

Behaviour Management Policy

Aim

To establish high expectations of our students' behaviour in order that they can learn at their best and develop as reflective caring, balanced, global citizens. Our learning community should at all times reflect our Fairgreen Pillars, the IB Learner Profile and encourage our community members to act in accordance with our Rights and Responsibilities. Our students are everyone's responsibility regardless of whether we teach them directly. Together we can ensure consistent expectations that value relationships with our students.

Underpinning theory

Our behaviour policy is based on the principles of [restorative](#) practice. Restitution is a process for helping students to become increasingly self-directed. Mistakes are regarded as being an important part of the learning process. Building a safe learning environment for students provides a place for both making mistakes, and learning from mistakes. A structured time for reflection with the guidance of the teacher, is seen as an opportunity to examine thoughts, feelings, actions and consequences. With monitoring this can yield positive behaviour change. Positive Behavioural Interventions and Support (PBIS) is a way to support all students to be successful. It is a commitment to address student behaviour in a positive way, supporting student growth socially, emotionally and academically. Information on these approaches can be found [here](#).

Understanding children's behaviour

It is important, that we all bear in mind that when we are responding to misbehaviour, there is a function of this behaviour that communicates what the child is thinking and feeling, even if this is not verbalised. Understanding the cause of their behaviour enables us to be responsive. Listening and talking with a student, helps us to understand behaviour and gives us the space to teach them better ways of coping and behaving.

Some of the reasons why children/young people misbehave:

- **Unmet needs** - *If a student feels unsafe, is sleep deprived, sick, or hungry (including dehydrated or having an inadequate diet) this can impair judgment, emotion, and behaviour.*
- **Lack of skills** - *Understanding child and teen development and what is within normal limits is important as teachers. Social skills, conflict resolution skills, problem solving, and cooperative skills are all teachable. When children and young people have peer related difficulties, this is often as a result of not having the skills to relate and engage with others successfully, and is a vital part of their social learning. A skills deficit rather than a "bad/naughty child" label is a more helpful and effective way to approach our response to the child and situation. Therefore in our school culture, we talk about "unacceptable behaviour" not an "unacceptable student".*
- **Learning needs** - *If a student is misbehaving and disrupting learning, consider the following:*
 - *Is the learning too challenging or not challenging enough?*
 - *Can the student access the learning?*
 - *Do they need support?*
 - *Is there a peer issue?*
 - *Is there a fear of failure?*

- *Are you witnessing avoidance?*
- **Understanding the cause** enables us to look for effective strategies to engage the student successfully in the classroom.
- **The brain and emotion regulation** - we acknowledge that our students brains are “under construction” and therefore their capacity to exercise reason, logic, and self control, is also developing and that they need our support as adults. Equally, helping students to understand and express their feelings, with self awareness and self control, will reduce misbehaviour.

Guiding Principles

These principles apply to all members of our school community, and should guide our conversations and decisions in relation to student learning and behaviour.

We will:

- Be caring and principled and treat all people fairly and with respect.
- Promote an inclusive, safe and healthy environment for all.
- Be open minded and listen to student voice and take their concerns seriously.

We believe:

- In building a compassionate, internationally mindful school where we care for ourselves, care for others, and care for our planet.
- That everyone in the school community should celebrate and model positive behaviour, value each other’s strengths and aim to make a difference.
- That being honest and open about mistakes offers opportunities to learn and grow.

We expect:

- All members of the Fairgreen community to uphold high standards of behaviour.
- All members of the Fairgreen community to ensure a safe and healthy environment in all its forms.
- All members of the Fairgreen community to be attentive and caring towards others.

Whole School Culture

At all times the adult’s behaviour will have a big impact on how the children will respond.

We always listen before making assumptions or issuing consequences. The decision about the correct response is taken by the adult witnessing the behaviour, and the consequences for that behaviour should not be passed on to others unless the behaviour warrants escalation.

Homeroom teachers, however, should always be kept informed, as they will have a role to play in monitoring whether improvements in behaviour are being made.

Conversations with students about their behaviour should be guided by the Class Charter developed as part of the Jigsaw PSHE program, our Rights and Responsibilities and the IB Learner Profile (all of which are displayed in every homeroom). If a decision has been made for a student to have a Reflection Time, this should be supported by the teacher, so that students can be helped to understand their thoughts, feelings, actions and consequences.

Behaviour is a shared responsibility in school. Homeroom teachers, parents, subject specialists, teaching assistants, support staff and leadership all have important roles to play. When we see unacceptable behaviour that does not reflect our agreed Rights and Responsibilities (see below), it is the supervising adult's responsibility to identify and respond to that behaviour, and to follow through with appropriate consequences, as outlined in this policy.

Your Rights and Responsibilities

Right to an Education

Responsibility

- To have a positive attitude and do my best
- To demonstrate active listening in lessons
- To work with a partner / team and respect others' opinions
- To be a reflective learner and know what my next steps are for improvement

Right to Feel Safe

Responsibility

- Not to hurt or bully others; to report bullying if you see it
- Show care for yourself, and other people
- Follow the directions of trusted adults in school
- To look after our school environment

Right to Be Valued as an Individual

Responsibility

- To be caring towards others; playing kindly and fairly
- To be open minded to the values and traditions of others
- To be honest and tell the truth
- To be positive and encouraging

Right to be Treated with Respect

Responsibility

- To be respectful towards others who hold different beliefs
- To listen and respond appropriately to others' points of view
- To treat others as you would wish to be treated
- To be responsible for your own actions and behaviours

Your Rights and Responsibilities

Right to an Education

Responsibility

- To have a positive attitude and do my best
- To behave in a positive manner that contributes to the learning of fellow students
- To work collaboratively and respect others' opinions, feelings and ideas
- To be a reflective learner and know what my next steps are for improvement

Right to Feel Safe

Responsibility

- Not to hurt or bully others; to report bullying if you see it
- Show care for yourself, and other people
- Follow the directions of trusted adults in school
- To respect property and exercise care when using school facilities

Right to Be Valued as an Individual

Responsibility

- To be caring towards others
- To be open minded to the values and traditions of others
- To be honest and tell the truth
- To be positive and encouraging

Right to be Treated with Respect

Responsibility

- To be respectful towards others who hold different beliefs
- To listen and respond appropriately to others' points of view
- To treat others as you would wish to be treated
- To be responsible for your own actions and behaviours

Positive Reinforcement

Whilst we recognise that extrinsic rewards have limitations, we believe that they work for some children and can have a positive effect on school climate.

Various systems are used to reward students at Fairgreen International School as detailed below. Each time a reward is given the student should understand what the reward has been given for; receiving a verbal explanation and praise, as well as the reward itself. Teachers should take every opportunity to share positive feedback with children about their behaviour, attitudes and academic work, and this positive reinforcement should be timely, and specific in nature.

Rewards need to be age specific but should include the following:

- Positive verbal and written affirmation of the students for producing good work or good behaviour.
- Homeroom teachers and specialists can communicate with home about areas that show achievement and growth. Parents love to hear that their child is making good choices and is being successful. They should not just hear from us when there is a problem.
- Recognition and public affirmation can be given in a variety of contexts – class time, homeroom time, assemblies, in the corridor, on the sports field etc.
- Subject areas will be encouraged to offer their own recognition of achievement and growth.
- Displaying students' work should be used as a reward by staff. This should include recognising progress and effort, as well as attainment.
- Verbal praise and encouragement by members of staff should be used as much as possible as a reward.

In class reward systems - Primary

Homeroom teachers negotiate a reward system with their class at the beginning of the year e.g. use of Class Dojo, Golden Time, Individual Points systems, Table group point systems etc.

The House System

Teachers nurturing an enthusiastic sense of school spirit promotes teamwork and healthy competition. House points awarded by teachers should be recorded in class. These points will be collected on a weekly basis. Each half term the House Leader will share the totals with students. Teachers can award house points for behaviour, attitudes or academic work.

In the primary school awarding House Points should also be linked to the class reward system so that the association between the behaviour and the reward can still be timely.

Learner Profile Certificates

The IB Learner Profile is an important aspect of our program, defining as it does the kinds of learners we are all aiming to be at Fairgreen. As such when students demonstrate these aspects teachers relate their positive behaviour to the Learner Profile attributes, and this is acknowledged in an “Awards Assembly” where students receive a certificate for their efforts.

Attendance

Student attendance is recognised as vital for progress, achievement, and in shaping attitudes to education, both by Fairgreen International School and by the KHDA. The class with the highest attendance on a weekly basis (primary) and half termly (secondary) will be identified and recognised, and will receive an appropriate reward determined by their teachers.

Principal’s Awards

Students may be nominated for a “Principal’s Award” by teachers when e.g they have produced exemplary work, shown outstanding leadership, or shown exemplary behaviour and service. Students are rewarded with a “Principal’s Award” sticker/certificate and receive a postcard to take home, outlining what they have done to be acknowledged in this way.

Indicative behaviours, interventions and consequences

Early Years

Stage	Behaviour	Intervention/Consequences	Comments
1	Low level disruptive behaviour - for example: Annoyances Calling Out Not following instructions	Eye contact Reminders Restate expectations Change of seating 5 Minute cool down period Verbal redirection Tactically ignore Proximity to teacher	Not recorded No other staff members involved Teachers on duty deal with incidents
2	Mid Level disruptive behaviour - for example: <i>Repeated stage 1 behaviour</i> Deliberate disruption Playground skirmish Damage to school/student property	Consider separating the child from class group within a supervised environment Reflection completed with teacher guidance Repair/clean-up of damage	Inform Homeroom Teacher Incidents recorded on My Concern Consider contact with parents by Teacher Seek advice and/or guidance from SLT
3	High Level disruptive behaviour - for example: <i>Repeated Stage 2 Behaviour</i> Deliberate rudeness to adults Harmful/offensive name calling Bullying Serious challenge to authority Deliberately causing injury to others	Parents are notified Behaviour chart/Behaviour log Possibility of internal or external exclusion All sanctions will be at the discretion of the school	Immediately notify Senior Leader Incidents recorded on My Concern Repeated and more serious incidences possible referral to counsellor Parent contacted by Senior Leader
Incidents which go beyond stage 3 will be dealt with on a case by case basis and should be escalated immediately to SLT.			

Grades KG2 - 5

Stage	Behaviour	Intervention/Consequences	Comments
1	<p>Low level disruptive behaviour: for example: Annoyances Calling out/distracting others Not following instructions Running in the school building Minor playground incidents</p>	<p>Eye contact Reminders Restate expectations Change of seating 5 Minute cool down period Verbal redirection Tactically ignore Proximity to teacher</p>	<p>Not recorded No other staff members involved Teachers on duty deal with incidents</p>
2	<p>Mid Level disruptive behaviour - for example: <i>Repeated stage 1 behaviour</i> Deliberate disruption Playground skirmish Damage to school/student property Arguing with staff Minor, non-directed swearing Refusal to work</p>	<p>Consider separating the child from class group within a supervised environment Reflection completed with teacher guidance Repair/clean-up of damage Loss of privilege/s</p>	<p>Inform homeroom teacher Incidents recorded on My Concern Repeated and more serious incidences possible referral to counsellor Consider contact with parents by teacher Seek advice and/or guidance from SLT</p>
3	<p>High Level disruptive behaviour for example: <i>Repeated Stage 2 Behaviour</i> Serious, repeated or extended verbal abuse of another student or member of staff, including swearing Verbal or physical intimidation of other students amounting to bullying. Very serious challenge to authority Deliberately causing injury to others Theft / Damage to property Racist incidents</p>	<p>Possibility of internal or external exclusion Behaviour chart / Behaviour log Possible withdrawal from whole school events e.g. trips All sanctions will be at the discretion of the school</p>	<p>Immediately notify Senior Leader Incidents recorded on My Concern Repeated and more serious incidences -possible referral to counsellor Parents are contacted by Senior Leader</p>
<p>Incidents which go beyond stage 3 will be dealt with on a case by case basis and should be escalated immediately to SLT. For example serious physical assault and cybercrimes.</p>			

Grades 6-10

Stage	Behaviour	Intervention/Consequences	Comments
1	<p>Low level disruptive behaviour - for example:</p> <p>Calling out/distracting others. Not following instructions Running in the school building Homework late or not done. Inattentive in class. Arriving late to class without a valid excuse. Inappropriate use of mobile phone.</p>	<p>Eye contact Reminders Restate expectations Change of seating Verbal warning and redirection Opportunity to make up work Mobile phone taken from students</p>	<p>Not recorded No other staff members involved Teachers on duty deal with incidents</p>
2	<p>Mid Level disruptive behaviour - for example:</p> <p><i>Repeated stage 1 behaviour</i> Deliberate disruption Damage to school/student property Arguing with staff Minor, non-directed swearing Refusal to work Truancy/skipping class</p>	<p>Consider separating the child from class group within a supervised environment</p> <p>Reflection completed with teacher guidance</p> <p>Repair/clean-up of damage</p> <p>Reflection time following 3x late to class</p>	<p>Inform Homeroom Teacher Incidents recorded on My Concern Repeated and more serious incidences possible referral to counsellor Consider contact with parents by teacher Seek advice and/or guidance from SLT</p>
3	<p>High Level disruptive behaviour - for example:</p> <p><i>Repeated Stage 2 Behaviour.</i> Serious, repeated or extended verbal abuse of another student or member of staff, including swearing Verbal or physical intimidation of other students amounting to bullying Very serious challenge to authority Deliberately causing injury to others Theft / Damage to property Racist incidents Significant risk taking that impacts the wellbeing of others</p> <p>Possession of tobacco or related items</p>	<p>Possible Withdrawal from whole school events e.g. trips Possible Reflection Time with Secondary Principal Possibility of internal or external exclusion</p> <p>All sanctions will be at the discretion of the school</p>	<p>Immediately notify Senior Leader Incidents recorded on My Concern Repeated and more serious incidences possible referral to counsellor Parents are contacted by Senior Leader</p>
<p>Incidents which go beyond stage 3 will be dealt with on a case by case basis and should be escalated immediately to SLT. For example possession, use and/or distribution of alcohol, weapons, pornography, drugs, serious physical assault and cybercrimes.</p>			

Important notes

- Any physical punishment is absolutely prohibited, and potentially criminal.
- Never belittle, humiliate or deliberately embarrass children through your actions.
- The tone of the teacher's voice may indicate disapproval but shouting at a child is ineffective and should not happen.
- Any occurrence of the above will be dealt with as a staff conduct matter.

Special Note:

The school reserves the right to report to the KHDA any student whose continued misbehaviour adversely affects the learning of others.

Students exhibiting persistent repetition of dangerous and/or disruptive conduct can and will be asked to leave the school in order to find a new environment more suitable for their needs (in line with KHDA policy).

Policy Review

This policy was developed collaboratively by staff and the Student Council from September - December 2019.

This policy was agreed: **January 2020**

Date for review: **October 2021**