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Ambassador International School Mankhool

POSITIVE BEHAVIOUR POLICY

Whole School

Date created: September 2026

Review date:	Reviewed by:	Verified by:	Website upload
September 2027	Paul Gardner, Vice Principal & Head of Secondary	Principal/VP	Yes

1. Purpose and Scope

This policy establishes the whole school framework for promoting positive behaviour, responding to behaviour that falls below expectations, and supporting students to make better choices. It is designed to create a calm, safe and purposeful environment in which relationships, learning and wellbeing can flourish.

The policy applies to all students in Early Years, Primary and Secondary while on school premises and, where students are representing or under the responsibility of the school, on school transport, educational visits, residential visits, competitions, events and other school-related activities.

The same core expectations apply across the school, but responses are developmentally appropriate. Early Years therefore uses a regulation and restorative model, while formal escalation procedures are increasingly used through Primary and Secondary.

2. Behaviour Philosophy

Behaviour management at AIAM is founded on a simple principle: clarity is kind. Expectations should be explicit, consistently applied and reinforced by every member of staff. Behaviour is the responsibility of every adult in school; recording or escalating an incident does not transfer responsibility away from the members of staff involved.

Relationships matter. Every interaction is an opportunity to teach. The purpose of a consequence is not simply to punish, but to correct behaviour, protect learning and safety, restore relationships and support students to make better decisions in the future.

When a student is emotionally heightened, de-escalation takes priority. Adults should remain calm, preserve dignity, reduce confrontation and support regulation before addressing reflection or consequences.

3. The AIAM 3 Ps

Prepared, Purposeful and Positive are the formal whole-school behaviour expectations.

Expectation	What this means
Prepared	Be on time, appropriately dressed and equipped; follow routines; complete required work; be ready to learn and participate.

Purposeful	Engage with learning and school life; use time well; follow reasonable instructions; move safely and appropriately; make choices that support learning and wellbeing.
Positive	Treat others with dignity and kindness; contribute constructively; care for the environment; demonstrate resilience, integrity and the IB Learner Profile; seek solutions and repair relationships when things go wrong.

4. Roles and Responsibilities

Staff

- Model the behaviours, attitudes and values expected from students.
- Build positive professional relationships based on high expectations and genuine care.
- Teach, reinforce and use consistent language around the 3 Ps.
- Recognise positive behaviour frequently, authentically and specifically.
- Respond promptly to inappropriate behaviour using redirection, restorative approaches and proportionate consequences.
- Record behaviour accurately and communicate with parents where appropriate.
- Retain responsibility for behaviour within their classroom or area, seeking pastoral or senior support when patterns or serious concerns emerge.

Students

- Meet the 3 Ps across lessons, transitions, social times and wider school activities.
- Follow reasonable instructions and contribute to a calm, safe and purposeful community.
- Reflect on choices, take responsibility for their actions and repair harm where appropriate.
- Seek support from adults when they need help to meet expectations.

Parents and Guardians

- Work in partnership with the school and reinforce consistent expectations.
- Participate in meetings and agreed support strategies where required.
- Support restorative, monitoring and behaviour support processes.
- Engage constructively with formal behaviour procedures and documentation when these are required.

Pastoral, Inclusion, Counselling and Senior Leaders

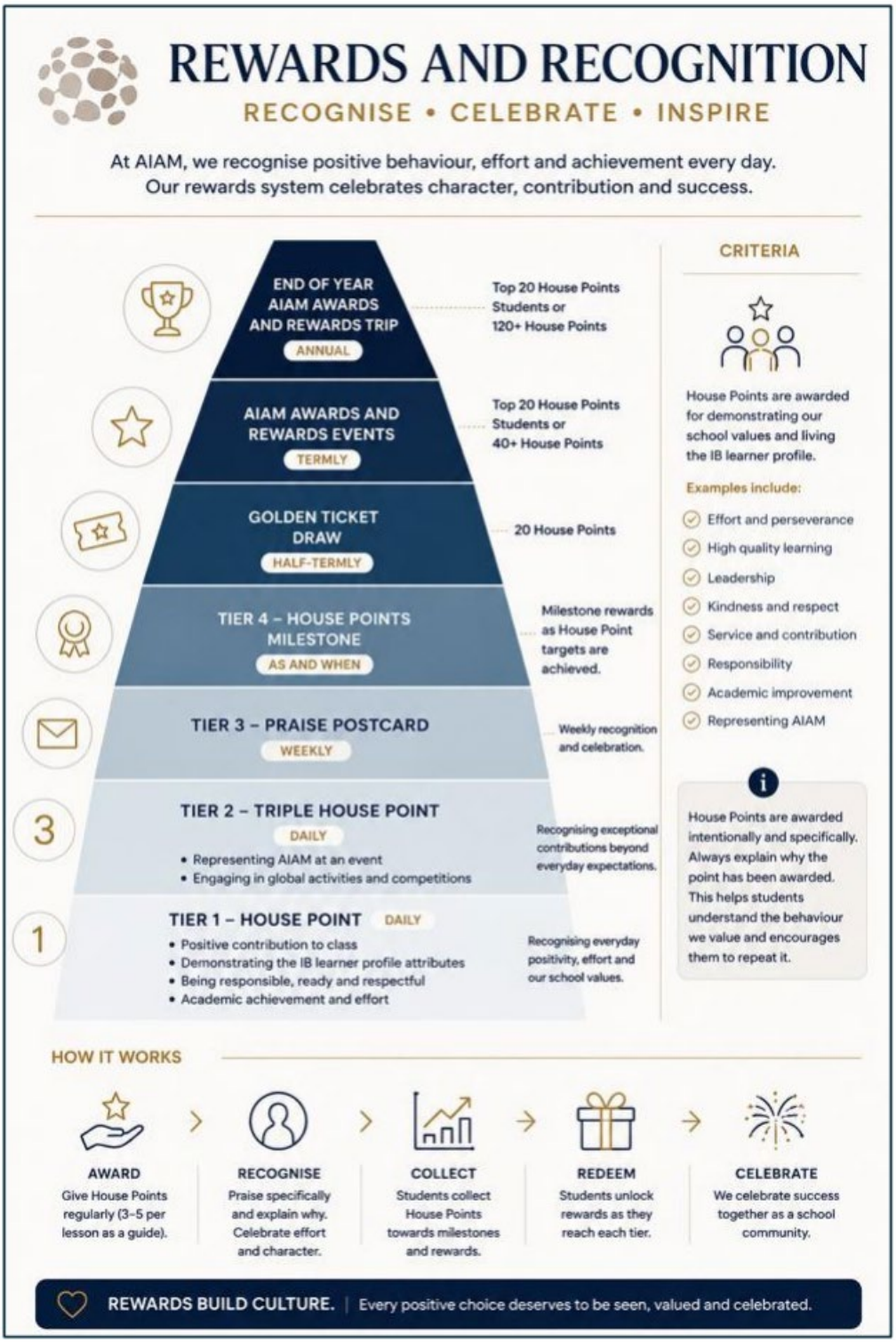
Pastoral and senior leaders provide additional support where patterns or serious concerns emerge. Inclusion and Counselling staff should be involved where behaviour may reflect learning, developmental, emotional or wellbeing needs. The Designated Safeguarding Lead leads where behaviour raises a safeguarding concern.

5. Positive Reinforcement and Recognition

Positive recognition should receive greater attention than negative behaviour. AIAM recognises academic achievement alongside effort, character, leadership, kindness, resilience, service and contribution to the wider community.

Recognition	**AIAM approach**
1 House Point	Everyday positive contributions, including participation, effort, responsibility, respect, academic achievement and demonstration of the IB Learner Profile.
3 House Points	Exceptional contributions beyond normal expectations, including outstanding leadership, representation, competitions or significant contribution to the community.
Praise / Little Win Postcard	Recognition of sustained effort, character, meaningful progress or achievement, with positive home-school communication encouraged.
House Point Milestones	Additional recognition when agreed milestones are achieved.
Golden Ticket Draw	Students achieving 20 House Points during a half term are entered into the half-term draw.
Termly Recognition	Students achieving 40+ House Points, or finishing within the Top 20 House Point earners, are recognised at the termly rewards event.
Annual Recognition	Top 20 House Point earners and/or students achieving 120+ House Points are recognised through the AIAM Annual Awards and Rewards Trip.

House Points should be awarded intentionally and specifically. Staff should explain why recognition has been given so that students understand the behaviour, habit or contribution being reinforced.



6. Restorative Practice and De-escalation

Restorative practice is embedded within AIAM's response to behaviour. Where appropriate, students should be supported to understand what happened, who was affected, what needs to be repaired and what they will do differently next time.

- A private reminder or restorative conversation.
- Reflection with the members of staff involved.
- A verbal or written apology where appropriate.
- Loss of personal time to complete work, reflect or repair an issue.
- A student action agreed with staff.
- Conflict resolution or mediation where suitable.
- Parent communication and partnership.

De-escalation does not remove consequences. Where a student is dysregulated, the immediate priority is safety and regulation. Reflection and consequences should follow once the student is emotionally able to engage meaningfully.

7. Responding to Behaviour: Whole-School Principles

The member of staff involved should normally manage the initial incident. Responses should be proportionate, predictable and focused on teaching better choices. Serious incidents may enter the escalation process at a higher stage without moving through every preceding step.

Examples of serious behaviour include bullying; fighting or physical aggression; discriminatory, racist or derogatory language or conduct; behaviour that threatens health, safety or wellbeing; theft; vandalism; possession of weapons or other prohibited items; and other conduct that creates a significant safety, safeguarding or community concern. Sexualised behaviour is managed according to safeguarding procedures where relevant and is not treated as a standalone category in the reference policy.

8. Phase-Specific Approach

Early Years

In Early Years, behaviour is understood as communication. Adults use connection, co-regulation, modelling and simple language, with increasing reflection and independence as children develop. The

sequence is connection, regulation, reflection, repair and rejoining. When a child causes harm, adults first ensure safety and appropriate care, then support regulation and repair. Repeated incidents are monitored for patterns and triggers, with parents and Inclusion, Counselling or Safeguarding involved where appropriate.

Grades 1-3

Grades 1-3 use an age-appropriate teacher-led and restorative approach. Staff explicitly teach the 3 Ps, use reminders and redirection, and apply proportionate consequences such as reflection, apology, loss of personal time, completion of work and parent communication. Repeated or concerning patterns should be discussed with the relevant phase leader and may lead to a Behaviour Support Plan. Serious incidents may be escalated immediately.

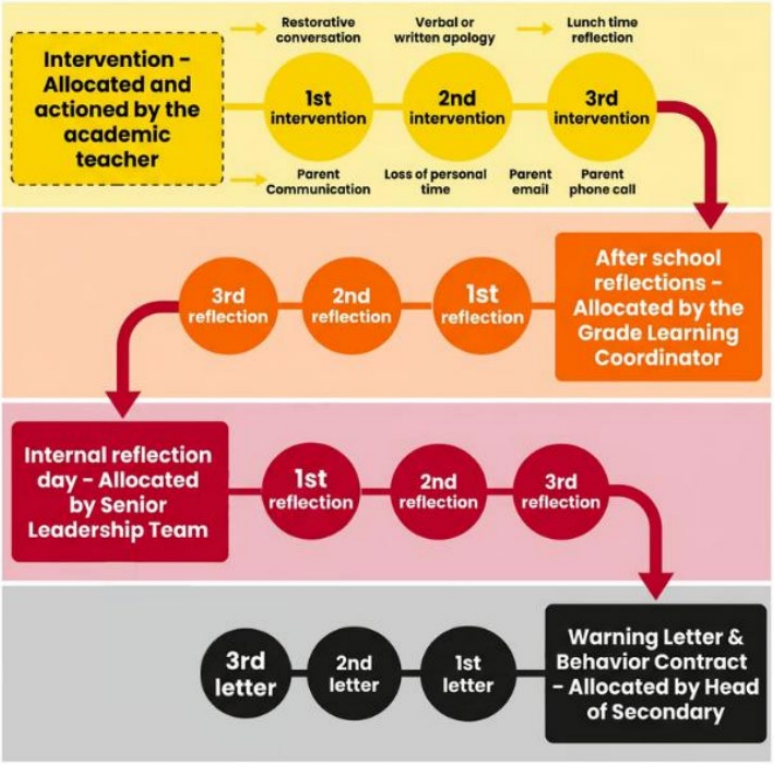
Grades 4-5

Grades 4-5 begin to use the formal Rule of 3. Three recorded teacher interventions within a school week trigger a formal reflection. Three formal reflections trigger an Internal Reflection Day and monitoring. Three Internal Reflection Days trigger a formal Warning Letter and Behaviour Contract. Professional judgement remains essential and serious incidents may enter the process at any stage.

Secondary

In Secondary, three recorded classroom interventions within a single school week, whether from one teacher or several, result in an After-School Reflection. Three After-School Reflections result in an Internal Reflection Day. Three Internal Reflection Days result in a Warning Letter and Behaviour Contract.

Across Primary and Secondary, 25 recorded behaviour interventions during the academic year, including late arrival to lessons, trigger a Warning Letter and Behaviour Contract. This cumulative threshold ensures persistent low-level disruption is addressed consistently.



9. Behaviour Escalation and Indicative Interventions

Stage	Typical response	Examples / threshold
Teacher intervention	Redirection; restorative conversation; apology; completion of work; loss of personal time; parent contact where appropriate; record on the behaviour system.	Low-level disruption, non-compliance, lateness, equipment/uniform concerns, inappropriate conduct, incomplete work.
Escalated teacher / phase intervention	Formal reflection; parent contact/meeting; action plan; monitoring; mediation; Behaviour Support Plan where appropriate.	Repeated interventions, disrespectful behaviour, abusive or discriminatory language, misuse of technology/equipment, truancy from a lesson, low-level aggression.
Internal Reflection /	Internal Reflection Day; monitoring; parent meeting; BSP review; formal	Repeated escalation, bullying, fighting, theft, vandalism, threatening behaviour,

senior intervention	warning/contract where threshold is met.	significant safety concerns or serious defiance.
Formal disciplinary stage	Warning Letter and Behaviour Contract; further internal sanctions; consideration of suspension or other measures subject to applicable requirements.	Rule-of-3 threshold, 25 cumulative interventions, serious or repeated behaviour.
Highest level	Principal-led process and referral/approval through the appropriate KHDA/MOE procedures where required.	Persistent, serious unacceptable behaviour or behaviour of such severity that suspension, non-re-enrolment or exclusion is being considered.

10. Behaviour Support Plan (BSP)

A Behaviour Support Plan is a supportive intervention, not a punishment. It may be introduced where behaviour is persistent, patterned, linked to identifiable barriers, or where a student would benefit from a coordinated approach before or alongside formal escalation.

A BSP should normally include:

- the behaviours or situations causing concern, described objectively;
- known triggers, patterns and relevant contextual information;
- student strengths and protective factors;
- a small number of clear, achievable behavioural targets;
- agreed classroom and pastoral strategies;
- reasonable adjustments or inclusion strategies where appropriate;
- arrangements for unstructured times, transitions or specific lessons where needed;
- a named key adult or mentor where appropriate;
- student voice and parent input;
- how progress will be monitored and by whom;
- a review date and criteria for success, continuation, amendment or closure.

Possible support may include changes to the learning environment, adaptations to unstructured times, a monitoring chart, additional adult support, review of curriculum access, targeted staff strategies,

counselling or Inclusion input, risk assessment, mentoring, restorative work and liaison with external professionals where appropriate.

Monitoring should normally begin with the homeroom/class teacher and escalate through the relevant phase or pastoral leader to senior leadership as necessary. Students should agree goals and receive regular feedback. Monitoring is a support mechanism and not a punitive measure.

11. Behaviour Contracts and Formal Warnings

A Behaviour Contract provides a structured programme of support, clear expectations and close partnership with parents. It is a formal opportunity for a student to demonstrate sustained improvement and re-engage successfully with school expectations.

The contract should identify the behaviour concerns, agreed targets, support to be provided, monitoring arrangements, review date and the consequences of further breaches. The student, parent/guardian and relevant school leader should participate in the process. Behaviour records may inform decisions concerning scholarships and continued enrolment, subject to applicable school and regulatory procedures.

12. Investigation of Serious Incidents

For incidents requiring formal investigation, AIAM will use the following process:

1. Allocate a person in charge (PIC) to lead the investigation.
2. Separate students involved where necessary and complete an immediate risk assessment.
3. Obtain an account from each student involved. A staff member may scribe where support is required; the student should confirm the account.
4. Notify parents of students directly involved before the end of the school day, unless safeguarding considerations require a different approach.
5. Obtain accounts from relevant student and staff witnesses to establish multiple perspectives.
6. Where CCTV is reviewed, the staff member reviewing the footage records the relevant observations as part of the investigation record.
7. Store investigation records securely in accordance with school procedures and confidentiality requirements.
8. On completion, the PIC collaborates with the appropriate pastoral/senior leader and applies this policy.

9. Parents are updated by telephone on the outcome and the action to be taken.
10. Students are informed in person of the outcome and action to be taken.
11. The outcome is recorded on the school's behaviour management system and communicated to relevant staff on a need-to-know basis.

13. Recording and Communication

Behaviour incidents should be recorded accurately and consistently across Early Years, Primary, Secondary and specialist lessons. Records allow patterns across lessons, staff and time to be identified and ensure that decisions are evidence-informed rather than based on isolated incidents. Late arrival to lessons contributes to the cumulative behaviour record.

Before contacting parents, staff should establish the facts and communicate objectively, focusing on observable behaviour rather than assumptions or blame. Significant behaviour concerns should be communicated promptly. Telephone contact is preferred where tone, empathy or discussion are important; written communication should be used where a formal record or follow-up is required.

The outcomes of sanctions and investigations are confidential. Information is shared with the student involved, their family and relevant school staff on a need-to-know basis, and not with other students or families.

14. Inclusion, Wellbeing and Safeguarding

High expectations apply to all students. Where a student has additional learning, developmental, emotional or other identified needs, agreed strategies and reasonable accommodations should be applied consistently. Inclusion is not a lowering of expectations; it is the removal of barriers so that students can participate, belong and succeed.

Where behaviour may indicate an underlying inclusion or wellbeing need, staff should involve the Inclusion Team and/or School Counsellor. A BSP may operate alongside an IEP or other support plan where appropriate.

Where behaviour raises a safeguarding concern, safeguarding procedures take precedence. Staff must respond calmly, record facts objectively and report concerns through CPOMS before the end of the working day. Where there is an immediate risk of harm, the DSL or Deputy DSL must be contacted directly without delay.

15. Suspension, Exclusion and Continued Enrolment

Any suspension, exclusion, non-re-enrolment or other major disciplinary measure will be considered and implemented in line with applicable KHDA and UAE Ministry of Education requirements, including any required approvals, notifications or rights of review. The school will not apply a regulatory sanction outside the authority available to it.

Where serious unacceptable behaviour persists despite appropriate intervention and opportunities to improve, or where an incident is sufficiently serious, the Principal may initiate the relevant formal process in consultation with the school's governing/ownership structures and the appropriate regulatory authority.

16. Behaviour Beyond the Classroom

The 3 Ps apply throughout the school day and during school-related activities, including transitions, break and lunch, assemblies, clubs, transport, educational visits, residentials, competitions and events. Behaviour outside the classroom may be addressed under this policy where it affects safety, wellbeing, learning, relationships or the reputation and orderly operation of the school.

17. Mobile Phones and Technology

Expectations relating to mobile phones, personal devices and technology are set out in the AIAM handbook and associated technology procedures. Misuse may be addressed through the behaviour escalation framework where it constitutes non-compliance, disruption, unsafe conduct, inappropriate recording or another breach of school expectations. Safeguarding concerns arising from technology use must be referred through safeguarding procedures.

18. Monitoring and Review of the Policy

The Vice Principal & Head of Secondary is the policy owner. Implementation will be monitored through behaviour records, patterns of escalation, student and parent feedback, pastoral and inclusion information, and staff review. The policy will be reviewed annually, or earlier where regulatory requirements or school practice change.

Appendix A: Behaviour Support Plan Template

Field	Details
Student / Grade / Homeroom	
Plan start date / review date	
Primary behaviours or situations causing concern	
Strengths and positive factors	
Known triggers / patterns / contextual factors	
Target 1	
Target 2	
Target 3	
Agreed classroom strategies	
Pastoral / Inclusion / Counselling support	
Reasonable adjustments, if applicable	
Unstructured time / transition arrangements	
Student voice	
Parent contribution	
Named key adult / mentor	
Monitoring method	
Review outcome	

Appendix B: Behaviour Contract Template

Student: _____ Grade/Homeroom: _____

Commencement date: _____ Review date: _____

Behaviour concern(s):

Agreed targets:

1. _____

2. _____

3. _____

Support and monitoring arrangements:

This contract is intended to support sustained improvement and successful re-engagement with AIAM's expectations. Further breaches may result in additional formal action in line with the Positive Behaviour Policy and applicable KHDA/MOE requirements.

Student signature: _____ Date: _____

Parent/Guardian signature: _____ Date: _____

School leader: _____ Date: _____

Appendix C: Incident Report Form

Field	Details
Student name	
Grade / Homeroom	
Date and time of incident	
Location	
Other persons involved	
Incident details / account	
Witnesses	
Immediate safety actions	
CCTV reviewed, if applicable	
Parent communication	
Outcome / action	
Person in charge	
Date completed	

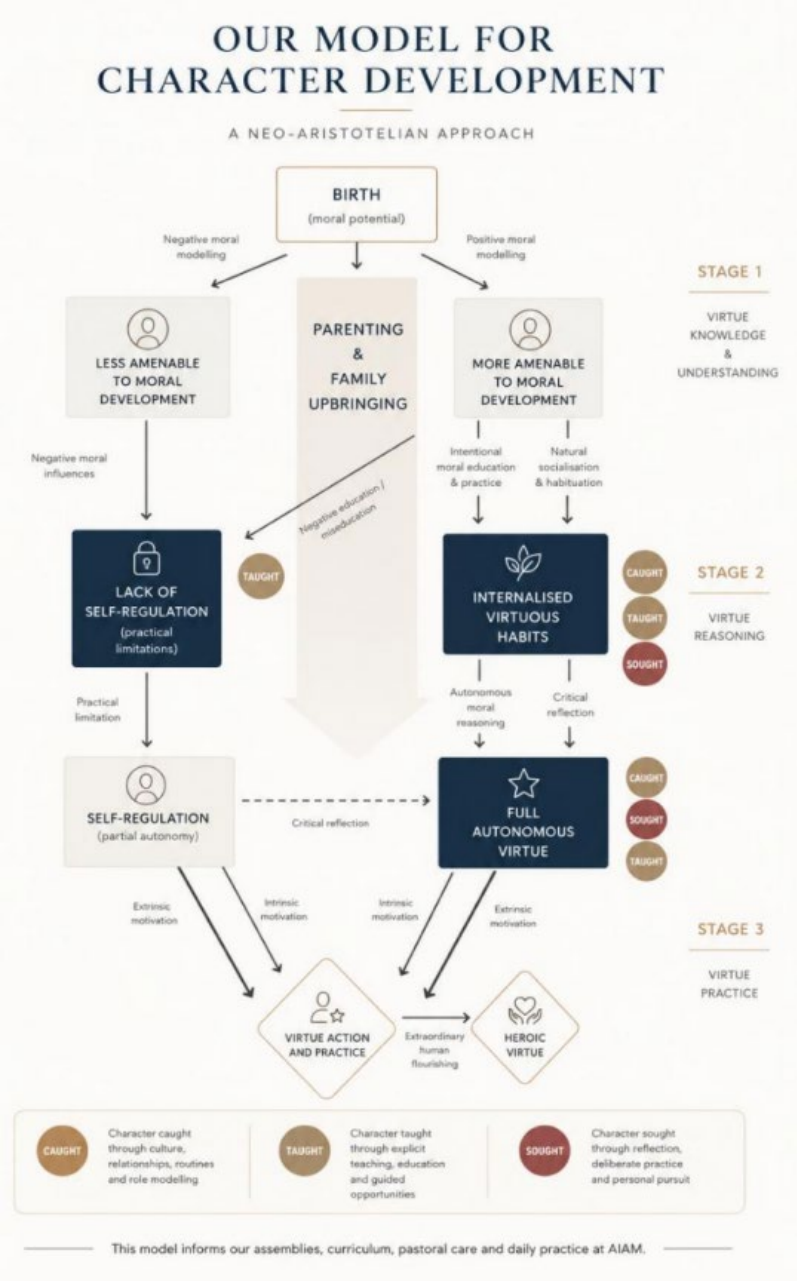
Appendix D: Reflection Prompts

- What happened?
- What were you thinking or feeling at the time?
- Who was affected by what happened, and how?
- Which of the 3 Ps was not demonstrated?
- What could you have done differently?
- What needs to happen to repair the situation?
- What will you do next time?

Appendix E: Linked School Documents

- Staff Handbook
- Safeguarding / Child Protection Policy
- Anti-Bullying Policy
- Inclusion Policy
- Attendance Policy
- Educational Visits / Trips procedures
- Technology, Digital Learning and Mobile Phone procedures

Appendix F: Model for character development



Appendix G – Assembly Structure

Our assembly themes develop the virtues that underpin strong character and complement our IB philosophy.

HALF TERM	THEME & CORE VIRTUES	FOCUS	LINKS TO IB
1 Aug – Oct	 **BELONGING** Respect • Kindness • Gratitude	Building relationships, creating community, establishing routines and understanding our shared values.	 Learner Profile: **Caring, Principled** Approaches to Learning: Social Skills
2 Oct – Dec	 **RESILIENCE** Courage • Perseverance • Self-Control	Developing perseverance, embracing challenge, learning from mistakes and maintaining high expectations.	 Learner Profile: **Risk-Taker, Balanced** Approaches to Learning: Self-Management
3 Jan – Mar	 **LEADERSHIP** Integrity • Responsibility • Service	Responsibility, integrity, service, student voice and leading through example.	 Learner Profile: **Principled, Reflective** Approaches to Learning: Communication Skills
4 Apr – May	 **CITIZENSHIP** Justice • Compassion • Community	Global citizenship, diversity, sustainability, cultural understanding and contributing positively to society.	 Learner Profile: **Open-Minded** Approaches to Learning: Thinking Skills
5 May – Jun	 **EXCELLENCE** Curiosity • Discipline • Excellence	Developing habits of excellence, ambition, discipline and striving for personal bests.	 Learner Profile: **Inquirers, Knowledgeable** Approaches to Learning: Research Skills
6 Jun – Jul	 **LEGACY** Reflection • Humility • Contribution	Reflection, celebration, giving back to the community and preparing for future opportunities.	 Learner Profile: **Reflective, Caring** Approaches to Learning: Affective Skills