



Learning Behavior Policy

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Review Cycle: 3 years

Next Review: July 2029



Wellspring Learning Community

Learning Behavior Policy

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Related Policies:

Academic Integrity Policy

Artificial Intelligence Policy

Bring Your Own Device Policy

Guiding Statements

Phone Free policy

Student Handbook

Wellbeing Policy

Approvals - names and signatures:

Chairperson of the Board

Head of School

Wellspring Learning Community

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Wellspring Learning Community's Mission Statement

Wellspring Learning Community aims to establish an inquiry-based learning environment in which students from diverse backgrounds are given every opportunity to optimize their social, emotional and academic capacities and talents. Our students will become confident, resourceful, creative, caring, responsible global and local citizens prepared to use their education to contribute in meaningful ways towards improving society, both locally and internationally.

Philosophy

Learning Behavior is developmental and is an integral part of the holistic education that Wellspring provides for its students. The adopted behavior management approach is aligned with Wellspring values, IB student learner profile, Approaches to Learning Skills (ATLs), Wellspring's wellbeing policy, and the school-wide social-emotional learning curriculum. Modeling, proactive strategies, positive reinforcement and celebration of good behavior help students learn self-regulation as they grow in a safe, positive, caring, and respectful environment. Wellspring's learning behavior philosophy postulates that each staff member is responsible for modeling the appropriate and desired behavior and reducing misbehavior. This aims to establish a community whereby the students are held accountable for their actions. Students will attain self-discipline and learn to act in a manner that aligns with the school's mission, vision, the IB learner profile attributes, and the three B's of **"be respectful, be safe, and be responsible"**. The end goal is for the students to evolve and grow to eventually become the balanced and empathetic global leaders of tomorrow.

Rationale

Wellspring's Learning Behavior Policy outlines clear guidelines to ensure an environment that supports both the academic and socio-emotional development of students.

Wellspring educators are entrusted with the responsibility to guide, support, and redirect students using a positive and preventive (proactive) approach to discipline. When intervention is necessary, it is carried out in a restorative and progressive manner. This philosophy fosters a positive school culture and nurtures an environment where all students can grow into responsible and productive citizens.

Restorative practices view conflict or misbehavior as opportunities for learning. They help students understand the consequences of their actions, resolve conflicts, repair harm, reinforce positive behavior, and maintain a constructive learning environment. To prevent recurring misbehavior, Wellspring has adopted the principle of progressive discipline.

Behavioral concerns are categorized into three progressive levels, allowing faculty and staff to respond appropriately while maintaining consistency and a restorative mindset:

- **Level One Misbehaviors – Minor:**
These are occasional actions that conflict with classroom or community expectations and may affect relationships with peers, faculty, or the broader school community. They are generally **minor** and **unintentional** in nature.
- **Level Two Misbehaviors – Major:**
These involve **intentional, repeated, or ongoing** misbehaviors that significantly **disrupt learning, damage relationships, or moderately compromise the safety and wellbeing** of the school community.
- **Level Three Misbehaviors – Offensive:**
These are **intentional severe** incidents that **violate shared values, beliefs, or symbols**, or **pose a serious threat** to the physical or emotional safety of any member of the school community.

The level of a behavior is determined primarily by its nature, severity, impact, and context. Repetition does not automatically change the level of behavior. However, repeated behavior results in progressively stronger interventions, documentation, family involvement, and administrative support.

If a behavior continues to cause major disruptions to the learning, impacts the safety or well-being of others, or shows that previous interventions have not been effective, the matter will be escalated to the next level after review.

Recognizing student effort and progress is essential to character development and contributes to a positive experience at Wellspring. Thus, all positive behavior is recognized. Ultimately, the goal of the Learning Behavior Policy is to support students in developing self-regulation and self-discipline.

Behavior Expectations

Positive social behavior fosters a school-wide sense of community and nurtures an environment for all students to become productive local and global citizens.

To create and maintain the culture of “be safe, be responsible, be respectful” all students are expected to:

- Be punctual and ready for class
- Submit work that is complete in a timely manner
- Follow school instructions and be cooperative with faculty and staff
- Be honest and practice academic integrity
- Respect the boundaries of others and their belongings
- Assist every person in need

- Safeguard school property and resources
- Practice self-discipline

Consequences for Behavioral Offenses

It is essential that Wellspring educators have a unified behavior and discipline policy with procedures that are fair, effective, and, most importantly, consistent. Consequences to behavioral offenses are adequate, pedagogical, meaningfully related to the offense, and conducive to positive learning behavior.

Learning Behavior Guiding Beliefs in the Primary School

The Wellspring ethos is that a safe and caring environment grows from a balanced relationship between rights and responsibilities. Every member of the community - students, faculty, staff, and parents - shares the responsibility of upholding these rights so all students can thrive.

As a Primary Years Programme (PYP) community, the Primary School (PS) nurtures the IB Learner Profile by fostering respect, open-mindedness, and principled action. Positive behavior is not simply compliance; it is a pathway for students to develop lifelong social and emotional competencies.

Community Responsibility

Faculty, staff, and parents work together to maintain fair and consistent expectations. The PS approach to behavior is relationship-centered and problem-solving oriented, guiding students to reflect on their choices and grow as caring, principled learners.

Each class co-constructs essential agreements that align with school-wide expectations and are revisited throughout the year. This process builds student agency and supports a culture of international mindedness that favors respect for diversity, teaches a multi-perspective approach, and nurtures commonality.

Two Complementary Processes: Proactive and Responsive

Proactive – Relational Practices

The primary focus is on preventing issues from arising by nurturing strong connections and a sense of belonging. Proactive strategies include:

- **Morning Meeting and Spiral Time** – daily and weekly opportunities to build community, share feelings, and strengthen relationships.
- **Explicit Social-Emotional Learning (SEL)** – dedicated lessons in the Personal Social Emotional (PSE) program that teach self-management, empathy, and responsible decision-making.
- **Modeling the IB Learner Profile** – attributes such as caring, communicator, and principled that help every student grow into their best potential.
- **Ongoing Check-ins** – circle time, reflections, and class discussions that help students monitor their own growth.

These relational practices create an environment where all learners feel respected, supported, and valued.

Responsive – Restorative Process

When misbehavior occurs, Wellspring responds with a restorative framework that emphasizes ownership, responsibility, accountability, and growth rather than punitive measures. As punitive approaches are avoided, it remains clear that actions carry consequences and require meaningful repair.

The responsive process is organized into three progressive levels, which will be detailed below. This structure ensures that responses are developmentally appropriate, consistent, and focused on repairing harm, restoring relationships, solving conflicts, and rebuilding trust.

This process ensures that:

- Students acknowledge how their behavior affects others.
- Relationships are repaired through dialogue and reflection.
- Opportunities are provided for students to explore alternative, positive behaviors.
- Students develop a stronger sense of personal responsibility and self-regulation.

Behavioral concerns are organized into three progressive levels, which allow staff to respond appropriately based on the situation while maintaining a consistent and restorative approach.

Behavior in Primary School - Nursery to Grade 5

In PS, the PSE program is embedded within the program of inquiry (POI) for both early and elementary years (skills for learning, empathy, problem-solving, and emotion management). The students inquire and learn how they can apply skills such as conflict resolution, self-regulation, and others in their daily lives.

Positive behavior and effort are rightfully celebrated through meaningful feedback, reflection, celebration of progress, and authentic recognition and do not rely solely on external rewards and praise. Teachers document and share this on ManageBac to shed light on the effort that the student is making. If the child's behavior has gradually improved, then the Principal highlights this by celebrating the student on Spiral and giving them a certificate and/or sharing this with the parents.

Behavior in Early Years - Nursery, KG1 and KG2

It is important to clarify that the Reggio Emilia inspired EY environment is intentionally designed to promote independence, cooperation, calmness, and engagement. Classroom organization, routines, and thoughtfully prepared learning spaces reduce unnecessary conflicts and support positive behavior. The behavior of students in the early years is often more reflective of imitation than intentionally inappropriate conduct. At this developmental stage, children tend to mirror the actions and behaviors they observe. Therefore, the role of teachers is crucial. It is they who must model appropriate behavior, gently redirect undesired actions, and clearly explain the expected behaviors to students. This highlights the importance of establishing classroom expectations and

agreements from the very beginning of the school year. Additionally, consistency plays a vital role in reinforcing positive and appropriate behavior over time. Student behavior in the early years is based on positive guidance, which is focused on:

- Establishing clear expectations of respect and good behavior
- Modeling and explaining appropriate behavior
- Providing enough opportunities to scaffold skills, through intrinsic motivation rather than through external rewards
- Building positive relationships with each child by providing individualized attention and connection in a meaningful way
- Adopting consistency as a principle for scaffolding desired behavior
- Collaborating closely with parents in the student's best interest and ensuring synergy between home and school is maintained
- Guiding children toward more appropriate choices through connection, dialogue, and problem-solving in the case of misbehavior
- Designing individual behavior plans for students who present persistent challenging behavior after other interventions have not achieved desired outcomes
- Encouraging adults to co-regulate with children by helping them identify emotions, feel safe, and regain control before expecting independent self-regulation

Managing Misbehavior in the Elementary School

Behavioral concerns are organized into three progressive levels, which allow faculty and staff to respond appropriately based on the situation while maintaining a consistent and restorative approach.

Level of Responses

Level One Misbehaviors – Minor

Examples of Level One Misbehaviors:

- Interrupting others during class discussions or group work
- Using inappropriate language, including slang
- Wearing attire that does not follow school guidelines
- Engaging in playful, non-aggressive pushing, teasing, or minor roughhousing
- Accessing personal devices or messages during learning time without permission
- Not following simple classroom routines, such as lining up quietly or keeping materials organized
- Ignoring instructions or gentle reminders from teachers or members of staff.

When a student exhibits Level One misbehaviors, the below process is followed to support reflection, accountability, and restored relationships.

Process to follow

1. **First Time Offense: Clarify Expectations:** The teacher ensures the student understands classroom and school agreements, routines, and expected behaviors.
2. **Second Time Offense:**
 - a. **Gentle Reminder & Reflection:** The teacher provides reminders of expected behavior and engages the student in a discussion about the impact of their actions, encouraging reflection on alternative, positive choices.
 - b. **Restorative Support:** The teacher implements restorative strategies
3. **Repetitive Offenses:** The root of the behavior is investigated, identified, and oriented. The counseling department will take charge of misbehaviors that stem from emotional causes, and the learning Dean of Students will take charge of misbehaviors that stem from academic, skill-based difficulties, or unmet instructional needs.
 - a. **Documentation & Parent Communication:** If the misbehavior persists, the student completes a reflection sheet with the Dean of Students. The teacher communicates with parents via email or meeting to share observations and the steps taken to address misbehavior.
 - b. **Administrative Awareness:** The Principal is informed to ensure consistency, monitor progress, and provide support where needed.

For upper elementary students (Grades 4 and 5), this process serves as an oral warning, helping them recognize misbehavior, reflect, and adjust accordingly.

Accountable Parties: Classroom Teacher (steps 1–3), Dean of Students or counselor (step 3)

Level Two Misbehaviors – Major

Examples of Level Two Misbehaviors:

- Repeatedly ignoring classroom routines or school expectations, disrupting learning for self and others
- Using directed or inappropriate language towards peers or staff
- Engaging in mild to moderate hurtful actions, such as social exclusion, teasing, or intimidation
- Teasing or physical play that causes discomfort or minor injury
- Showing disrespect toward community members through hurtful words or dismissive actions
- Demonstrating academic dishonesty, including plagiarism, copying, or misrepresentation of work
- Leaving the classroom without teacher’s permission and/or knowledge
- Damaging or misusing school or personal property
- Engaging in disrespectful, inappropriate and unsanitary conduct in toilets and bathroom stalls

- Possessing any item that poses a safety hazard on campus or during any school-sponsored event.

Process to follow

1. **Reflection and Restorative Action:**
 - a. The student completes an **out-of-class reflection time** to consider the impact of their behavior.
 - b. A **restorative response** follows. This may be as a conference, letter of apology, or act of repair.
2. **Consequences and Monitoring:**
 - a. If misbehavior persists, the student may **lose privileges**, such as field trips, after-school, or athletic activities.
 - b. The learning Dean of Students monitors the plan's implementation and provides ongoing support.
3. **Parent Meeting and Behavior Contract:**
 - a. A **meeting with parents** is held to discuss the incident and agree on a **behavior contract** outlining expectations and responsibilities.
 - b. The learning Dean of Students coordinates support (counselor, learning support, or external sources) and ensures follow-up.
 - c. Grades **1–3 students** are given an oral warning | **Grades 4–5** a written warning.
4. **Reflection Day:**
 - a. The student participates in a **half- or full-day in-school reflection period**, supervised by the Dean of Students or designated staff.

Level Three Misbehaviors – Offensive

Examples of Level Three Misbehaviors

- Foul, abusive, or discriminatory language that undermines the safety or dignity of others
- Aggressive, harmful, or bullying behavior (verbal, social, or online), targeting peers or staff members
- Severe physical aggression causing injury (e.g., punching, kicking, or throwing objects)
- Disregard for or demeaning of cultural, religious, or personal beliefs of others
- Harassment or any act that makes members of the community feel threatened or unsafe
- Vandalism or deliberate destruction of school property
- Use or distribution of any items that pose safety hazards on campus or during any school-sponsored event
- Inappropriate intimate behavior and/or viewing sexual content on campus or during any school-sponsored event

Process to follow

1. Suspension and Restorative Task:

- a. The student is **suspended for two days** to allow time for reflection and accountability.
- b. During the suspension, the student must complete a **restorative or reflective task** assigned by the Dean of Students, demonstrating understanding of the impact of their actions and outlining steps toward positive change.
- c. Before or upon the student's return to regular school activities, a formal meeting is held with the student, parents, Dean of Students, Principal, and Head of School, during which a formal written warning is issued outlining the seriousness of the behavior, expectations moving forward, required supports and interventions, and the consequences of any further serious misconduct.

2. Formal Warning and Re-enrollment Review:

- a. A **strict warning letter** is issued and must be **signed by the parents, the student, and the Dean of Students**.
- b. The letter includes a clear statement that the student's **re-enrollment for the following academic year may be reconsidered** based on behavior and progress.

Behavior in Middle and Secondary School – Grades 6 to 12

Positive behavior and discipline among middle and secondary school students are often shaped by their early learning experiences, life lessons, and interactions with parents, peers, and siblings.

At Wellspring, both academic and personal conduct are held to high standards during lessons and school activities. Within the Middle and Secondary Schools, faculty and staff are expected to implement their own classroom management strategies, guided by the following principles:

- **Establish clear behavior expectations** from the beginning of the school year to ensure all students understand what is required of them.
- **Apply fairness and consistency** when addressing behavioral issues.
- **Maintain impartiality** when determining appropriate consequences for misconduct.
- **Implement systems of praise and recognition** that recognize effort, celebrate good behavior and performance, and are tailored to each student's individual capabilities and goals.

When addressing behavioral incidents, the nature and severity of the offense are assessed to determine the appropriate response:

- **Minor Level One Offenses:** These are typically managed by the teacher at the time of occurrence and may occasionally involve the supervisor.
- **Major Level Two Offenses:** These require administrative intervention and are addressed by the supervisor, the Dean of Students, and the Principal.
- **Offensive Level Three Offenses:** These require administrative intervention and are addressed by the Dean of Students, the Principal, and Head of School.

All offenses, along with relevant behavior notes, are documented on ManageBac. To ensure transparency and ongoing communication, student behavior records are accessible to parents through the student's ManageBac profile.

In the Middle and Secondary Schools, the teacher, supervisor, Dean of Students, and Principal collaborate in overseeing the consistent implementation of school rules and regulations, supporting both students and staff in maintaining a respectful and productive learning environment.

Level One Offenses Grades 6 to 12 – Teacher/Supervisor Managed

Minor offenses are, but not limited to:

- Not following directions (teacher rules, instructions)
- Coming unprepared for class
- Moving around repeatedly
- Being off task
- Sleeping in class
- Eating in class
- Talking out of turn
- Behaving in an unbecoming manner in hallways and other community areas
- Coming late to class or school
- Breaching the dress code

Faculty or staff intervention is required for minor offenses.

Process to follow

- A first minor offense is managed by the teacher or supervisor who reteach the expectation and record the offense on ManageBac.
- A second-time minor is documented on Managebac.
- **The third-time minor is recorded as a major offense and warrants a recess reflection.**

Level Two Offenses Grades 6 to 12 - Office Managed

Major* offenses are, but not limited to:

- Defying authority
- Aggressing others verbally
- Aggressing others physically
- Behaving in a disrespectful manner
- Using the cell phone without permission
- Skipping a class
- Walking out of class (without permission)
- Threatening others
- Having received a third minor offense

*Depending on the severity of the offense, level two major offenses may be escalated to level three offensive misbehaviors.

Process to follow

- In the case of any major behavior offenses, the offense is recorded on ManageBac and parents are notified.
- A repeated major offense warrants a recess reflection.

- A third-time major offense immediately results in a written behavioral warning.

Level Three Offenses Grades 6 to 12 – Dean of Students, Principal & HOS Managed

Severe offenses are those that demand immediate referral to the Principal or Head of School (HOS). Consequently, the student is removed from an activity where their actions might result in self-harm or harm to others.

Level Three misbehaviors are intentional severe incidents that violate shared values, beliefs, or symbols, or pose a serious threat to the physical or emotional safety of any member of the school community. Such offenses significantly violate the rights and wellbeing of any member of the community or put others/self at risk of harm. These include but are not limited to persistently defiant misbehavior, possession of forbidden items, offensive actions, severe misuse of technology, and academic malpractice. Below is a list of offensive level three misbehaviors (Reference: Wellspring Student Handbook):

- a. Possession of:
 - Illegal drugs
 - Weapons including toys
 - Alcohol, cigarettes, Vapes, energy drinks
 - Fireworks, incendiary devices, pressured canisters, pepper spray, explosives, sound and stink bombs
- b. Violent, inappropriate or vulgar language, gestures, symbols, words or pictures both printed and digital
- c. Offensive actions:
 - Physical aggression
 - Fighting
 - Vandalism
 - Theft
 - Bullying (including sexual harassment)
 - Selling or distributing products (irrespective of their nature)
- d. Misuse of technology (Reference: Phone Free Policy; Bring Your Own Device Policy)
- e. Academic malpractice: Collusion, plagiarism, and duplication of work. (Reference: Academic Integrity Policy and Artificial Intelligence Policy)

Process to follow

First-time Offensive Misbehavior

- Written warning issued to the student and parents
- Mandatory meeting with parents, student, and relevant school leaders

RZ/zb

August 16, 2026

Pending Board Review

Depending on the severity of the incident and at the discretion of the Principal and HOS, one or more of the following consequences may apply:

- Suspension of one (1) to three (3) school days*
- Assignment of a restitution task to complete and present
- Referral to a Disciplinary Council for review and recommendation
- Required counseling, reflection activities, behavioral contract, community restitution, etc.
- Other corrective measures deemed appropriate

Second-Time Offensive Misbehavior

- Written warning issued to the student and parents
- Mandatory meeting with parents, student, and relevant school leaders

Depending on the severity of the incident and at the discretion of the Principal and HOS, one or more of the following consequences may apply:

- Suspension of three (3) to five (5) school days*
- Referral to a Disciplinary Council for review and recommendation.
- Required counseling, reflection activities, behavioral contract, community restitution, etc.
- Other corrective measures deemed appropriate

**Suspensions may be carried out in school.*

Third-Time Offensive Misbehavior

- Written warning issued to the student and parents
- Mandatory meeting with parents, student, and relevant school leaders
- Referral to a Disciplinary Council for review and recommendation
- Required counseling, reflection activities, behavioral contract, community restitution, etc. as a condition for promotion
- Denial of re-enrollment at the end of the academic year

Disciplinary Council and Head of School Authority

Disciplinary Council

In cases involving Level Three offenses, or in any disciplinary matter deemed sufficiently serious by the Principal or Head of School (HOS), the HOS may convene a Disciplinary Council (DC) to review the circumstances of the case and provide recommendations regarding appropriate consequences and interventions. The composition and procedures of the Disciplinary Council shall be determined by the HOS according to the nature of the offense. Whenever possible the President of the Student Council and Faculty Student Council Advisor will be invited to be part of the DC.

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Professional and Legal Consultation

At any stage of a disciplinary investigation or review, the HOS may seek advice, guidance, assessments, opinions, or reports from the school's legal counsel, school counselor, psychologists, safeguarding specialists, educational consultants, medical professionals, or any other qualified experts deemed appropriate.

Final Authority

The Disciplinary Council serves in an advisory capacity. After reviewing all available information, recommendations, and professional opinions, the HOS retains sole and final authority in all disciplinary matters. The HOS may accept, modify, reject, or override, in whole or in part, any recommendation, finding, consequence, or decision proposed by the Disciplinary Council, Principal, Dean of Students, or any other member of staff when deemed necessary to protect the interests, safety, wellbeing, and integrity of the school community.

Nota Bene

- Wellspring reserves the right to deviate from the progressive discipline sequence when the severity, frequency, impact, or circumstances of an incident warrant immediate escalation.
- Student safety, wellbeing, and the protection of the school community shall take precedence in determining disciplinary actions.
- All the above offenses and consequences apply during off-school events and overseas trips
- Students (MS and SS) who travel overseas on a Wellspring sponsored trip must abide by the laws of the country of destination, keeping in mind that the school rules supersede any foreign regulations.
- Traveling students and supervisors must be familiar with each country's laws and must show respect for the country's norms and values.
- Wellspring will not be able to intervene in a foreign country's legal system in case of non-compliance with the country's laws.

Works Cited

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