NADEEN SCHOOL BAHRAIN

Behaviour for Learning Policy

'For the strength of the pack is the wolf and the strength of the wolf is the pack'
– Rudyard Kipling – Jungle Book

Review:

Written by: EP, CS, KM and NAL
Reviewed by: SP, SLT and All Teaching Staff
Reviewed on: October 2024
Indicative Review Date: September 2025

All policies will be reviewed as above or as and when needed.

Behaviour Policy Preface

Preface to this Policy: The school must follow Decree 99/2017 which addresses Discipline Regulations in Government and Private Schools. While the school has the authority to create its own behaviour policy it is not permitted to negate any portion of the decree. The school has worked to retain its own ethos and approach to behaviour while fully complying with the Decree and the article contained therein.

According to the Ministerial decree, the school has a Behaviour Committee. The committee comprises the Principal, Heads of School, Assistant Heads, and the Phase Leader of the appropriate class. Class, subject, and specialist teachers, along with class assistants and administration staff all work together to ensure that this policy is followed.

'Every child has the right to an education. Discipline in schools must respect children's dignity.' (UNCRC United Nations Convention on the Rights of the Child, Article 28)

See Appendix for full details.

Policy Statement

Our aim at Nadeen School is to ensure all learners Work, Learn, Flourish (WoLF) through the guidance and support of caring and compassionate teachers. This includes our learners who may face challenges in developing their behavioural skills. All behaviours are a form of communication and where the behaviour isn't what we would hope for in our community it is usually a symptom of other challenges. We view behaviour as developing a set of skills, values, attitudes, and attributes and we support all learners to grow by adapting our teaching to

meet individual needs. Some learners may require additional scaffolding to meet expectations and through our compassionate approach we provide a range of opportunities to support the required development. We adopt a 'can't yet' approach instead of a 'won't' approach, and this mindset enables us to make supportive choices concerning individual behaviour development. Due to these beliefs, we move away from a consequence-driven approach to a restorative approach underpinned by our High-Performance Learning (HPL) guidelines.

Introduction/Purpose

This policy will outline how we can create a successful relationship-focused approach to learner behaviour in line with our HPL guidelines and with the mindset of growth for all learners, whatever their starting point at Nadeen. We will outline how restorative practices will be used to support the development of learner behaviour. In addition, we will outline the current contribution of relational neuroscience and how this contributes to our understanding of the challenges learners face that might drive particular behaviour. At Nadeen, we seek to create a compassionate approach to understanding beyond surface-level behaviour. This ensures learners are gaining the emotional support they require to succeed and be able to self-regulate. We aim to do this through open communication, positive reinforcement, and creating Positive Support Plans (PSP's) when a learner requires more specialised support.

This policy will outline a system of logical actions concerning incidents in line with a restorative approach and our HPL philosophy. The emphasis is on repairing relationships or other things that might have been harmed in the process. Through this, we aim to make learners aware of the impact of their actions on the school community and allow them to make an informed decision to be motivated to improve on their own behaviour. Through a focus on the positive aspects of restorative practice, an understanding of what drives our behaviour, and building an understanding of the nervous system, we aim to create lasting change. Relationships, respect, responsibility, repair, and reintegration are all positive aspects of this process and culture of understanding. We will integrate this into our HPL system by instilling our expected Values, Attitudes, and Attributes (VAAs) into the policy.

The primary purpose of this policy is to build a culture that will support the development of positive behaviour within the school. The aim is to provide learners and staff with the tools they need to build strong working relationships and to have open and honest communication. A culture of understanding and nurturing everyone to be the best they can be will give us the base for our restorative practice. By showing learners that teachers are also working on themselves to be the best they can be, everyone at Nadeen can Work, Learn, Flourish together (WoLF).

Aims and Objectives

This document is a statement of the agreed aims, principles, and strategies for the Behaviour for Learning policy at Nadeen where we aim to:

- Provide a consistent approach to behaviour development.
- Outline how learners are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour development.
- Outline our system of restorative practice for EYFS, Primary and Secondary.
- Outline our shared understanding of the underpinning causes of specific behaviours.

Rights and Responsibilities

Learners will respond to the expectations of all staff members of the Nadeen community, who themselves should treat each other with professional courtesy and respect i.e. model the best of

behaviours to learners.

As members of our school community, all learners have rights and responsibilities. These rights and responsibilities can be summarised as follows:

Rights
- To be valued and treated respectfully.
- To be safe.
- To achieve.
- To be treated equally.
- To feel understood and listened to.
- To feel emotionally safe.
- To know where to seek help.

Responsibilities
- To respect the views and possessions of other people.
- To allow and support others to achieve.
- To ensure your actions do not harm others, physically or emotionally.
- To be mindful of the learning environments and ensure your actions do not harm things within the learning environments.
- To help support and maintain the learning environments.
- To represent Nadeen positively, inside and outside of school.
- To create high-performance habits to represent the best of yourself and support others

Whilst on-site at Nadeen Learners are expected to:

- Respect and uphold the values of Nadeen – HPL VAA's.
- Maintain a positive and enthusiastic attitude to learning.
- Listen to, be polite, and follow all instructions from any staff member.
- Complete all home learning sets, meeting all deadlines.
- Attend school regularly and be punctual to school and lessons.
- Take pride in their appearance and wear the Nadeen school uniform correctly.
- Maintain high standards of behaviour in all areas of the school.
- Take care of all personal and school equipment and property.
- Actively support and encourage peers, fostering a sense of belonging and togetherness, and working collaboratively with others.
- Embrace and respect the diverse backgrounds, perspectives, and experiences of all members of the school community. ● Participate in efforts to maintain a sustainable environment, such as recycling and minimizing waste. ● Show empathy and provide support to peers and staff, contributing to the emotional and social well-being of the school community.

In the wider community, Nadeen Learners are expected to:

- Respect the values of the community.
- Remain lawful and law-abiding.
- Respect others whilst using social media and other devices.
- Uphold the values and positive reputation of Nadeen at all times.
- Set a positive example for others both within and outside the Nadeen community by upholding the school values. Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is an approach that focuses on proactively guiding and supporting positive behaviour in learners. The strategies are positive by nature and encourage the desired positive outcome of behaviours, as opposed to focusing on and highlighting the unwanted behaviours.

At Nadeen, all staff are expected to incorporate the following practises in support of PBL:
- Use of positive language
- Calm, fair and consistent
- Proactively building relationships
- Constructive classroom culture
- Praise and reward
- Support for emotional and social skills
- To Interact with learners rather than to them or for them

By incorporating this into our everyday school life and setting these strategies as the "norm", we can build a learning community at Nadeen that all of us can be proud to be a part of.

Restorative Practices

Restorative practices are essential for fostering a supportive and inclusive school environment. These practices focus on repairing harm, building relationships, and promoting a sense of togetherness.

Integrating restorative practices offers several benefits:

- Builds relationships:

   By encouraging open communication and empathy, these practices create a supportive environment that enhances trust and cooperation.

- Strives to be respectful to all:

   This ensures that everyone involved in a situation is treated with respect and consideration, fostering a culture of mutual respect and understanding.

- Provides equitable dialogue and decision making:

   By ensuring that all voices are heard and that decisions are made collaboratively, promoting a sense of equity in conflict resolution.

- Involves relevant stakeholders:

   This practice involves all relevant stakeholders, including learners, staff, parents, and the

Nadeen community. ● Addresses impact, needs, and obligations:

   Rather than focusing solely on disciplinary measures, this addresses the underlying cause of the impact, the needs of those affected, and the obligations of those involved to repair.

- Encourages all to take responsibility:

   By encouraging learners to take responsibility for their behaviours and their impact on others, restorative practices promote accountability. This helps learners to understand the outcome of their actions and fosters personal growth and self-improvement.

- Promotes a positive school culture:

   By focusing on relationship building and positive conflict resolution which creates a more supportive learning environment.

- Enhances emotional and social learning:

  Learners learn to regulate their emotions, communicate effectively, and empathize with others, which contributes to their overall well-being and academic performance.

- Increases engagement and motivation:
  To contribute to a positive school culture where learners are encouraged to participate actively and strive for personal excellence.

- Supports positive behaviour development:

  By focusing on understanding and addressing the underlying causes of behaviour, restorative practices support meaningful behaviour development.

By implementing these benefits of restorative practice in our Nadeen community, we aim to create a nurturing and effective learning environment that supports the development of positive behaviour and fosters our HPL ACPs and VAAs, a sense of belonging, and togetherness.

The 5 Rs of Restorative Practice:

Relationships - Empathetic – Confident – Collaboration – Concern for Society

Building a strong relationship between all stakeholders at Nadeen is the fundamental step to Restorative Practice. By having a foundation of a strong relationship, we can maintain open lines of communication where all parties have an equal voice.

Respect – Empathetic – Concern for society – Collaboration

All strong relationships are rooted in respect. If the individuals that are involved in the relationship do not respect each other's ideas or thought processes then conflict will start to arise. By giving time for everyone to share an opinion and trying to understand that opinion we learn to show respect to our peers and work together towards our common end goal.

Responsibility – Agile – Enquiring

In order for our restorative practice to take hold we need to ensure that all learners and teachers take responsibility for their actions within our eco-system of learning. Responsibility is a huge part of our Restorative Practice. We want learners to own this practice by being an equal stakeholder in this whole process. By showing learners their importance in this practice, they will see that they need to build upon making stronger relationships within our Professional Learning Community

Repair – Hardworking – Resilience

Should a behavioural challenge take place it is important that the learner understands what was wrong about their actions. By having clear and open communication between the teacher and the learners, this relationship can be repaired and strengthened moving forward by acknowledging their error in judgement and repairing the harm that might have been caused.

Re-integration - Hardworking – Perseverance

The re-integration part of this process is integral for restorative practice to take hold. We want to ensure that after an incident has been discussed, all parties are able to move on and work cohesively together again. This means no learner should be known as being a consistent disruptive presence in the school as they now want to repair their actions and return to being an active and

What can we incorporate?

There are four restorative practices that we can implement at Nadeen that all work on the same model of restorative justice: community–building circles, norm–setting, community circles for content, and restorative chats.

Community–building circles: This practice is great for the beginning of the year, as well as to use throughout the year to build a community of learners. This allows the learners to get to know one another, as well as the teacher. This practice builds empathy amongst the learners and will reduce the negative behaviours that can exist in classrooms. In a restorative school, Community–building circles can be used during the morning to check in, after a break time, or at the end of the day as a check–out. This creates opportunities for open discussions about actions and feelings, developing relationships and empathy.
Build relationships throughout the year in order to establish a connection with the learners. This can be done during form time/circle time.

Norm setting: This practice is carried out using the model of a community–building circle but emphasises the building of classroom norms together such as working collaboratively in class to create our High Performance Habits. Through the norm–setting process, learners discuss the values within these habits and things that are important to them in a relationship. The learners take ownership of their set of habits and through community–building circles they become the classroom norm. VAAs need to become part of our norm setting.

Restorative Chats:

This is non–prepared, often quick conversation that aims to take those involved in conflict to a restorative solution where everyone feels: heard, treated fairly, able to move on and has a clear idea of what is needed from their future actions. Restorative chats are very effective in developing empathy and building on established restorative practices at Nadeen. They can help resolve issues quickly before they escalate.

To be able to use this effectively, you will need an understanding of what a restorative solution is and how to use restorative language to help others come to a resolution to a problem or issue. A Restorative Chat works most effectively when restorative practice is an integral part of the culture at Nadeen and the learners understand what is expected of them within this ethos.

 When having a restorative chat is it important to remember to:

1. Ask open questions using restorative language
2. Use active listening skills
3. Think about body language

Restorative chats are used when learners do not meet the norms that were established in the classroom. It can be one on one or can be done with the whole class. It is centered around the following four questions:

What happened? – This differs from 'what did you do?' and allows learners to tell the whole story and feel heard.

What were you thinking at the time? – This asks learners to go back through the mental process they used when making the decision to act outside of the norms. This is a meta–cognitive

practice. It allows for reflection on what thoughts and/or emotions may have led to the behaviour.

Who or what was harmed? – This question asks the learner to be accountable for the idea that their behaviour caused harm to someone or something. Learners are quick to discover that they have harmed themselves and, oftentimes, see how their behaviour has harmed a teacher or classmate. This builds empathy.

How do you repair the harm? – This question asks the learner to think about how they can make the situation right rather than simply serving a consequence that is not directly connected to the action. Learners may offer to apologize or clean up a mess created. Learners get to be a part of deciding what happens rather than having a decision made for them.

Restorative chats can be applied to a range of situations such as conflict, persistent lateness, uniform issues, and speaking out of turn to teachers or other learners. The questions can be adapted to the situation. At times, a restorative chat might also involve the learner and their parents, guided by a teacher.

Important Note

Where any learner does show persistent challenges, it is important to keep records using the behaviour tracker, notice patterns throughout the day, and continue to respond consistently with a restorative approach. It is also important to revisit our aims and objectives in this policy and seek an understanding of the underpinning causes that might be creating difficulty for a learner. It is also important to be reminded that behaviour is skills–based. Behavioural challenges that arise may be caused by difficulties in learning certain skills. With this in mind, additional support must be provided to the learner. This might take the form of a Positive Support Plan (PSP) with the learner's school team involved e.g. class teacher, year group leader, and/or phase leader, and/or referral to Nadeen's School counsellor for some personalised emotional support. This support may involve mapping a learner's 'iceberg' to understand the underlying causes and possible solutions. This support may also involve the inclusion team.

The behaviours we see are just the tip. We need to look underneath the surface to fully understand the learner before we can address the behaviours.

Understanding Learner Behaviour: The Iceberg Theory

At Nadeen, we believe that behaviour is often a reflection of deeper, underlying causes that are not immediately visible. Therefore, to support our learners holistically, we refer to the **Iceberg Theory** as a strategy to understand the root causes of behaviour, rather than focusing solely on surface level behaviours.

The Iceberg Theory, originating from the field of psychology and now further understood by the field of neuroscience, posits that most of what influences human behaviour lies beneath the surface, similar to an iceberg where only a small portion is visible above water, while the larger mass remains hidden below. In the context of our learners, what we see – disengagement, distracted from learning, or dysregulation, etc – are just the visible (tip of the iceberg). However, the true causes of these behaviours – emotions, unmet needs, or external stressors – lie beneath the surface.

Adapting the Iceberg Theory for Our Learners

At Nadeen, we aim to dig deeper and look beyond the visible behaviour to truly understand what might be driving it. Our approach to positive behaviour development through Positive Support Plans (PSP's) involves not only addressing the behaviour itself but also exploring and supporting the underlying causes with the learner and their team involved in this process.

How we incorporate the Iceberg Theory at Nadeen:

- Observation of Behaviour:

  We begin by observing the outward behaviour of the learner, such as lack of engagement, aggression, or withdrawal.

  - Exploring the "below the surface" factors:

  Emotional factors: is the learner feeling stressed, anxious, or upset? Are there emotional triggers contributing to their behaviour?

  Social influences: are peer relationships or social dynamics affecting the learner's actions? Is the learner facing bullying, exclusion, or peer pressure?

  Family and environmental factors: are there challenges at home or in the learner's personal life that might be affecting their behaviour at school?

  Cognitive or learning needs: does the learner have unmet learning needs, such as difficulty understanding the material, that might be causing frustration or avoidance?

- Providing targeted support:

  Once we identify the root causes of the behaviour, we work with the learner, their family and their school team to provide appropriate support. This may include:

  A Positive Support Plan (PSP).

  Counselling or emotional support for learners having difficulties managing stress or challenges.

  Social skills training for learners who are struggling with peer relationships.

  Adaptive teaching support for learners with learning challenges e.g. a learner with an ADHD diagnosis might require more specific adaptations to support them to stay on task.

- Restorative conversations:

  Instead of simply implementing consequences, we engage the learner in a restorative conversation about their behaviour. We ask questions like, "What do you think might be causing you to feel this way?" and "How can we work together to make things better?"

Example of the Iceberg Theory in Action:

Scenario: Learner X has been repeatedly disruptive in class, often talking over the teacher, refusing to participate in activities, and showing signs of resistance.

Surface behaviour (tip of the Iceberg):

- Talking out of turn
- Refusal to follow instructions
- Disrupting classmates

Beneath the Surface (root causes):

After having a restorative conversation with learner X and exploring the situation, the teacher and counsellor discover that learner X is feeling anxious about their academic performance. They have been struggling with reading comprehension, and instead of asking for help, they act out to divert attention from their difficulties. At home, the parents are going through a separation, which is adding emotional stress to their life.

Intervention:

At Nadeen School we provide tailored support. The learner will receive additional support with reading through scaffolding learning, and they will begin meeting regularly with the school counsellor to talk about their emotions related to their parents' separation. The teacher also uses a positive approach and reinforcement when the learner displays engagement and guidance to help build confidence. Through their Positive Support Plan (PSP), all adults involved in working with the learner know how to provide the support the learner needs to thrive.

Iceberg Theory and High Performance Learning

The Iceberg Theory highlights that much of what drives behaviour and performance lies beneath the surface – hidden emotions, motivations, and cognitive processes. In High Performance Learning (HPL), success is not just about the visible skills that learners display, for example answering questions or completing tasks during lessons; it is more about the deeper cognitive processes, traits, and values in which they influence how learners engage with some challenges.

- Visible Skills (above the surface):

  These are the academic skills, behaviours, and attitudes that teachers and learners can easily observe, such as a learner's ability to answer questions, follow instructions, or perform in specific situations.

- Underlying Cognitive and Emotional Traits (below the surface):

  These are the hidden traits and values such as resilience, perseverance, emotional regulation, self-belief, and cognitive processes. Understanding that a learner's outward performance is driven by these deeper factors allows teachers to potentially provide the support needed to develop cognitive skills and emotional intelligence.

The Iceberg Theory can be used to identify emotional barriers that may be holding learners back from fully engaging with the HPL ACP's and VAA's. After recognising that a learner's visible behaviour might stem from deeper factors (below the surface) such as anxiety, or fear of failure, teachers can use strategies like restorative questioning to help the learner become more aware of their thinking patterns. Motivating learners by reflecting on their behaviours can help them identify underlying emotional causes, leading to improved performance.

HPL values the development of resilience, perseverance, and a growth mindset. The Iceberg Theory can help identify the emotional reasons why a learner may not exhibit resilience or persistence, even when they have the ability to succeed.

- A learner who gives up easily when challenged may appear unmotivated on the surface. By using the Iceberg Theory, teachers can uncover the real causes and that may be a fear of failure or a low self-esteem, in which they are hidden below the surface. Addressing these issues can be through encouragement, emotional support, and growth mindset development, which aligns with HPL's aim of fostering resilience and confidence.

By incorporating the Iceberg Theory with HPL, we are encouraging a holistic and a positive approach to education that goes beyond academic achievement. It ensures that both emotional and cognitive development are addressed, and fosters learners who are not only academically successful but also emotionally intelligent and resilient.

Further Considerations

When responding to any unwanted behaviour, teachers should avoid giving big discipline for small infractions as disproportionate, threatening and controlling responses can:

- Affect your learner-teacher relationship
- Heighten a learner's sense of being rejected and shamed, affecting their sense of belonging
- Triggers emotions (such as embarrassment, anxiety and frustration) which dysregulate and interrupt learning Instead, at Nadeen we use:

1. Recognition of a learner's needs

2. Positive classroom management

3. Regulate – Relate – Reason – Repair

Where there are concerns about behaviour then these will be captured on a tracker for primary and secondary (see links in Appendix 1) so that patterns of behaviour can be recognised and action taken to address these concerns.

1. Recognition of a learner's needs

Many low-level disruptive behaviours can relate to a child's developmental or special educational needs. This can include turning around, making odd noises, fidgeting, being disorganised, being forgetful, not being able to follow instructions. Be thoughtful as to whether there is an unrecognised need which is causing these behaviours and focus on increasing structure and supervision to help them.

Some learners need to understand why their behaviour is inconducive with school expectations. They need the following teaching points to be emphasised in a gentle but consistent way:

Behaviour	Teaching point
Disrespect	At Nadeen School we respect one another
Damaging belongings	At Nadeen School we care for our belonging and each other's belongings
Injury to others	At Nadeen School we value all living things
Taking from others'	Things not ours to take. At Nadeen School we respect other's boundaries around their bodies and their belongings

2. Positive classroom management:

Classroom management will look different for every teacher as it is affected by the teacher's personality, relationship with learners and the classroom dynamic. Teachers are expected to use a wide variety of classroom management strategies to address low- level behaviour.

- Be experimental with this and if you need more ideas then ask your colleagues.
- Put in place boundaries that make children feel safe and supported.
- Be direct when you want to change a behaviour (e.g., "no", "I don't want this behaviour in my classroom", "I need you to stop").
- Moving a learner to a more positive role model or away from other learners when they are causing a distraction. ● Help them with organisation and to be prepared at the start of lessons.
- Remind learners of the behaviour expectations in your classroom and why they matter.
- Generate a classroom ethos and behaviour expectations with your learners.
- Celebrate and name it when children have bought into your classroom ethos.
- Encourage children to recognise when others are meeting or exceeding behaviour expectations (e.g., house points jar to work towards shared rewards).
- Praise in public and reminders in private.
- Remove the learner from their audience if this is a motivation for unwanted behaviour.
- Find alternative ways of showing you are attending to a child (e.g., leaving them a note or using a thumb-o-meter to check in with them).
- Use distraction, humour and compassion.
- Work towards collective rewards.
- Show that you put trust in the learner through your actions (allowing them to work at a table in the collaboration area) … and so much more!

3. Regulate – Relate – Reason – Repair at the quality first teaching level

When a behaviour requires a conversation then use the Regulate – Relate – Reason – Repair approach. If the event is more significant then seek support from Year Leads and Phase Leads as a restorative conversation and learner pathway around behaviour may be needed.

Managing Crisis and Post-Crisis Emotions: applying the 'Four R's Approach' to more challenging situations

Some learners at Nadeen may experience bigger emotional challenges such as difficulties in regulating their emotions. These learners should have a Positive Support Plan (PSP) in place. Our goal is to support these learners in a positive way and use the Four R's strategy (Regulate, Relate, Reason, Repair). It is important to note that the Four R's should always take place with an adult the learner is familiar and comfortable with, otherwise, the process will be counterproductive and may cause escalation when the goal is always de-escalation.

1. **Regulate** - first the responding adult needs to slow down and take the time needed to regulate with the learner. Where the learner does not yet have the skills to regulate themselves, this phase can involve co-regulation. Regulation and co-regulation strategies will depend on what the responding adult knows about the learner and what is outlined in their positive behaviour plan.
2. **Relate** - next we need to relate to the learner. This does not mean accepting the behaviour. Instead, this means trying to understand what caused the learner to become dysregulated and/or behave in a certain way. Often a learner can go into post-crisis emotions so at this point it is important to allow enough time for the learner to work through post-crisis emotions before too much expectation is placed on the learner.
3. **Reason** - we may need to involve reasoning with the learner to ensure they understand different perspectives before repair takes place. Now that the learner is calmer and feels psychologically safe they may be able to engage in a reflective conversation about what has happened. Find gentle ways of giving them cognitive dissonance and helping see their actions and the situation in a different light. Use "*I wonder*..." statements to give them space to think without expecting a quick answer. Help them recognise where there has been a mistake, misunderstanding or different perspectives.
4. **Repair** - once a learner is within their 'thinking brain' and any fight, flight or freeze responses have passed, the responding adult can begin a process of reflection, repair, and restorative practices with the learner. Following the repair phase, a learner may enter into deeper remorse and may require time with a trusted adult such as the school counsellor to allow time for further reflection. Heading straight to repair will not work if the learner feels dysregulated or disconnected. Regulation and connection are fundamental to this process.

Closing Statement
Nadeen School takes pride in being an inclusive school. In order to maintain the standards of a truly inclusive school, learner behaviour is viewed as a developing set of skills with equal importance to the future of each learner as their academic achievement. We aim to avoid learners being excluded on the grounds of behaviour and always aim to focus on restorative practices and Positive Support Plans (PSP's) to support our learners. We work in partnership with families and extended services where required to ensure every learner can be the best they can be and Work, Learn, Flourish (WoLF) at Nadeen.

The school will follow the key principles and process indicated in the *Decree 99/2017 which addresses Discipline Regulations in Government and Private Schools* alongside the restorative practice and behaviour policy of the school as allowed by the Ministry of Education. In some cases we may need to refer to the MOE Decree 99/2017 alongside the Nadeen School Discipline Committee in order to create a more specific plan for the learner. At Nadeen School the Discipline Committee consists of the school Principal, the Vice-Principal (Phase specific) and the Inclusion Lead.

The BQA framework aligns with our policy indicating that, 'School wide discipline policies are consistently and fairly enforced and staff use restorative practices to address learner behaviour and promote positive relationships.' BQA 2.1 It is through instilling a sense of responsibility in our learners, supporting them with developing self-regulation skills and building positive relationships that our learners become advanced performers, enterprising learners and global citizens.

Documentation of Ministry Decree Level 2 and 3 Incidents
In the case of an incident deemed Level 2 or Level 3 by the Ministry Decree, certain documentation must be recorded and kept on record in the learner's folder.

<u>Appendices</u>
Appendix 1: Response to a Significant Event Flow Chart

Appendix 2: Learner Pathway Flow Chart

Appendix 3: Ministerial Decree

Positive Support Plan (PSP) - Refer to Inclusion for guidance (a PSP includes learner and parent input/pledge)

Appendix 1 – Response to a Significant Event – Example Flow Chart

Event	Regulate	Relate	Reason	Repair
Learners become involved in a disagreement that leads to verbal and/or physical exchanges.	Hurt learners should be taken to the nurse. Dysregulated learners should have time and space to regulate. Avoid heightening them further. Speak calmly and wait for them to calm. Give them space and time if they look like they need it. Be unflappable! If you need space or time then take it before talking with them Look for signals of calm such as facial expressions, body state etc. Offer water, a quiet space, or something you know helps regulate the learner e.g involve an adult the learner/s feels safe with.	Time should be taken to relate to the learners involved, show understanding of the feelings involved, and offer a compassionate listening response. Go to their level. Have a more private conversation. Be compassionate – they are learning. Recognise their motivations and other drivers for behaviour – these are valid motivations and cannot be dismissed (e.g., wanting to feel in control, wanting to be attended to, wanting to impress others, etc) Ensure all learners feel emotionally safe to move on to reasoning.	Time with a key person to discuss the different perspectives. This should be solution–focused time with the learners involved. Ask about their behaviour. Talk about what you have noticed. Focus on the teaching point they need to learn. Highlight the natural consequences (e.g., other learners are distracted, we can't get to the activity, we are missing out on important curriculum content) This must involve taking learner statements and creating an incident account (based on the Ministry Decree expectations for level 2 and 3 behaviour)	This should involve discussing collaboratively with the learners involved. This should be solution–focused, and restorative to repair relationships/anything else harmed in the process. Ask what they or you could change. See if there is a way for them to make up for it in a positive way. Give them a clear idea of what you want to see and how they can work with you. Explain what boundary you are putting in place. Say what will happen next if there is further action (e.g., email home). A phone call to parents of all involved to explain the incident and the restorative process followed.

The above flow chart may involve different people at different times e.g. the adult who observes or receives the incident, the class teacher, a Year Group Leader, and/or Phase leader.

Appendix 2 – Learner Pathway Flow Chart

This flowchart is a process to be used when a learner is showing difficulties over time.

As the learner is being supported through this process, they may move up or down the pathway and this will be based on reflective practices as part of the plan, do, review process.

Event/s	Looking for Patterns	Reflection (Review)	Mapping the Learner Iceberg	Positive Support Plan (PSP)
Respond with compassion. Respond with Quality First Teaching (QFT) of the VAA's and High-Performance Habits. Respond with basic classroom management. Respond with restorative practices in line with the policy.	A learner who is displaying regular concerns should be discussed with other staff e.g. Year Group/Phase Leaders. The learner should be tracked (using the designated behaviour tracker) and patterns should be explored. A plan, do, and review process should be followed based on the discussed and decided strategies. This should be a process of fine-tuning (QFT) strategies and exploring what works well for the learner.	The learners' team e.g. Class Teacher, AT, Year Group Leader/Phase Leader, (and anyone else involved with the learner) should meet to review the effectiveness of the QTF and any additional strategies that are implemented. Consider at this point if the learner would move to Wave 1 Inclusion support.	Where concerns continue or concerns become more frequent, the learners' Iceberg should be mapped. This will involve talking to the learner, the learner's family, and the school team involved. This stage may also involve the School Counselor or school Child Development Specialist.	At this point, the learner will require a specific PSP to be implemented. This will ensure the learner receives the support required to enable their success with learning and engagement with their school life. At this point, the learner would move to Wave 2 or 3 Inclusion support.

Appendix 3

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Decree 99/ 2017 / م ع ن No
learners' Discipline Regulations
For Government & Private Schools

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Minister of Education:
After perusal of the Legislative Decree No. 25 of 1998 regarding Private Educational and Training institutions. And as per to law No. 27 of 2005 regarding education.
And Decree No. 29 of 2006 regarding reorganising Ministry of Education and its amendments. And Ministerial Decision No. 133/ 2002 /ت ع ث regarding Schools' discipline regulations for Junior and Senior Schools and its amendments. And Ministerial Decision No. 2692/ 2010 /م ع ن regarding learners' discipline regulations for primary schools and based on the undersecretary for Education
and Curricula. Upon the submission of the Undersecretary for Education and Curricula

Decided the following:

Article 1.
Government and Private schools should abide learners' discipline regulations for all school levels.

Article 2.
Repealed law No. (133/2002/ ت ع ث) on school discipline regulation for both Junior and Senior Schools, and repealed law No. (2692/ 2010 /م ع ن) regarding learners' discipline regulations for Primary school, and repealed every provision that contradict Regulations accompanying this decision.

Article 3.
The Undersecretary of Education and Curriculum and concerned persons – each that concerns him– implement this decision's regulations and to abide by it from the next day of publication in the official gazette.

Minister of Education
Dr. Majed Bin Ali Al Noaimi
Date of issue: 5th February 2017

learners' Discipline Regulations for All Academic Levels in Government and Private Schools

Article 1:
Glossaries
Ministry: Ministry of Education
Competent authority: Educational management for the level which learners study in School: each educational institution government or private.
learner: Any learner in government and private school.
learners' discipline committee: Formed committee in each school under this decree.
Additional work assigned to the offending learner: work that are intended to discipline and direct learners, which commensurate with learners age and ability and does not affect his dignity as following:
a. Contribution in organizing learning and educational materials in Learning resources centre.
b. Contributing to the care of the school environment.

Article 2:
Range of applying regulations
The provisions of this regulation shall apply to learners of all academic levels in government and private schools, on violations committed by them inside the school or during trips, events and activities organised by the school or the Ministry and also apply to violations happening on school buses.
Private schools may add what it deems appropriate for the conditions of the other provisions, but not inconsistent with provisions of this regulation, and after approval from competent authority in the Ministry.

Article 3:
The objectives of Regulation
This regulation aim to achieve self-discipline among learners at all academic levels in government and private schools through the following:
1. Provide a safe educational environment in which to achieve compliance with moral values and school systems.
2. Respect all laws, rules and regulations in conducting an educational process to form educated and creative generations that adheres to their Bahraini identity and take pride in their positive citizenship.
3. Enable specialists in school administration and teachers to handle learners' behavioural problems in an educational manner.
4. Identify behavioural irregularities and guideway processes to provide a safe

educational environment.

Article 4:
Controls should be taken in count when dealing with violations
Consider the following:
– learner's age, educational level and his growth and intellectual level.
– Nature of violation and the size of the damaged caused and circumstances
when a violation committed.
– The learner's academic and behaviour record.
– If the learner has special needs.
Article 5:
 Dealing with violations

– Firstly: First category violation and dealing with them.

Violations:
1. Start the school day late.
2. Attending the school morning assembly late.
3. Not participating in the morning assembly.
4. Late to attend the school periods.
5. Entering and leaving the classroom during school periods without permission.
6. Absence some school periods during the school day.
7. Being absent from school.
8. Not submitting homework as requested.
9. Not bringing to school the needed books and stationery.
10.Not committing to wear school and PE uniform.
11. Failure in keeping the school clean.
12.Bringing personal mobile phones, electronic games and other devices without prior
permission from the school management.

 Resolving violations
1. Guide and direct learners by specialists and counsellor in school.
2. Verbal warning.
3. Written warning.
4. Notify and call learner's guardian regarding his behaviour and take a written pledge on the
learner and the guardian in case learner repeats the offence.
5. Assign work with educational nature to learner in order to evaluate behaviour.
6. Temporary suspension of participating in learner activities, events and school trips for a
period of time the school set.

– Secondly: Second category violations and dealing with them.

 Violations:
1. Breach of laws, regulations, decisions and school systems and instructions issued from school management. 2. learner offending his peers, school faculty and administration and other members of staff. 3. Create chaos or rioting inside the school campus or on school buses or during school and ministry activities. 4. Spread rumours and lies that can negatively affect the school community.

5. Escape from school during the school day.

6. Attend any behaviour that can affect the school environment and distort it.

7. Misuse school equipment and facilities.

8. Coming up with any behaviour that outraged modesty or general morals.
9. Smoking and possession of any of its material and tools or promote and encourage it.
 Resolve violations

1. Notify and call the learner's guardian regarding his behaviour and take a written pledge on learner and the guardian in case the learner repeats the offence.

See Guardian Nadeen School Pledge and learner Nadeen School Pledge (in Year 3 and above).

2. Assign work with educational nature to learners in order to evaluate behaviour. *See learner Reflection and Worksheet.*

3. Temporary suspension of participating in learner activities, events and school trips for a period of time the school set. Withdrawal of learner from activities, events and school trips One Approved by Phase Leader or ULT, teacher present communicates home and CCs Phase Leader. Two Approved by ULT or SLT, teacher present communicates home and CCs ULT/SLT. Three activities plus Approved by Principal, teacher present communicates home and CCs Principal. 4. deprived of attending school with permission to submit exams, for between: – One school day to one week.

– 10 school days to a school term

– A school term to one school year.

Withdrawal of learner from onsite learning
One School Day Organise a meeting* with parents and learner(s) with class teacher and SLT

Two school Days Organise a meeting* with parents and learner(s) with class teacher and SLT

Three School Days plus Organise a meeting* with parents and learner(s) with class teacher and/or Principal. *may include external professionals for advice.

5. Refer learner to learners' services directorate to look into his case and for recommendations deemed appropriate.

Thirdly: Third category violations and dealing with them.

Violations:

1. Verbal, symbolic or physical abuse against learners or faculty and administration staff members. 2. Partial or full damage of building facilities or public properties of school like, equipment, laboratories, or tampered with, steal or incitement to any of them.

3. Partial or full damage of school buses or misuse or violation of others inside or outside the buses in any way or incitement to any of them.

4. Attend any behaviour that would obstruct the educational process, like not attending classes or incitement to this inside or outside the school.

5. Do any behaviour that would obstruct the educational process and its regulations, like to refrain from attending classes or to incitement to from inside or outside the school.

6. Videotaping or voice recording of his peers or faculty and administration members of staff, publication of
those images and recordings by any means without a written permission from school management. 7. Publication or possession of pornographic material of any form, display, promote or distribute. 8. Sexual harassment, assault, sexual relations or promoting and incitement to.

9. Possession, distributing, promoting of weapons in all types and sharp materials, or any dangerous material that threatened school environment and learner's safety.

10. Consumption of prohibitions inside school, especially alcohol, drugs and any other Psychotropic Substances. 11. If a learner is impersonating another learner or allowing someone else to impersonate him or his guardian in order to violate regulations and school systems.

12. Cheating, or promoting and incitement on it.

13. Assaulting religions, rioting, Stir sectarian strife or sectarian strife.

14. Refrain from participating in sports, scientific, artistic competition that the Ministry has qualified him for.

15. Assaulting government bodies and authorities in any form and means.

16. Assaulting national symbols, Flag or national anthem and emblem and to the Kingdom of Bahrain.

17. Falsification of school and ministry official documents.

18. Crowding in front of the school, or the Ministry or any of its buildings to practice riot or create chaos and disturb and prevent learners and staff from attending school to study and work.

19. Obstruction of education process or disturbing public order or incitement on it.

20.Commit any of the following violations related to the use of computer and employ information of the Ministry or School.

– Not following required procedure for using computers, information technology and internet.

– Using computers and the internet in areas are not allowed.

– Copy and distribute school data.

– Access the computer system using the password and user name of someone else.

– Disclosure of passwords.

– Use of software tools or devices intended or designed to penetrate information networks or information technology devices or selling such programs, tools or devices and make them more accessible such as decoders programs.

– Use of software, tools and hardware that can be sold, distributed or displayed or made available to disable, and delay internet and information technology media.

– Change, damage or destroy software, data or electronic information used or stored in those media. – Publication of information on the internet that belongs to Ministry network or affect public order and general morals.

– Download any program or electronic games on devices without school's permission. – Destroy or stop antiviruses or any other protection programs installed on computer devices. – Spreading and distributing data and personal information of others or trade them with other parties.

Resolving violations

1. Notify and call learner's guardian regarding his behaviour and take a written pledge on learner and the guardian in case learner repeat the offense. *See Guardian Nadeen School Pledge and learner Nadeen School Pledge (in Year 3 and above)*.

2. Assign work with educational nature to learner in order to evaluate behaviour. *See learner Reflection and Worksheet*.

3. Deprive learner from using school bus for a period of time set by the learners' discipline committee as per to the violation and not to exceed one term.

4. Deprive learner from using free school transportation from a month up to one school year as per to the violation.

5. Deprive learners from school from 10 days up to one school year as per to the violation with allowing learner to attend and submit exams only.

Withdrawal of learner from onsite learning

One School Day Organise a meeting* with parents and learner(s) with class teacher and SLT

Two School Days Organise a meeting* with parents and learner(s) with class teacher and/or

SLT.

Three School Days plus Organise a meeting* with parents and learner(s) with class teacher and/or Principal. *may include external professionals for advice.

6. Final suspension of learners who exceed commitment stage.

Article 6

Specialist/ Jury? To look into First category violations
The competent school management should investigate first category violations and apply needed resolving regarding it.

Article 7

Forming learners discipline committee
1. School principal or whoever is in charge of his affairs should form a learner's discipline committee at the beginning of each school year. Under his chairmanship and membership of four members from administrative and educational faculty. To investigate behaviour violations from both second and third violations and raise recommendation to respective educational management.
2. In all ways the ministry should assign any of its employees to join the committee and investigation.

Article 8

Refer to learners' discipline committee
Learner will be referred to learners' discipline committee as per to written permission from School principal or whoever in charge of his affairs or by specialist authority in Ministry.