



**ACORNS INTERNATIONAL SCHOOL**  
INSPIRING AND EMPOWERING

# BEHAVIOUR AND MOTIVATION POLICY

Reviewed: April 2022

In line with IB, we at AIS “strive to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world.” The learner profile describes the qualities and character which ultimately are the objectives to which, and the purpose for which, we all strive, both as staff members and as learners.

## Reviewed by:

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# Behaviour and Motivation Policy

## Introduction to AIS Behaviour Philosophy

Acorns International School (AIS) is committed to educating learners as a whole; this means not only providing quality academics, but also teaching learners how to be respectful to others and themselves. AIS aims to create a learning environment that is welcoming, safe, and secure for all learners. Therefore, the Behaviour and Motivation Policy is designed to support students through cooperation and communication between all stakeholders.

In line with IB practices, at AIS “strive to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world.” The IB Learner Profile describes the qualities and characteristics which ultimately are the objectives to which we, AIS staff, learners and community members, all strive.

- Inquirers—I am curious and know how to discover answers to many of my questions.
- Thinkers—I use my thinking skills to make good choices and solve problems.
- Open-Minded—I am comfortable with differences. I welcome and respect other people's points of views and ways of doing things.
- Balanced—to be healthy, it is important for me to balance the needs of my mind and body.
- Reflective—I think about and discuss my learning, skills, and products. I can think of ways to improve my learning process.
- Communicators—I understand and share ideas, feelings and thoughts in an appropriate way, sometimes in more than one language.
- Courageous—I try new things, love to explore, and confidently share my experiences.
- Knowledgeable—I explore big ideas that are important. I know and can do a lot of important things.
- Principled—I am fair and honest. I can make good decisions about what is right and wrong for me.
- Caring—I am concerned about other people's needs and, feelings, property and the environment in general.

At AIS, all student interactions (classroom lessons, assemblies, projects, PSPE lessons, free play, etc) are utilized to emphasize character building in pursuit of the above aims.


## 1. Early Childhood Behaviour and Motivation

Our behaviour policy at AIS ECD is designed to encourage self-control, self-esteem, and respect for all children and adults. It is based on the basic idea that developing discipline with children instead of applying discipline to them, will help them become more emotionally healthy and happy adults.

The policy is designed to help teachers take everyday discipline issues and turn them into teachable moments that convey the importance of impulse control, anger management, and conflict resolution. Our policy gives children the tools to understand that their emotions are not only important and deserving of attention, but they are also controllable and the power to control them lies within the child. We are striving to teach children how to progress from physical or verbal aggression to calm self-regulation, how to make better choices with cooperation and compassion, and the importance of respecting and empathizing with others.

The Early Childhood years are a critical time for children to learn to control their thoughts, feelings, attention, impulses, and behaviour. They are learning how to get along with others and how to be a friend. We know that when children are given the opportunities and support to develop self-control and other social and emotional skills, it gives them the foundation needed for academic and life success.

When any child in our program presents with challenging behaviour, teaching staff shall follow these guidelines:

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- 1.A Observe the child, and then identify events, activities, interactions and other factors that predict and may contribute to challenging behaviour.
  - 1.B Rather than focus only on eliminating that behaviour, teaching staff shall focus on teaching the child social, communication, and emotional regulation skills and using environmental modifications, activity modifications, adult or peer support and other teaching strategies to support the child's appropriate behaviour.
  - 1.C Teaching staff shall respond to challenging behaviour, including physical aggression, in a manner that provides for the safety of the child and the safety of others in the classroom. Our response will be calm, respectful and provide the child with information on what is acceptable behaviour and what is not.
  - 1.D Teacher-parent discussions regarding a child's behaviour shall be held in private and shall focus on working as a team to develop and implement an individualized plan that supports the child's inclusion and success.
  - 1.E We model appropriate behaviour; we praise, reward, and encourage the children. The reward can be stickers, certificates or any other thing approved by the school's administration.
  - 1.F We reason with and provide the children with logical consequences of their behaviour.
    - 1.F.1 We provide alternatives for inappropriate behaviour to the children.
    - 1.F.2 We DO NOT spank, shake, or otherwise physically punish the children.
    - 1.F.3 We DO NOT make fun of or otherwise verbally abuse the children.
    - 1.F.4 We DO NOT place the children in locked rooms, closets, or boxes as punishment.
    - 1.F.5 We DO NOT withhold food, rest, or toilet use.
    - 1.F.6 We DO NOT leave any child unattended.

## 1.1 Alternative Behaviour Management Strategies

**1.1.A The “Thinking Chair”** When a child continues to be unable to control their actions after two interventions or reminders from the teachers, the child will be asked to spend time in the Thinking Chair. It also may be used when children are upset, angry, or being disruptive. The Thinking Chair is a quiet spot in which they can allow themselves to take the time to relax, breathe, and try to get their emotions under control. Teachers will continue to watch children while they are in the Thinking Chair to make sure they are not hurting themselves or others. They will encourage the child to talk about their feelings and help with calming techniques so the child will be able to return to the classroom setting. Before re-joining the group, the teacher should talk with the learner about their actions; why they acted that way, what were the negative consequences (did a friend get hurt? Or a toy break?, etc), and what they should do next time. The goal of this strategy is to provide a safe space for students to calm down and reflect on their behaviour.

### 1.1.B Classroom Management

Every teacher is in charge of implementing management strategies in their classroom. As the AIS Early Childhood Department works with a wide range of early development, students, it is understood that practices that are appropriate for one age level will might not be appropriate for another. For this reason, teachers are asked to implement appropriate strategies for their age level as overseen by the ECDC HoD.

### 1.1.C House Points

House Points in EC are given to students when they demonstrate a trait from the IB Learner Profile. House Points are monitored throughout the year and contribute to the scores of the whole school in Term 3.

## 2. Primary Behaviour and Motivation

AIS is committed to educating learners as a whole; this means not only providing quality academics, but also teaching learners how to be respectful to others and themselves. AIS aims to create a learning environment that is welcoming, safe, and secure for all learners. Therefore, the Behavioural Policy is designed to support students through cooperation and communication between home and school.

The goal of the AIS Behaviour Policy is to;

- Streamline practices across all PYP classrooms
- Encourage communication about behaviours between school and home
- Hold learners accountable for actions
- Encourage better behaviour throughout the school
- Create an environment that is welcoming for everyone

This policy includes classroom methods for tracking behaviour, a system for notifying parents about behaviours, a process for serving consequences to students, and encouragement for students to behave well.

### 2.1 Teacher Expectations

Primary teachers are expected to:

- Clearly, confidently and consistently state expectations to the learners. From the first moments of the year, teachers should be setting expectations and setting clear boundaries for the school environment and class. Students should not be expected to know rules that have not been clearly set.
- Back up words with actions every time. When an expectation is set for students, there should be a clear follow through on the part of the teachers to either positively reinforce the student's actions or give appropriate consequences. Teachers should understand that they must stay true to their word in order for students to understand what to expect in the classroom.
- Use a calm, firm tone of voice. Teachers should be firm when handling challenging behaviour, but at no time should a teacher become upset or argumentative towards a student.
- Have high and positive expectations of learners. Past experiences with a learner should not play a part in the teacher's expectations of a student; they should always expect their students' personal best.
- Has a clear classroom-management plan. Along the Primary Classroom Behaviour Chart, teachers should also implement their own classroom procedures and plans to fit the needs of their individual class.
- Not use corporal punishments in response to a certain behaviour.

## **2.2 Communication Between School and Home**

Parents can monitor their child's behaviour daily by reviewing the diary. There is a section of the diary (see image 1) where a student will circle or colour the behaviour chart level indicating where they were at the end of the day. Parents can take note that their child is above "Ready to Learn" every day and feel confident about their child's behaviour. Consequently, they can also take note if their child is landing in the lower levels. Per the AIS "open door" policy, parents can always ask to set up a meeting with teachers to discuss student behaviour.

## **2.3 Primary Classroom Behaviour Chart**

Each PYP classroom has a behaviour chart with seven levels (see image 2). Each student has a peg or clip, with their name on it. Every morning, every student starts with their clip in the middle of the chart at "Ready to Learn"(green). Throughout the day, students will be asked to move their name clips up or down according to their behaviour. When demonstrating a positive behaviour, a teacher will ask the a student to move the clip up, consequently, when demonstrating a negative behaviour, a teacher will ask a the student to move their clip down. Students will be asked to only move their clip one level at a time and they can move both up and down throughout the day. No student should move another student's clip up or down.

**2.3.1 Moving Up** Students will be asked to move their clips up for positive behaviours that demonstrate an understanding and application of school and classroom rules. If/When a student reaches "Good Choices" (blue), "Great Choices" (purple), "Super Student" (pink), there is no immediate reward or benefit. However, throughout the year teachers will track

where students' clips are at the end of the day. AIS will hold events or provide extras for students that have reached these levels and haven't had to fill out the *Reset Form*.

AIS staff adapts a positive approach to behaviour, therefore, teachers can decide in their individual classrooms in what ways they can acknowledge and motivate students. These motivations have to adhere to school policies; examples may include:

- Verbally congratulating students
- Class points in connection with the behaviour chart
- Sending a postcard home to notify parents something done well
- Allowing the student to go see the Head of Primary to show off something special
- Name and picture being placed on the "Learner Profile Tree"
- Being allowed special classroom privileges (eg. playing favourite game)

**2.3.2 Moving Down** If/When a student's clip reaches "Think About It" (yellow) it is a warning.

If/When the clip reaches "Reset" (orange) the student and teacher will fill out the top portion of the *Reset Form* (see image 3). This form serves as a written acknowledgement from the student that they have broken school or classroom rules. It also provides time for self-reflection and an avenue for the teacher to sit with the student and encourage better choices. After being filled out, the student and teacher will both have to sign the document. If the student is able to make better choices, their clip will be moved up, there will be no mandated consequences, and the form will be filed with Learner Support Services (LSS) for tracking purposes. However, if the student continues to make poor choices, their clip will be moved down to "Parent Contact" (red).

If/When the clip reaches "Parent Contact" (red) the bottom of the *Reset Form* will be filled out and sent home for a parent/guardian to sign. If the form is not returned signed within two days, the Head of Learner Support Services or Head of Primary may call home. This form will be filed with LSS for tracking.

This form is not to result in additional punishment for the child at home, it is to notify parents of the challenges faced at school so a conversation can be held between the child and parent and the parents and teachers.

Throughout this process, teachers may give students consequences that apply to their actions. For example, a student that hit someone on the playground, may be asked to take a 5-10-minute time-out, or a student that throws food at lunch, may have to eat sitting next to the teacher for a few days. It is NEVER appropriate for a teacher to use corporal punishment in response to a behaviour.

**2.3.3 Suspension** If a student is sent home with three *Reset Forms* during a single term, the student will be required to serve a one day, out of school, suspension. Parents will be notified of the suspension by a phone call and a letter home with copies of the three *Reset Forms*. The suspension will take place the day after receiving the third *Reset Form*. During this day, the student WILL NOT be allowed on the school premises to participate in any school functions; classes, assemblies, clubs, field trips, events, etc. After serving the suspension, the student will be welcomed back into school the following day as long as the letter of notification is signed by a parent/guardian.



## 2.4 House Points

At AIS all students are members of a house team. Throughout the year, students earn points in the classroom and on the field through different daily events and through our annual event Sports Day. Points are collected and totalled in the final term to select a winning house team for the year.

The Clip Chart and House Points are used differently in that the Clip Chart is used solely for individual student behaviour on a daily basis, while House Points can be used to award academics and long term goals. The guidelines as shown in image 4 are presented and reviewed with teachers every year.

## 2.5 Behavioural IEP

If a student has to serve two suspensions within a term, that student will be required to have an Individual Education Plan (IEP) for behaviour. The IEP will be created by members of the LSS team, classroom teachers, parents of the student, the student, and other members that are applicable. The IEP will outline targets for student behaviour, and a plan to meet the targets with specifications for things that need to be done at home and school.

Parents will be contacted to set up an IEP meeting to create this plan. The parents are an vital member integral part of the IEP team and crucial to the success of improving student behaviour. However, if the parent does not wish to participate, the IEP will be created without them. In this case, parents will be notified of the progress of IEP on a regular basis until further intervention is required.

The teachers, LSS, members and parents may also see fit to start a behaviour IEP without any record of suspensions. In cases where patterns are being established, then an IEP can be used as a preventative action.

## 2.6 Automatic *Reset Form*, Suspension, and Expulsion

In case of extreme distracting or inappropriate behaviour, AIS holds the right to serve the student with the Reset Form, suspend, and/or expel without the process of the behaviour chart system. This decision will be made by appropriate members of school staff the senior management team in consultation with the teachers. including teachers, Head of Primary, Head of Learner Support Services, and/or other applicable staff. Behaviours that may result in an automatic suspension are, but not limited to:

- threats or physical harm to a fellow student, teacher, or staff member
- acts in a manner that results in a compromise of safety of oneself or others
- vandalism
- theft
- bullying
- inappropriate language (including swearing and racial or religious slurs)
- use of drugs or alcohol

When making this decision considerations will be made for the age of the child, the situation that lead to the behaviour, the child's past behavioural patterns, and/or the degree of the behaviour.

**Image 1**

**Primary Diary- Behaviour Section**

Today is (Day and Date) ..... Today I feel 😞 😐 😊 😄

Today my choices were: PINK PURPLE BLUE GREEN YELLOW ORANGE RED

Things I did by myself: A lot ☐ Some ☐ One or Two ☐ None

Things to tell my parents at home: .....

.....

**Image 2**

**Classroom Clip Chart**

Super Student
Great Choices
Good Choices
Ready to Learn
Think About It
Reset
Parent Contact



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**Image 3**  
**Reset Form**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

**Reset Form**

Time: \_\_\_\_\_

1. Which rule(s) did you break?

\_\_\_\_\_  
\_\_\_\_\_

2. What did you do that broke the rule(s)?

\_\_\_\_\_  
\_\_\_\_\_

3. How did your behaviour affect others?

\_\_\_\_\_  
\_\_\_\_\_

4. How can you make better choices?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We hope your behaviour can improve, however, if it doesn't, this will be sent home to your parents.

Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

**Parent Contact**

Time: \_\_\_\_\_

What did you do to break the rule(s)?

\_\_\_\_\_  
\_\_\_\_\_

To Parent,

As you can see your student had a hard time following school rules today. After receiving a warning, then a second warning with filling out the top of this form, they continued with their behaviour resulting in this form being sent home.

Teachers comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please talk to them about this, sign the form, and return it to school. Feel free to write feedback on the back of this form.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

*\*This document is to be filed with Learner Support Services. If a student acquires 3 of these notices within a term, they will serve a 1 day out of school suspension.*

**Image 4**  
**House Point vs. Clip Chart Guidelines**

Guidelines for Positivity Reinforcing with House Points and the Clip Chart

<h2 style="text-align: center;">House Points</h2> <p style="text-align: center;">(Long Term Accomplishments and Academics)</p>	<h2 style="text-align: center;">Clip Chart</h2> <p style="text-align: center;">(Daily Behaviour)</p>
<p><b>Long Term Goals/Accomplishments</b></p> <ul style="list-style-type: none"> <li>- Turning in completed homework on time</li> <li>- Completing summative assessments to a high standard per the rubric given</li> <li>- Coming to school on time and/or wearing school uniform, every day in a week</li> <li>- Reaching the target reading minutes in a week</li> <li>- Working as a team on a long-term project</li> <li>- Etc..</li> </ul> <p><b>Academics</b></p> <ul style="list-style-type: none"> <li>- Receiving 8/10 or more on a spelling test</li> <li>- Reaching a new level in Math Drills</li> <li>- Increasing their MAP Assessment score</li> <li>- Etc..</li> </ul> <p><b>Walking in the Halls</b></p> <ul style="list-style-type: none"> <li>- Receiving the walking cards from HODs or Stand-Alones</li> </ul> <p><b>Extra Points for Behaviour</b></p> <ul style="list-style-type: none"> <li>- after reaching “Super Student” on the Clip Chart, if they are told to clip up again, they can be given a house point.</li> </ul> <p style="text-align: center;">*once House Points are received, they should not be removed*</p>	<p><b>Clipping Up</b></p> <ul style="list-style-type: none"> <li>- doing what is supposed to be done, without being asked</li> <li>- following direction when asked</li> <li>- responding to a tough situation in a positive manner</li> <li>- treating members of the school community with respect</li> <li>- treating school property with respect</li> <li>- demonstrating one of the Learner Profiles with an action</li> <li>- answering a question in a way that demonstrated they were paying attention (even if not necessarily correct)</li> <li>- Demonstrating their personal best at a given point in time</li> </ul> <p><b>Clipping Down</b></p> <ul style="list-style-type: none"> <li>- NOT following a class rule that is <u>known</u> to students</li> <li>- NOT following direction when asked</li> <li>- responding to a tough situation in a way that escalates that situation</li> <li>- DISREPECTING members of the school community (not listening to teachers, talking back, bullying, name calling etc)</li> <li>- Vandalizing or damaging school property</li> <li>- demonstrating THE OPPOSITE of one of the Learner Profiles with an action</li> </ul> <p style="text-align: center;">*Applies to all lessons (homeroom and stand-alone), lunch, and recess*</p>

## 3. Secondary Behaviour and Motivation

This policy is specifically designed to support the teacher in the classroom. It is designed to be a whole-school approach, used by all staff, so that learners recognise the procedure and understand the consequences.

### 3.1 Teacher Expectations

Teachers should adopt the ‘assertive teacher’ approach; An assertive teacher is someone who:

- Clearly, confidently and consistently states expectations to the learners.
- Uses a calm, firm tone of voice.
- Ensures that behaviour limits are made clear.
- Backs up words with actions every time.
- Has high and positive expectations of the learners.
- Has a clear classroom-management plan.

Note: “The Assertive Teacher” is not a hostile teacher.

Teacher’s classroom management plans can be, and should be set to the needs of that classroom. The plans should include clear expectations with the ability and organisation available to positively reinforce behaviour of students who meet expectations.

The teacher can seek support from co-teachers, the LSS team, Hods and Curriculum Coordinators without feeling personal failure.

### 3.2 Encouraging Positive Behaviour

All staff must respond positively to acceptable behaviour. This can occur in any area of school and at any time. It is also relevant to maintain appropriate behaviour during field trips and events outside the school premises, as relevant off site as it is on site. Each act of recognition of rights or responsibility towards others should be seen as an opportunity to acknowledge positive behaviour.. Immediate verbal acknowledgement may be followed up by communication with the learner’s homeroom teacher or HoD. It is important that verbal praise is given immediately but not so, to embarrass in an age appropriate way to the learners or put them in an awkward position with their peers. A delayed acknowledgement may be more appropriate in some cases.

Most learners behave in an acceptable manner most of the time and it is easy to miss rewarding the learners for what we expect as the norm. Politeness and thoughtfulness should be acknowledged in the school corridors when doors are opened for others. In the classroom when difficult words are read for others, in the food court where mess is cleared away without instruction or where sportsmanship is displayed on sports field and where regard for other learners safety is displayed on outdoor activities and fieldtrips.

Most learners behave in an acceptable manner most of the time it is easy to miss rewarding the learner for what we expect as the norm. In Secondary, all learners are expected to showcase and cultivate the ten Learner profile Attributes as mentioned in the IB Curriculum. These attributes can be acknowledged by the teachers in a verbal praise or awarding of house points whenever applicable. The teachers can even send a positive behaviour note to the students using the ManageBac portal.

Acorns International School maintains a zero tolerance policy towards bullying. It is also important to recognise a learner who steps out of their comfort zone in tackling a difficult situation or standing up to those who are misbehaving. At Acorns International School we AIS wants to actively encourage learners to resist being passive bystanders and the rewards for such actions will encourage others to act accordingly.

### 3.3 House Points

In Secondary, the house points allocation will be a shared responsibility for all teachers. The aims and objectives of the House Point System in secondary are-

- To inculcate the mission, vision and the core values of AIS
- To inculcate the attitudes of good citizenship
- To inculcate the spirit of empathy and belonging
- To help students develop the IB learner profiles and ATL skills
- To develop a sense of bonding and team spirit

#### 3.3.1 HOUSE POINT AWARDING SYSTEM-

**3.3.1 a Contribution to the homeroom assembly-** The homeroom teacher can award house points based on the proactive attitude towards the assembly, taking on responsibilities during the assembly, sharing constructive ideas etc.

**3.3.1 b Submission of timely and qualitatively superior assignments-** All teachers can award house points to the students based on their timely submission of a qualitatively superior assignment. Please note that the timely submission alone will NOT entitle the student for the award of house point.

**3.3.1 c Maintaining SOPs-** All teachers can award house points to the students on the maintenance of SOPs especially during the morning and lunch break.

**3.3.1 d Coming to school on time-** Homeroom teachers can award house points to the students when the student clocks in between 7:45-7:55 AM for 10 school days in continuity.

**3.3.1 e Reading books-** Secondary Librarian can award house points to all secondary students for reading, and submitting a review of the book read on a monthly basis. Please note that the student is entitled to this point only when he or she checks out a book and finishes within the month. The award does not apply to textbooks or curriculum books.

**3.3.1 f Clubs/D of E Activities-** All teachers can award house points to the students when they show enthusiasm for clubs/ D of E activities, comes on time and completes reflections.

**3.3.1 g Cleanliness-** Homeroom teachers can award house points to the students based on the maintenance of classroom cleanliness.

**3.3.1 h House Boards in homerooms-** Each house of the homeroom will be responsible for putting up a display in the homeroom on a weekly basis. HOD and the homeroom teacher will award points to the HOUSE based on the display, information shared and presentation of the display.

**3.3.1 Teachers' recommendations-** All teachers can make a recommendation for house points to a particular student if found doing some outstanding service, activity, leadership role, empathetic attitude etc. However, such recommendation must come to the HOD stating the reason and the incident which has led to the awarding of the house point.

### **3.3. 2 AWARDING OF POINTS-**

Individual students can get a maximum of twenty (20) house points which in turn adds to the overall house points.

House points for group activities can be a maximum of fifty (50) points and a minimum of ten (10) points. There will be no points awarded less than ten points.

## **3.4 Sanctions**

It is important that as a staff body we are consistent in our approach to issuing sanctions and that we are always true to our word. We also recognise that we will be supported by line management and when issues are referred upwards that there will be feedback on outcomes. A few guidelines for effective behaviour management are given below;

- Make clear that you are dealing with the learner's behaviour, rather than stigmatising them. Please see the behaviour ladder.
- Avoid early escalation to severe sanctions.
- Avoid sanctions becoming cumulative and automatic (take into account the needs of the learner).
- Avoid whole group sanctions that punish the innocent as well as the guilty.
- Use a sanction as a logical consequence of the learner's inappropriate behaviour.
- Use the sanction to help the learner learn from their mistakes and recognise how to improve their behaviour.
- Never issue a sanction that is humiliating or degrading.
- Use sanctions in a calm and controlled manner.
- Ensure that sanctions are seen as inevitable and consistent (learners should know that a sanction, when mentioned, will be used).
- Attempt to link the concept of a sanction with the concept of choice to increase responsibility for themselves and others.
- If time allows, try to use restorative approaches to address poor behaviour.
- At no time should a learner be left alone or locked in a room with a teacher.
- Any sanction that is akin to corporal punishment must be avoided. The teacher will face severe consequences, if found to be using such sanctions.

### **3.4.1 Recognised Sanctions at AIS**

**3.4.1A ManageBac Behaviour Note-** Students and parents receive a behaviour note on ManageBac and electronic mail. The note states the behaviour noticed, step taken and what would be the next step. Upon receiving the note stating- "HOD meeting Parents", the student may face consequences and sanctions like going to Secondary Counsellor's office during lunch time, stay at home for a number of days, help in the school library during the morning and lunch recess time, create posters for the classroom etc.



**3.4.1 B Academic Detention (Lunch Time)** To place a learner on an academic detention, the reason for and the work missed/not handed in should be given to the HoD. This sanction will be recorded by the HoD and carried out on the nearest available lunchtime slot.

- Lunch detentions are to be served from 1:30 to 2:00.
- Students are expected to proceed to detention on their own volition, regardless of whether or not a teacher prompts them to do so at the appropriate time.
- The student will fill out the detention slip on arrival and will be given to HOD. Detentions are to be served for the entire duration.
- The student is to take whatever materials necessary to stay productive for the duration. **Computers are not to be used or asked for.**
- **Detention time may be used for-**help in the school library during the morning and lunch recess time, create posters for the classroom, help another student in academics, complete additional work in subjects etc.

**3.4.1 C Suspension (Temporary or Permanent)** Only by referral to the HoS through an HoD.

Offences that constitute a temporary exclusion include repeated smoking offences, aggression towards a pupil or teacher, breaking bounds. The offences that could qualify for permanent expulsion are;

- **Drug and Alcohol Use;** AIS has a zero tolerance towards illegal drugs and/or substance abuse of minors. The school reserves the right to ask for urine testing or saliva swabs for the presence of drugs as a condition of a student's continued enrolment.
- **Dangerous and Disruptive Behaviour;** Examples might include: aggressiveness; disruption in the classroom; possession of a weapon or replica weapon, including knife of any sort, airsoft gun, etc.; unpleasant behaviour towards others; making or playing with fire and tampering with fire fighting equipment.
- **Dishonesty;** Incidents of dishonesty, whether theft of property or through not being truthful in academic submissions are viewed seriously. A serious incident, or repeated incidents, would result in permanent exclusion.
- **Bullying;** AIS will not tolerate any form of bullying from our students. We also recognise bullying may happen outside of school hours through social media. Any incident of bullying reported may lead to suspension and/or expulsion.
- **Defiance/Disobedience;** A pupil who repeatedly refuses to do as he/she is told, or acts in a defiant manner, will be passed up the “chain of command” from the classroom teacher ⇒ homeroom teacher⇒ Head of Secondary⇒ Head of School. The Learner will be given the opportunity to discuss the issue at each level but, if still refusing to conform, will be suspended until such time as he/she is willing to work with the staff of Acorns International School in a respectful manner.
- **Language;** AIS does not tolerate inappropriate language. This includes swearing, racist comments, and sexual or sexist comments.
- **Damage To School Buildings/Property;** Deliberate or wilful damage to school buildings or property is viewed as a very serious act of disrespect towards the school. Examples include forced entry, damage or detachment of window restrictors and damage to furniture, building fabric, teaching resources, sports equipment or

school vehicles. Parents will be expected to pay the total cost of repairs including the labour charges of the external contractors employed to repair such damage.

- **Sexual Assault or Harassment;** AIS does not accept or tolerate any form of Sexual Assault, harassment or the use of any sexual content during the school day. This may include touching other students or themselves, threats, sharing of explicit content, and sexually explicit language. If a report is made known, this may result in a learner being sent home pending further investigation. Once the investigation is complete a meeting will be held by HoD and parents will be asked to attend a meeting with the Head of School and Heads of Department. The consequence may lead to expulsion.

If a student is found to be violating any of the above infractions, AIS will respond accordingly.

### 3.5 Physical Restraint

Restraint occurs whenever a member of staff, using intentional force, physically restricts a child's movement against his or her will. Restraint occurs whenever a member of staff, using intentional force, physically restricts a learner's movement against the learner's will. This may mean restraining a learner or moving him/her by physical means. The procedures of restraints apply to learners of either sex and of any age. Physical restraint should be used in circumstances where there are good grounds for believing that the learner is placing him/herself or other people in immediate danger or where there is a likelihood of significant damage to property.

Staff put in these situations should always consider other methods of calming, isolating or talking with a student before restraint is used. Staff should also be aware that in some cases, physical restraint may be perceived by the learner as positive reinforcement.

If there is a student with a known pattern of behaviour that causes concern for safety, the HoDs and parents should meet in order to create an IEP plan for how to respond, should such a situation arise. If physical restraint is likely to be necessary this should be included in the learners Individual Education Plan (IEP) together with information on de-escalation strategies, the manner in which the pupil will be held, how support can be summoned if needed, and/or any medical factors to be considered.

It is important to note this is a procedure for handling unsafe or crisis situations. Physical restraint is not the use of gentle physical prompting or guidance where the child is happy to comply and the aim is to assist in participating appropriately in activities. There are situations where physical contact may be necessary; administering first aid, offering comfort to a distressed learner, as a greeting if first offered by the student. This does not constitute restraint, however, staff should be conscious of learner's perceptions and recognise that for some learners touching may be unwelcome and misinterpreted despite good intentions.

#### 3.5.1 Types of Restraint

- *Partial Restraint* covers a wide range of techniques which can be applied in degrees to meet particular circumstances. It may involve:

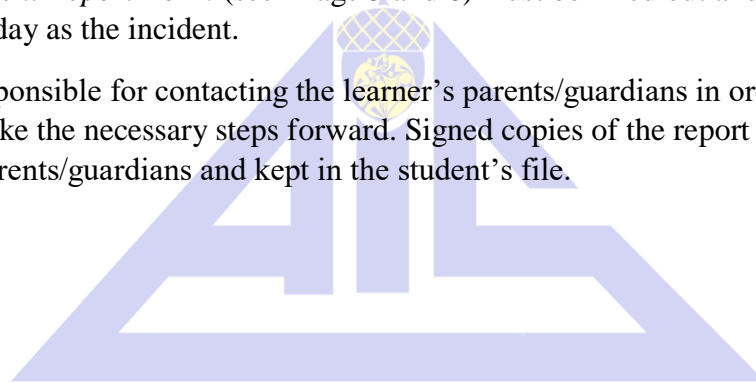


- Physically moving a learner from a situation where there is an imminent risk of a violent incident and where the pupil has refused to respond to a reasonable verbal request.
- Holding learners to restrict their movements.
- Retaining a learner in a confined area in order to prevent individuals or property being damaged. A learner should never be locked in a room alone.
- *Total Restraint* is where learners are held in such a way which prevents them from moving.
  - This could mean a learner being held on the floor. This is an extreme form of restraint and would be used only when an assault was being thought of as a serious risk to others.

### 3.5.2 Documentation and Reporting

If a member of staff is in a situation that calls for physical restraint to be used with a student, the *Restraint Incident Report Form* (see image 5 and 6) must be filled out and handed over to an HoD the same day as the incident.

HoDs are then responsible for contacting the learner's parents/guardians in order to meet over the incident and take the necessary steps forward. Signed copies of the report should be given to the student's parents/guardians and kept in the student's file.



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## Image 5

### Restraint Incident Report Form Part 1

#### Restraint Incident Report Form



Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Time of incident: \_\_\_\_\_

Location of incident: \_\_\_\_\_

**Section 1: Incident Details** to be filled out by staff member(s) involved

1.1 Students involved in the incident: \_\_\_\_\_

\_\_\_\_\_

1.2 AIS staff or community members involved in the incident: \_\_\_\_\_

\_\_\_\_\_

1.3 How did the incident begin? \_\_\_\_\_

\_\_\_\_\_

1.4 Describe the incident; \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1.5 What did you do to try to defuse the situation before using restraint? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1.6 What behaviour was the learner presenting that warranted restraint? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1.7 Was there damage to property or an assault on a learner or staff during the incident? \_\_\_\_\_

\_\_\_\_\_

1.8 Did anyone witness the incident? \_\_\_\_\_

\_\_\_\_\_

Signature of Staff reporting in Section 1: \_\_\_\_\_

**Image 6**  
**Restraint Incident Report Form Part 2**

**Section 2: Restraint and Safety** to be filled out by HOD

2.1 Describe how the learner was restrained; \_\_\_\_\_

\_\_\_\_\_

2.2 For how long? \_\_\_\_\_

2.3 By how many staff members? \_\_\_\_\_

3.4 Was anyone injured during the incident?      **YES**      **NO**

If yes, give details \_\_\_\_\_

\_\_\_\_\_

3.5 Was the pupil checked for injuries by a member of staff who was not involved in the incident?

**YES**      **NO**

If yes, by whom? \_\_\_\_\_

**Section 3: Analysing the Incident** to be filled by both staff and HODs

3.1 Why did the behaviour occur? (attention, emotional release, task escape mechanism, other) \_\_\_\_\_

\_\_\_\_\_

3.2 What could be done differently next time to avoid the need for physical restraint? \_\_\_\_\_

\_\_\_\_\_

3.3 Is this a pattern of behaviour that needs to be planned for in an IEP?      **YES**      **NO**

If yes, a copy of this report must be handled over to the Learner Support Services HOD

**Section 4: Follow Up Action** to be filled by HOD

4.1 The incident was reported by: \_\_\_\_\_

Designation: \_\_\_\_\_

4.2 Parent/Guardian was informed through: \_\_\_\_\_ Informed by: \_\_\_\_\_

4.3 Time informed: \_\_\_\_\_

4.4 Date informed: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

HOD Name: \_\_\_\_\_

HOD Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*stamp required

### 3.6 AIS BEHAVIOUR CONSEQUENCES

Below is a list of major infractions and consequences. Those highlighted in red denotes the severity of the consequence.

Infraction	Details	1 Day Detention	1 Week Detention	2 Week Detention	3 Day Suspension	5 Day Suspension	Expulsion
Theft							
Bullying	Def: Purposeful harm, Power imbalance, already or will be repeated, discrimination, harrassment						
Dangerous Behaviour	Anything that endangers the safety of another person						
Fighting / Violence	Fighting with or violence towards another person						
Prohibited Item	In possession of any item on the 'Prohibited Items' list						
Contraband	Items that are illegal or strictly prohibited on campus						
Threat							
Academic Dishonesty / Cheating / Copying / (Or Allowing To)	Cheating or allowing to cheat on test, copying of classwork						

Inciting Bad Behaviour	Levels of severity may differ, e.g. egging someone on to do something silly may be a -3, but incitement to violence should be a REFERRAL						
Leaving School Without Permission	A strict form of disobedience						
Damage / Vandalism	Willful damage of school property. Damage is also subject to be paid for by the family.						
Defiance of Teachers	Not following direction, willful or forceful challenge to teacher's authority						
Disrespect	Being disrespectful in words or actions. Culture of disrespecting not acceptable.						
Inappropriate Language	Language inappropriate to an educational establishment. Swearing, cursing and other offensive terms, even if used to friends. Written and Verbal forms, on campus or online.						

Public Display Of Affection (Under Review)	Kissing, inappropriate touching, leaning/laying on one another						
Inappropriate Phone/ Device Use (Unsanctioned)	Using phone for anything other than teacher-designated educational activity, after referral, phone should be confiscated						
Dishonesty	Provable dishonest behaviour						
Disruptive / Disorderly Behaviour	Disrupting learning environment or planned activity, both in and outside the classroom						
Eating / Drinking/ Chewing	Consuming anything other than water in class time						
Homework - Not Done	Failure to do a piece of set homework						
Late	Entering lessons late or taking too long in bathroom/going to locker and not returning to library.						

Litter / Mess	Students need to learn that we need to keep our shared environment clean. Leaving an area in a worse state than you found it.				
Off Task	Not working effectively/ completing task				
Uniform Infraction	Violation of the school uniform policy				
Uniform Infraction PE	Violation of the school uniform policy in PE				
Unprepared For Class	No pen, no book, no paper = no excuse				

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