

**Kuwait Bilingual School**

**مدرسة الكويت ثنائية اللغة**

**Behavior Policy**

**What is a School-wide Discipline Plan?**

A School-wide Discipline plan is an organized, data-driven system of interventions, strategies and supports that positively impact school-wide and individualized behavior planning.

**What are the benefits of a School-wide Discipline Plan?**

A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be. This attention to expectations leads to a more positive classroom experience, a stronger learning community and an increase in student learning.

**Defining Discipline:**

Discipline is a process that uses teaching, modeling and other appropriate strategies to maintain the behaviors necessary to provide a safe, orderly and productive learning environment by changing unacceptable behavior to acceptable behavior.

**The Classroom Teacher’s Commitment**

*Teachers will:*

* Enforce the School-wide Discipline Plan as agreed.
* Model high behavioral expectations and reinforce the Learning Profile.
* Communicate high behavioral expectations to students and parents.
* Commit to follow through to the success of student behavior.
* Take responsibility for classroom problems and behavior (having Hall Passes, prepared to take actions…)
* Foster a safe school climate characterized by a concern for students as individuals.
* Take an interest in the personal goals, achievements and needs of their students.
* Support the students in their academic and extracurricular activities.

**Administrator’s Commitment**

*Administrators will:*

* Support the teachers in this revised system.
* Model high behavioral expectations.
* Maintain a school climate in which everyone wants to achieve self-discipline.
* Foster a school climate where the administration is sincerely concerned for the staff and students as individuals.
* Take an interest in personal goals of teachers, staff and students.

**Parent’s Commitment**

*Parents will:*

* Reinforce the School-wide Discipline Plan.
* Communicate high behavioral expectations to their child.
* Commit to follow through to the success of their child’s behavior.
* Take an interest in personal goals, achievements and needs of their child.
* Support the students in their academic and extracurricular activities.

**Student’s Commitment**

*Students will:*

* Follow the School-wide Discipline Plan.
* Maintain high behavioral expectations.
* Accept responsibility for their behavior.
* Set personal goals and work hard to achieve them.

**Behavior Expectation Matrix**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Restroomالحمام | Hallway الممرات | Recess الفرصة | Classroomالصف |
| ARE Prepared  مستعد | * Take the Hall Pass * خذ بطاقة الإذن | * Know and go directly to your destination * Have your Hall Pass * اعرف وجهتك و توجه إليها مباشرةً * خذ بطاقة قبل الخروج | * Bring your materials (coats, equipment, food, etc.) * Use the restroom before going out * أحضر لوازمك (المعطف، الأدوات، الطعام...) * استعمل الحمام قبل الذهاب إلى الفرصة | * Have your materials * Eyes, ears, and brains turned on * أحضر لوازمك * انتبه للتدريس بجميع حواسك |
| ACT Responsibly  تصرف بمسؤولية | * Use a quiet voice * Wash your hands * تحدث بصوت منخفض * أغسل يديك | * Walk quietly * Keep hands and feet to yourself * Face forward * إمش بهدوء * حافظ على يديك و قدميك لنفسك * انظر أمامك | * Play safe * Report problem * Line up quietly * Dump trash quietly and carefully * العب بأمان * أبلغ عن المشاكل * قف في الطابور بشكل هادئ * ألق القمامة بهدوء | * Actively listen * Use inside voices * Complete tasks in a timely manner * أصغ باهتمام * تكلم بصوت منخفض * قم بإنهاء مهامك في وقت محدد |
| WORK as a Team  اعمل كفريق | * Report problems * Wait your turn * أبلغ عن المشاكل * انتظر دورك | * Pick up trash * Stay in a single file line * Stay quiet * التقط القمامة * قف في طابور واحد * حافظ على الهدوء | * Pick up trash when you see it * Clean up your areas * قم برمي القمامة حين تراها * قم بتنظيف مكانك | * Leave the area cleaner than you found it * Work together * اترك مكانك نظيفاً أكثر مما وجدته * إعملوا كفريق |
| SHOW Respect  أظهر الاحترام | * Keep hands, feet, and eyes to yourself * Clean up after yourself * حافظ على يديك،قدميك و رجليك لنفسك * قم بتنظيف مكانك | * Walk on the right * Hold the door for others * امش على الجانب الأيمن * امسك الباب للاخرين | * Take turns * Treat others as you would like to be treated * Keep your hands and feet to yourself * Use manners * Use kind words * عامل الآخرين كما تحب أن يعاملوك * حافظ على يديك و قدميك لنفسك * تصرف بأخلاق عالية * تلفظ بكلمات طيبة | * Follow classroom procedures * Treat others as you would like to be treated * Raise hand and wait to be acknowledge before speaking * إتبع إجراءات الصف * عامل الآخرين كما تحب أن يعاملوك * ارفع يديك وانتظر الإذن قبل أن تتحدث |

**Defining Unacceptable Behaviors**

There are two levels of behaviors: minor and major. Minor behaviors will be addressed and handled by teachers. Major behaviors will be referred to the office to be handled by the deputy principal or principal. *(See flowchart on page 5)*

The following table defines minor and major behavior concerns.

|  |  |  |
| --- | --- | --- |
| **Behavior** | **Minor** | **Major** |
| Deface | Something that can be removed, cleaned, or fixed. | Inability to clean or fix. |
| Disrespect toward a peer | Mildly rude interactions with a peer or peers that may cause a slight upset. | Continuous rudeness and deliberate interactions or arguing with a peer or peers that is offensive to the peer/peers. |
| Disrespect toward a staff member/adult. | Mildly rude interactions with a staff member/adult that may cause a slight upset. | Rude and deliberate interactions or arguing with a staff member/adult that is offensive to the staff member/adult. |
| Endanger | Minor injury to others. Disregard the safety of others. | Major injury- a physical mark, causing someone pain. |
| Inappropriate Behavior | Slight disruption that hinders the learning of others. | Continued or physical disruption that hinders the learning of others. |
| Inappropriate Language | Profanity exclaimed, not intended at an individual. | Continuous swearing, offensive gestures or comments directed at an individual |
| Insubordination | Failure to follow directions in a reasonable amount of time. | Continued refusal to follow direction or arguing with an adult. |
| Uniform Violation | Wearing uniform, but may have uniform pieces missing (ex. Open toed shoes, wrong t-shirt). | Refusing to wear uniform. |
| Wandering | Wandering the classroom. | Leaving an area without permission. |

**Behavior Flowchart**

Observe problem Behavior

Fill out discipline referral

Notify office of 3rd minor offence. Provide documentations.

Maintain in classroom records

Is this the student’s 3rd minor offence in 30 days?

Teacher keeps referral in personal records

Determine consequences

Problem solve within classroom

Office gets parent response

Office contact parents

Determine consequence

Office problem solves

Send student to the office with a referral note

Is it a major behavior problem?

**Consequences for Minor and Major Incidents**

When students do not follow the outlined school-wide discipline plan they will receive consequences based on the philosophy of progressive discipline. Progressive discipline uses a consistent approach that starts with a minor consequence for first offenses to a more severe consequence for repeat offenses.

Minor behavioral issues will be handled by the teacher (classroom, art, music or gym, playground…). They will use their discretion when they believe the classroom behavior requires a referral. The following is a sampling of the consequences teachers may use:

* Redirection
* Removal to a “time out” area within the classroom or outside the classroom for no more than 10 minutes.
* Written referral kept in the teachers’ files
* Conference with student
* Note to parent
* Phone call to parent
* Teacher detention (afternoon from 2:30 till 2:50 pm)

Major offenses will be handled by an administrator. Each child is an individual whose needs will be considered when determining the consequence. The following is a sampling of the consequences administrators may use:

* Natural consequence (clean desk that student wrote on, letter of apology, etc.)
* Parent phone call
* Referral to Discipline Team to develop a behavior improvement plan
* Detention (afternoon)
* Suspension (in-school or out of school)
* Warning letter

**Positive Support System**

This component of the school-wide discipline plan is to recognize students for meeting school behavioral expectations. The incentive programs are:

* Student of the Month Award Assemblies:

One student per teacher will be recognized for exhibiting the “Character of the Month”. Students receiving Student of the Month will be invited to attend a breakfast award ceremony.

* Star Student Celebrations

Our goal is that all students follow school-wide behavior expectations. When we observe them being safe, treating others with kindness, trying their best and being respectful, we acknowledge them by giving positive verbal feedback and other rewards.

**Teacher’s Record Form**

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

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Location: Playground / Gym / Classroom/

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Bathroom / Other ………….

|  |  |
| --- | --- |
| **Minor Problem Behavior مشكلة سلوكية ثانوية** | **Teacher Intervention تدخل المعلم** |
| * Defiance / Non-Compliance تخريبي * Disrespect Peer عدم احترام الطالب لزميله * Disruption ازعاج * Dress code violation عدم الالتزام بالزي المدرسي * Inappropriate Language كلام غير مقبول * Physical Contact احتكاك جسدي * Inappropriate behavior تصرف غير مقبول * Property misuse إساءة استخدام الممتلكات * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ غيره \_\_\_\_\_\_ | * Re-directed إعادة التوجيه * Parent Contact الاتصال بولي الامر * Teacher Detention حجز مع المدرس * Change of seat تغيير مكان الجلوس * Time out ( 5-10 minutes ) وقت مسقطع * Loss of Privilege الغاء امتياز معين * Conference with the student اجتماع مع الطالب * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_غيره\_\_\_\_\_\_ |

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

|  |  |
| --- | --- |
| **Major Problem Behavior مشكلة سلوكية أساسية** | **Administrative Decisionقرار الادارة** |
| * Defiance / Non-Compliance تخريبي * Disrespect Staff عدم احترام الموظف * Disruption ازعاج * Forgery /Theft تزوير/سرقة * Physical Fight تضارب بالأيدي * Property misuse اساءة استخدام الممتلكات * Inappropriate behavior تصرف غير مقبول | * Loss of Privilege الغاء امتياز معين * Parent Contact الاتصال بولي الامر * After school Detention حجز بعد المدرسة * Individualized instruction توجيه فردي * In school Suspensionفصل داخل المدرسة * Out of school suspension فصل خارج المدرسة * Warning letter إنذار خطي |

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| --- |
| **Teacher’s Comments تعليقات المدرّس** |
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**ALL MINOR PROBLEMS ARE FILED BY THE CLASSROOM TEACHER, THREE MINOR INCIDENTS IN ONE MONTH EQUAL A MAJOR PROBLEM.**

**يملأ المدرّس ببيانات المشاكل الثانوية و يحتفظ بها. ثلاث مشاكل ثانوية للطالب في شهر واحد تساوي مشكلة أساسية**