**BEHAVIOR POLICY**

Oscar Academy sets high standards and expectations through highlighting and praising good behavior. We encourage students to respect themselves, each other, adults and property. Under no circumstances do we use any form of corporal punishment, nor is it our intention that a student is belittled or shamed before their peers. In the case of a particularly serious incident or persistent unacceptable behavior we will always Endeavour to involve parents in resolving the situation. The home /school partnership is seen as vital in establishing and maintaining high standards of behavior and appropriate conduct.

**1. Behavior for Learning**

1.1 We aim:

* To promote the values of the school and the good behavior of students
* To establish a positive, friendly ethos based on mutual respect and trust
* To ensure students, parents and staff understand and uphold the values and expectations of the school
* To reinforce good behavior for learning through recognition, praise and rewards. To diminish poor behavior byreinforcing positive values, and usingsanctions when appropriate. To establish clear routes of communication
* To ensure systems of recording and reporting support the effective implementation of the procedures for rewards and sanctions.

1.2 Our principles are:

* The behaviorofstudentsreflectsthevaluesupheldbytheschool community
* The spiritual, moral, social and cultural development of students is demonstrated through their behavior
* Students need clear guidance and consistent consequences
* The partnership between home, school and student is essential to promote positive behavior.

**2. Scope**

2.1 The Behavior and Sanctions Policy will be applied to all students on school premises, but will also form the foundation for acceptable behavior outside the school where students are in uniform and / or taking part in organized trips and events or where their behavior is violent, illegal, may bring the reputation of the school into disrepute or may place other students at risk.

2.2 By its design the Behavior and Sanctions Policy is intended to describe the acceptable behavior of Oscar Academy students. We expect our students’ parents to support and model acceptable behavior themselves.

2.3 If a parent of a student at Oscar Academy displays aggressive, abusive or unlawful conduct towards a member of staff or student, we reserve the right to permanently exclude that parent’s child as our responsibility has to be to ensure the safety and well‐being of all members of the school.

**3. Examples and classification of levels of misbehavior**

3.1 Examples of misbehavior are given below. The list is by no means exhaustive. Repetition of the same type of misbehavior, lying about misbehavior and failing to comply with instructions when challenged over misbehavior will raise the level. Modifying circumstances will reduce the level.

3.2 Whilst misbehavior outside the classroom may not directly impact on teaching and learning it does damage the ethos and social structure of the school community and is taken just as seriously.

**Duties of behavior committee:**

* To monitor the behavior of the students
* To investigate the behavior complaints registered by the parents, students and teachers
* To submit unbiased written behavior report for any incident happened in the school.
* To conduct workshop for teachers to improve students’ behavior.
* Maintain the behavior file
* Communicate with the parents regarding any incident
* Communicate with the parents regarding the decision of the committee
* Investigate the incident when reported.
* Motivate students who have improved their behavior
* Maintain the behavior of student
* Monitor behavior of the students
* Counsel students with behavior issues

**INAPPROPRIATE BEHAVIOR**

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| --- | --- |
| **Level** | **Types of behavior** |
| **1 to 3** | * Talking whilst the teacher is speaking to the class
* Failure to complete work to an appropriate standard
* Not paying attention
* Talking persistently
* Inappropriate use of ipads or other educational equipment
* Not completing sufficient work in class
* Horseplay
* Throwing items across the class
* Arriving late to class without excuse.
* Shouting/calling out and interrupting teaching and learning
* Not completing homework.
* Chewing gum
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| **4 to 7** | Repetition of any Level 1 to 3 behaviours.* Teasing and taunting classmates
* Arguing with members of staff
* Absence
* Deliberate damage to school property such as graffiti (e.g.Ondesks)
* Deliberatedamageto textbooks or other students' work
* Verbal or physical intimidation amounting tobullyingboth in person and over the internet
* Behavinginawaythatislikelytocauseinjurytoone’sselforothers
* Serious, Repeated or extendedverbalabuseofanother student or member of staff.
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| **8 to 10** | Repetition of any Level 4 to 7 behaviors* Racist behavior
* Serious or repeated physical intimidation,
* Actual assault/fighting
* Any sharp object,
* Pettytheft.
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**BEHAVIOR**

**RECTIFICATION GRID**

|  |  |
| --- | --- |
| **Steps** | **Consequences** |
| Level 1 | If an incident of unacceptable behaviour occurs a verbal warning from the teacher will be given teacher should record in the class behavioral tracking record. |
| Level 2 | If this behaviour occurs again on the **same day**, verbal warning from building supervisor will be given. |
| Level 3 | If the inappropriate behaviour continues then the student will be transferred to the social worker and incident will be recorded *.* |
| Level 4 | If this behaviour persists then the student will be refered to the social worker and formal letter will be send to parents requesting a meeting between them in school, students will choose the sanction he\she will take. |
| Level 5 | If the pattern of inappropriate behaviour continues, a formal letter will be sent to parents by social worker requesting a meeting between them in school. The academic principal will be present at this meeting. |
| Level 6 | If the pattern of inappropriate behaviour continues, a formal letter will be sent to parents by social worker requesting a meeting between them in school A **formal written warning** will be given to the parents about the child’s behaviour. |
| Level 7 | If the inappropriate behaviour continues further, parents will be phoned to come into school to have a meeting with the social worker . A **second formal written warning** will be given. |
| Level 8 | If there is no improvement in behaviour, the school principal will meet again with parents and a **third and final written warning** will be given. |
| Level 9 | If there is no improvement in behavior, temporary separation will be given for the students according to the situation form (1-3) days and letter will be send to parents regarding this matter. |
| Level 10 | Continuing misbehavior will result in parents being called to attend a meeting with the social worker and students affairs where a formal letter will be given requesting the student find an alternative school to attend for next year. |
| * It should also be noted that full investigations should be mounted into the all incidents especially when the more serious consequences and stages are being dealt with.
* In all cases behavior committee members should be informed about series incidents during meeting time and take actions and decisions towards these cases.
* Study case and individual behavior action plan should be design for the case.
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**Roles and Responsibilities Table**

| **Role** | **Responsibilities** |
| --- | --- |
| **SMT (Senior Management Team)** | - Provide overall leadership and uphold school-wide behavioral standards - Set and communicate expectations for respectful behavior - Attend meetings at advanced behavior stages (Levels 5–10) - Make final decisions on major actions (e.g., suspensions, transfer requests) - Ensure thorough investigation of serious incidents - Support and review decisions made by the Behavior Committee |
| **Social Worker** | - Intervene from Level 3 behavior cases onward - Meet and counsel students with persistent or serious behavior issues - Maintain behavior records and communicate with parents formally - Develop and implement individualized behavior plans - Coordinate with SMT and teachers on case management - Report updates to the Behavior Committee |
| **Teacher** | - Establish and maintain positive classroom behavior - Provide verbal warnings and track incidents (Levels 1–2) - Use praise and rewards to encourage good conduct - Refer students for further intervention when behavior persists - Communicate with parents when appropriate - Contribute to behavior reports and support follow-up plans |
| **Parent** | - Support the school’s behavior policy at home - Attend meetings and respond promptly to school communication - Reinforce respectful conduct and consequences with their child - Collaborate with the school in creating and applying behavior strategies - Model respectful and lawful behavior in school interactions |
| **All School Staff** | - Model respectful behavior at all times - Promote school values through consistent actions - Report any behavior concerns to relevant staff - Support students in making positive behavior choices - Uphold the behavior policy consistently across all settings (classroom, corridors, playground, events) |