of learning behaviors on final school report 	<ul style="list-style-type: none"> • Positive recognition by teachers and pastoral team • Notifications to parents • Monthly rewards • Reflection of learning behaviors on final school report 	<ul style="list-style-type: none"> • Immediate discussion with teacher • Possible referral and meeting to pastoral, guidance and Head of Department • Documentation of behavior in ISAMS • Reflection of learning behaviors on final school report 	<ul style="list-style-type: none"> • Immediate discussion with teacher • If an ongoing persistent behavior: <ul style="list-style-type: none"> • move to level 0 • parents informed by teacher/staff member involved • Reflection session • Possible referral to Head of Department • Acknowledgment letter signed • Possible in- school reflection • Reflection of learning behaviors on final school report • Daily behavior monitoring sheet uploaded to ISAMS 	<ul style="list-style-type: none"> • Meeting with member of SLT • Parents informed • Parent meeting • Undertaking letter and/or acknowledgement letter signed by student and family • Formal Warning letter • Academic Probation • If behavior persists: <ul style="list-style-type: none"> • In school reflection • Out of school exclusion • Expulsion • Reflection of learning behaviors on final school report • Daily behavior monitoring sheet uploaded to ISAMS