

BEACON
PRIVATE SCHOOL



مَدْرَسَةُ بَيْكُنْ
الخاصة

Learner Behavior Policy

Updated: August 2023



Table of Contents

PURPOSE	3
SCOPE	3
REVIEW PROCESS	3
AVAILABILITY	3
COMPLIANCE AND RESPONSIBILITY	3
DEFINITIONS	5
POLICY STATEMENT	5
PROCEDURES	6
APPENDICIES	9



PURPOSE

The learner behavior policy aims to promote self-discipline among students at all academic levels at BPS by addressing learner behavior and ensuring the following:

- a- Providing a safe educational environment in which moral values and school regulations are adhered to.
- b- Encouraging the student to make an effort in studying, completing homework, participating in school activities, showing respect, good manners, to all members in the school
- c- Identifying behavioral violations and providing advice and solutions to create a safe educational environment.
- d- Promoting Respect: Learners are expected to treat others with respect and kindness, regardless of their differences.
- e- Encouraging responsibility: Learners are expected to take responsibility for their actions, attend school regularly and on time, and complete their duties to the best of their ability.
- f- Ensuring Safety: Learners are expected to prioritize their own safety and the safety of others by following school rules and procedures.

SCOPE

The Behavioral Guideline Policies apply to learners' school-wide, and the information is relayed to the parents and teachers alike. The policy will assist the necessary stakeholders in making appropriate decisions regarding specific behavioral violations and their consequences. The policy aims to reinforce school expectations and prosocial behaviors across the school. Learners are expected to follow the school policies that are aligned with BPS missions and values.

REVIEW PROCESS

The learner behavior policy is reviewed annually by the Learning Leadership Team which consists of the Head of School, Principal, Coordinators, Counselors, and Teachers to ensure that it remains effective, relevant, and appropriate for each case and aligned with the adopted behavioral standards.

AVAILABILITY

The most up-to-date version of this policy is accessible to all stakeholders on the school website. Additionally, teachers can find this policy in the Team Teachers' Group.

COMPLIANCE AND RESPONSIBILITY

- All learners are expected to comply with the behavioral policy. The responsibilities and roles are described for each stakeholder as follows:
 - ✓ Teachers implement behavioral guidelines in their classroom by supporting in guiding the learner. Should there be a behavioral concern that is beyond the scope of the teacher, he/she will fill out a referral form that will get sent to the school counselor. Please see appendix 5 for



teacher's role in behavior management. Teachers are responsible for intervening in different ways in all levels of violations and follow up with the appropriate consequences listed in the procedure section. Teachers are discouraged to discuss or disclose personal information regarding any learner. Should teachers require supplemental support on managing behaviors in classroom, see classroom management techniques and strategies in appendix 6.

- ✓ Counselors are responsible for following up with concerns that are sent by the teachers as a referral regarding any form of physical or verbal abuse, bullying, social, and/or emotional concerns. These concerns are recorded in one of the following or both depending on the nature of the case:
 - 1) the social-emotional admin portal and the learner's individualized social-emotional plan (appendix 4).
 - 2) the behavioral record and the point system track (appendix 3) record for behavioral concerns.

The counselor is responsible for following up on any areas of concern that require supporting teachers, family outreach, and learner's social-emotional concerns. The counselor is also responsible for providing teachers with recommendations to remedy behavior of concern that causes regular disruption in the class. Additionally, any form of bullying or abuse is directly reported to the counselor.

- ✓ The principal may intervene during any degree of violation. The principal collaborates with the counselor on second- or third-degree violations to discuss next steps. The relevant stakeholders discuss the next steps, which may include creating behavioral contracts/agreements, character development plans, or further consequences as deemed appropriate. Any consequences that are implemented need to be approved by the principal.
- ✓ The head of school is responsible for assessing the cases of third-degree violations and carrying out the consequences for those violations.
- ✓ Parents are responsible for encouraging their child/children to follow behavioral expectations and to support them with their personal development.
- ✓ All staff members are involved in overseeing the safety of learners in the school. Should any physical incident occur in plain sight, the witness is required to fill out an incident form and submit it to the counselor and nurse. Please see Appendix 9 for incident form.
- ✓ The learning support coordinator is to be contacted for any concerns that are related to academic and/or SEN behavioral needs.
- Failure of learners to comply with the behavioral guidelines may have negative effects on their character development and performance, potentially resulting in infractions and/or other relevant consequences that the department deems necessary.
- By adhering to this policy, teachers, learners, and parents can work collaboratively to ensure that behavioral guidelines are followed effectively and appropriately.



DEFINITIONS

- **Referral Form:** a form that is filled out by teachers, which elaborates the continuous and specific concern that they feel the learner is having in class. This form is filled out in its entirety and is confidentially sent out to the counselor so that it can be followed up on by the counselor.
- **Social-emotional wellbeing:** learners' ability to regulate with the self and with others.
- **Behavioral concerns:** Patterns of disruption and inability to adhere to guidelines.
- **Behavioral contracts:** A written pledge that is signed by the learner, which details the context of the behavioral concern. This contract is kept in the learner's files.
- **Character development plans:** an individualized plan that focuses on breaking down the point of concerns into smaller solutions. These solutions serve as the learner's goal for a given period determined by the counselor and are followed up every day with the help of teachers.
- **Peer group sessions:** Meetings between social groups with the goal of collectively reaching solutions and solving conflicts, carried out by the counselor.
- **Attendance Concern Letter:** This letter is sent out to parents whose children/child are/is chronically absent. For more details on attendance, please see attendance policy.
- **Social-emotional plan:** an individualized plan that outlines interventions and techniques to support the learners' social-emotional wellbeing.
- **Social-emotional admin portal:** a track record, filled out by the counselor, of the cases that the counselor has managed related to a learner's social-emotional wellbeing.
- **Behavioral record:** a track record, filled out by the counselor, of the cases that the counselor has managed related to a learner's behavioral concerns.
- **Behavioral Point System:** an analysis of the behavioral concerns that the learner has accumulated overtime.
- **Behavior Notice:** A letter that is sent to the parent regarding regular behavioral concerns.
- **Violations:** the act of infringing a behavioral guideline
- **Consequences:** the repercussions of the violation
- **Verbal warning:** an oral warning highlighting a behavioral concern.
- **Written warning:** a letter that details the context of concern and confirms the continuity of the recurrence of behavioral concern to the guardian.
- **Support Plan:** An individualized plan developed by the counselors to help the learner with specific needs.
- **Suspension:** Temporary removal of a learner from the school. See Appendix 11 for Suspension Letter.
- **Incident Form:** A form that is filled out by a witness, who is a staff member of the school, detailing the situation of concern.
- **Expulsion:** Requiring a learner to officially leave the school.

POLICY STATEMENT

Behavioral Guidelines enable learners to be more responsible and mindful of actions and decisions that they make at school. The goal is to ensure a safe, harmonious, and open-minded space for learners to be able to grow and learn. Learners are encouraged to take ownership of their behaviors and receive feedback for improvement. The counselors at BPS aim to support the learners and engage parents in this process. Note that each behavioral concern is assessed on a case-by-case basis and the consequences may not



follow a specific order. It is up to the counselor, based on the case's overall assessment, to decide which consequence is deemed appropriate.

PROCEDURES

First Degree Violations of Behaviors and Consequences

Teachers communicate to learners:

- Disruptive behaviors in the classroom (appendix 7).
- Entering or leaving the classroom during the class without permission.
- Failure to adhere to school dress code.
- Using mobile phones in the class.

*** Mobile Phones**

Mobile/Cell phones are not allowed in the classes, hallways, sports halls, and playgrounds. Learners needing to carry a phone to call their parents when they arrive at school or home must hand it in at the beginning of the school day to the front desk and collect it before leaving the campus.

Counsellors communicate to learners:

- Public Display of Affection (PDA) in the form of caressing, holding hands, and/or kissing.
- Being late for the start of school hours.
- Being absent from classes during the school day.
- Absence from school without medical note or valid reason from parent/guardian.

Consequences will follow in the order of which the violations occur

First violation: 1:1 session with the learner and teacher; This is a warning instead of a direct consequence; Teachers will write notes on managebac if deemed necessary.

Second violation: Verbal warning by teacher that is documented; parents are contacted and are requested to have a conference with teacher; referral is submitted to the counselor; counselor creates an action plan to support learner; counselor helps support teacher with recommendations.

Third violation: Written warning by counselor; guardian is contacted for a meeting with parent, teacher and possibly counselor; confiscation of devices by counselor if this is a technology concern.

Fourth violation: Counselor calls the guardian and notifies them of the learner's behavior; learner fills out a behavioral contract (appendix 1) with the counselor which confirms that the learner will no longer violate the rules; the behavior contract will be placed in the learners' files.

Fifth violation: Counselor will assign the learner community service tasks. This will require the learner to help teachers/counselors/staff members with an activity/helpful task.

Sixth violation: Counselor and Principal intervention; temporary suspension of participation in some learner activities, events or school trips for a period determined by the school administration; this is to be documented and kept in the learner's files.

Second Degree Violations of Behaviors and Consequences



Teachers communicate with the learners:

- Violation of any classroom rules and regulations.
- Minor disagreements between teachers and learners.
- Chronic tardiness to class.
- Inconsistent misuse of school facilities and equipment.

Counselors communicate with the learners:

- Violation of school rules and regulations.
- Insulting or disrespecting fellow students, members of educational and staff members, or workers.
- Spreading rumors and lies.
- Skipping classes during school hours.
- Regular misuse of school facilities and equipment.
- Smoking in school.

Consequences will follow in the order of which the violations occur

First violation: Depending on the nature of the case, teacher communicates with the learner and writes notes on managebac or counselor calls the guardian and notifies them of the learner's behavior; learner takes a written pledge, from the student and guardian not to repeat the violation; if this is a regular concern (more than 3 times), teacher writes a referral to the counselor.

Second violation: Counselor assigning the learner community service tasks; counselor creates a support plan for learner; parent is informed by the counselor.

Third violation: Counselor and principal implement the temporary suspension of participation in some student activities, events, or school trips, for a period to be determined by a decision of administration.

Fourth violation: Counselor and principal places learner on a behavioral probation plan for time range that is deemed appropriate.

Fifth violation: Principal and counselor suspend the learner, with permission to take exams, for a period ranging from:

1. One school day to one school week.
2. From ten days to one semester.
3. From one semester to a full academic year.

Sixth violation: Counselor and Principal's referral of the learner to Head of School to discuss the case and recommend next steps as deemed appropriate.



Third Degree Violations of Behaviors and Consequences

Teachers communicate to learners

- Plagiarism (copying the work of someone else's without citing it in the proper MLA, APA, and/or in-text citation resources).
- Disrespecting peers or staff members.
- Cheating in the class during tests/assessments.

Counselor communicates to learners

- Verbal, symbolic, or physical assault on students, or educational and staff members.
- Chronic disrespect of peers and staff members.
- Damaging parts or whole of school property such as school equipment, school busses, and/or other's belongings
- Photographing or audio recording of fellow students and/or members of the educational staff.
- Publishing pornographic materials of any kind or form, displaying, promoting or distributing them.
- Bullying in any form (verbal, emotional, psychological, physical, cyber).
- Sexual harassment or assault or incitement to do so.
- Possession of any weapons or the like.
- Bringing or consuming prohibited items into the school, such as intoxicants, vapes, narcotics or psychotropic substances of any kind.
- Discrimination against any race, ethnicity, nationality, gender, and/or religion.
- Committing any of the following violations related to the use of computers and the use of information technology:
 1. Failure to follow the instructions related to the use of computers, information technology and the information network.
 2. Using a computer system or information network in areas that are not permitted.
 3. Copying or distributing school programs or data.
 4. Using, selling, distributing, displaying or making available software, tools or devices that: may stop or disrupt information networks or information and communication technology means from functioning.
 5. Downloading any electronic programs or games on devices without permission from the school.
 6. Leaking or publishing personal data or information about others or exchanging them with other parties.

Consequences will follow in the order of which the violations occur

First violation: Counselor and/or principal calls the guardian and notifies them of the learner's behavior; counselor and principal meet with the guardians to discuss the case; counselor creates a support plan for the learner.

Second violation: The counselor assigns the learner community service activities; a behavior contract is signed by the learner and a behavior reflection is conducted.



Third violation: Deprivation from partaking in extracurriculars for a period determined by the teachers involved, counselor, principal, and director.

Fourth violation: Counselor, Principal and Head of School meet to discuss the case and next steps; Deprivation of school hours from ten days to a full academic year, according to the seriousness of the violation, return them, with permission to take the tests; these records will be added to the learners' files and submitted in case the learner transfers schools and/or during the application process for college.

Fifth violation: Official expulsion from the school.

APPENDICIES

Appendix	Title
Appendix 1	Behavior Contract
Appendix 2	Character Development Plan
Appendix 3	Behavioral Point system
Appendix 4	Social-emotional Plan
Appendix 5	Teacher's Role in Behavior Management Teacher's Role in Behavior and Consequences visual
Appendix 6	Classroom Management Strategies and Techniques
Appendix 7	Incident Form
Appendix 8	Suspension Letter
Appendix 9	Behavior Notice
Appendix 10	Referral Protocol Visual
Appendix 1	Counseling Department Referral Request
Appendix 2	Behavioral Reflection Character Development Plan Lower Elementary Behavioral Reflection (Lower Elementary) Arabic English Behavioral Reflection (Upper Elementary) Arabic English