

Positive Behaviour Policy

Introduction

This policy reflects the fact that positive behaviour, in accordance with acceptable standards, is central to the ethos and values of the school. We acknowledge that parents and members of staff play an equally important role in teaching and modelling good behaviour. Positive behaviour, respect of feelings and property of others build the foundation for creating a positive learning environment where pupils can reach their full potential. We promote good relationships between staff and children, set high expectations, use strategies to encourage good behaviour and create a welcoming classroom environment for everyone.

We believe that ...

- Positive behaviour is an essential condition for effective learning and teaching
- Pupils and staff have the right to learn and teach in a safe, friendly and fair environment
- All members in our school community must be treated with respect and fairness
- Providing opportunities where each individual can flourish and develop in safety is non-negotiable
- Emphasising potential, rewarding success and giving praise for effort and achievements are at the core of our values and ethos
- It is important to have appropriate consequences which are fair and applied consistently when standards are not maintained
- Parents and carers should work with the school to foster positive attitudes and behaviours

This means that everyone in school understands and actively promotes ...

- the IB Learner Profile
- international-mindedness
- respect and tolerance

Aims

- To provide a caring, friendly, supportive and safe environment for all students and create an atmosphere conducive to learning and the pursuit of excellence.
- To ensure the safety of all students whilst on our premises, or engaged in a school activity.
- To provide an atmosphere in which students are listened to and are unafraid to speak out, if they are concerned.
- To encourage students to have respect for other people and property.
- To provide a code of conduct (Appendix 1) which guides students both inside and outside school.
- To provide, as far as possible, strong but fair discipline.

Objectives

- To promote an expectation of good behaviour throughout the school.
- For adults working in and around school to model the highest standards of behaviour to students.
- To recognise, praise and promote good and positive behaviour.
- To provide clear procedures for all staff and students to follow, which outline behaviours deemed to be unacceptable.
- To provide approved sanctions and appropriate rewards to improve self-esteem.

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance.
- Providing calm areas and strategies to reduce anxiety e.g. mindfulness
- Developing the voice of the child, through for example the Student Council and setting targets
- Appreciating and following the agreed Code of Conduct
- Encouraging our pupils to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the Approaches to Teaching and Learning (ATL), for example collaboration and affective skills
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum addresses organization, methods of teaching and learning, content and differentiation.
- Use of rewards and other incentives and motivational tools.
- House Captains and Student leaders
- Pupil Involvement in events e.g. Open morning, greeting at door, taking assembly
- Parental Involvement– volunteers, PTA events, FAU, school events (coffee mornings, exhibitions and celebrations)
- Community links

Rewards

We promote and teach positive behaviour and attitudes and also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

The main reward system at BISS Sentrum is based around the IB Learner Profile and Academic Houses. Whilst many teachers have their own system of class rewards, praise and House Points are frequently rewarded by all staff for demonstrating positive behaviour, stewardship for the school and displaying some of the IB Learner Profile attributes.

Other rewards may include the following:

- Verbal praise, positive affirmation and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Sticker, badges or stamps
- Star of the Week
- Star of the Day
- Class of the Week
- Certificates
- Written comments in books
- Sending the child to another teacher, Vice Principal or Principal for praise.
- Star/ Reward Charts
- Individual or Table Points which are traded for prizes eg. lunch with teacher, prize box, VIP Lunch Pass
- Special Assemblies – Special Mention, rewards for being a good friend, curriculum area, values, attendance, etc.

Guidelines for Staff

Classroom management and curricular provision

- The maintenance of positive behaviour within the school is the responsibility of all members of staff and is not limited to classrooms. Individual staff have particular responsibilities, for example within their own classroom and on duty, but must also monitor behaviour in corridors, locker areas and other common areas.
- Staff model desirable behaviours and attitudes and avoid negative cycles of behaviour.
- Every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviours.
- Teaching methods, lesson content and other curriculum linked activities encourage active participation and the development of skills, knowledge and understanding which will enable the children to work and play in co-operation with others.
- Pupils have age appropriate responsibilities assigned to them to promote shared stewardship of the school.
- Praise is used to encourage good behaviour as well as good work and constructive criticism should be a private matter between teacher and pupil where possible.
- Classroom teachers and teaching assistants may (under guidance) discretely relay specific guidance on the management of a particular pupil to other key personnel in school to support that pupil's needs.
- All staff and pupils are familiar with our school aims and our Code of Conduct.

Positive Behaviour Management

Positive Feedback – Acknowledge/Approve/Affirm:

Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"

Positive Correction – tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".

Positive Repetition – when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't – praise the children who carry out the instruction.

Non-verbal Cues – hands up, finger on the lips, the "look".

Give take-up time – give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.

Re-direction – repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.

Tactically ignore – ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.

Physical Proximity – move closer to a disruptive pupil

Distraction/ Diversion – give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behavior

Clear Expectations – e.g. “When we go back in to the classroom after break, I will give a point to those who go straight back to their task.”

Where/ What – “Where should you be?” (In my seat) What should you be doing? (My work).

Choices – “Put your (e.g. toy) on my desk or in your bag- which are you going to do?”

Broken Record – Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.

Private Reprimand – a quiet word rather than a public confrontation.

Repair & Rebuild – as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”.

Unacceptable behaviours

- A lack of respect for adult authority – ‘answering back’ to any teacher, other employee of the school or an adult on the school premises.
- The use of offensive language.
- Refusing to co-operate with requests from adults.
- Bullying, which can be physical (e.g. kicking, hitting, pushing, punching or any other use of violence), verbal (e.g. name-calling, teasing, spreading rumours), emotional (e.g. tormenting, threats, threatening gestures, hiding books and equipment, e mail/text abuse).
- Disruptive behaviour in the classroom.
- Truancy: If a child does leave the premises without consent parents (if required: authorities) will be informed immediately and assume responsibility. School will exercise its duty of care and undertake an immediate search for the child.
- Lack of respect for another person’s property.
- Any action, which poses a Health and Safety risk to the child or other persons (e.g. climbing on walls, seats, railings etc.).

Monitoring and dealing with unacceptable behaviour

Teaching staff and classroom assistants will record unacceptable behaviour inside and outside the classroom on iSams and follow the escalation procedures (see Appendix 7). A staged approach is adopted for the majority of incidents relating to unacceptable behaviour. On extremely rare occasions physical intervention may be necessary to ensure the health and safety of a students, staff and property.

Where a student repeatedly misbehaves an Individual Education Plan relating to ‘Emotional Behavioural Difficulties’ may be drawn up in these cases.

All incidents of bullying must be immediately dealt with, recorded and reported to the respective Coordinator and Principal.

Sanctions

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. Consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

- **Verbal warning(s) maximum two.**
- **Time out - working alone in a quiet area of the classroom, or asked to sit on the bench during playtime for a maximum of five minutes.**
- **Having playtime withdrawn, during which time students will be given work to complete.**
- **Other privileges temporarily removed.**
- **Meetings held between the teacher and parents/guardians if a particular concern, or problem is becoming apparent.** From this point, parents/guardians will be required to meet regularly with staff monitor and co-operate in the process designed to improve the behaviour causing concern. When and where necessary, SEN in line with the Special Needs Code of Practice, will be accessed.
- **Exclusion from school for a fixed period**
- **Exclusion from school permanently**
- **Under NO circumstances is corporal punishment administered.**

The above procedure is intended to be progressive. However, depending on the type and seriousness of the behaviour infraction any stage or stages of the procedure may be repeated, or omitted. This will be at the discretion of the Coordinator and / or Principal.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies:

- Be calm – all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices- remind the pupil they need to make good choices.
- Fresh start- although misbehaviour needs recording on iSams, every child must feel that every day is a fresh start.

Educational visits

This policy extends to any educational activity conducted off site. The school reserves the right to withhold the opportunity to attend a residential educational visit where good behaviour cannot be guaranteed.

Appendix 1: Rights of **pupils** at BISS Sentrum and respecting the rights of others

Rights	Respecting Rights of Others
<p>Be valued as members of the school community;</p> <p>Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;</p> <p>make mistakes and learn from them;</p> <p>Be treated fairly, consistently and with respect;</p> <p>Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;</p> <p>Be taught in a pleasant, well-managed and safe environment;</p> <p>Work and play within clearly defined and fairly administered codes of conduct;</p> <p>Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;</p> <p>Develop and extend their interests, talents and abilities;</p> <p>To feel safe and happy in school, on trips and online.</p> <p>Feel respected by the whole school community</p>	<p>Respect others rights by coming to school on time wearing uniform, with homework done, and suitably equipped for the lessons in the day ahead;</p> <p>Respect the views, rights and property of others</p> <p>Respect others' rights in class and out of class and behave safely at all times;</p> <p>Co-operate in class with the teacher and with their peers;</p> <p>Work as hard as they can in class;</p> <p>Conform to the conventions of good behaviour and school rules;</p> <p>Seek help if necessary</p> <p>Accept ownership for own behaviour and learning, and to develop the skill of working independently;</p> <p>Act responsibility in school, on trips and online.</p>

Appendix 2: Rights of **staff** at BISS Sentrum and respecting the rights of others

Rights	Respecting Rights of Others
<p>Work in an environment where common courtesies and social conventions are respected;</p> <p>Express their views and to contribute to policies which they are required to reflect in their work;</p> <p>A suitable career structure and opportunities for professional development;</p> <p>Support and advice from senior colleagues and external bodies;</p> <p>Adequate and appropriate resources;</p> <p>To be treated with care and dignity from all members of our school community;</p> <p>To feel safe and respected in their work place</p>	<p>Behave in a professional manner at all times;</p> <p>Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;</p> <p>Show interest and enthusiasm in the work in hand and in their pupils' learning;</p> <p>Listen to the pupils, value their contributions and respect their views;</p> <p>Be sympathetic, approachable and alert to pupils in difficulty or falling behind;</p> <p>Respect all members of the school community</p> <p>Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;</p> <p>Share with colleagues and parents any concerns they have about their child's progress or development;</p> <p>Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development;</p> <p>Report suspected cases of bullying to Designated Safeguarding Officer or in their absence to Deputy. The Principal must also be informed;</p> <p>Follow up any complaint by a parent about bullying, and follow the procedure as outlined in our Anti-Bullying policy.</p>

Appendix 3: Rights of **parents** at BISS Sentrum and respecting the rights of others

Rights	Respecting Rights of Others
<p>a safe, well-managed and stimulating environment for their child's education;</p> <p>reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently in a respectful manner;</p> <p>be informed promptly if their child is ill or has an accident, or</p> <p>if the school has concerns about their child;</p> <p>be well informed about their child's progress and prospects;</p> <p>be well informed about school rules and procedures;</p> <p>a broad, balanced and appropriate curriculum for their child;</p> <p>be involved in key decisions about their child's education;</p> <p>a suitably resourced school with adequate and well-maintained facilities.</p>	<p>ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;</p> <p>be aware of school rules and procedures, and encourage their child to abide by them:</p> <p>show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;</p> <p>act as positive role models for their child in their relationship with the school treating other parents, pupils and members of staff in a respectful manner;</p> <p>attend planned meetings with teachers and support school functions;</p> <p>provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.</p>

Appendix 4: Student Code of Conduct

INTRODUCTION

Every pupil at BISS Sentrum has the right to an education that allows each pupil to reach their full potential. The Principal, teaching staff and non-teaching staff create a safe and friendly learning environment where all pupils can grow.

GUIDING PRINCIPLES

It is essential that **every member of the school community** acknowledges and reflects the values promoted by the school: In addition to the **IB Learner Profile** attributes we follow the principles below:

- Honesty
- Respect
- Responsibility
- Acceptance
- Self-Discipline
- Fairness
- Forgiveness
- Perseverance
- Kindness
- Tolerance

THE PRINCIPLES IN ACTION

BE READY TO LEARN

- Come to school on time
- Follow the schools' dress code
- Be prepared, by doing your homework and bringing all the books and items you need for work and play
- Follow school and routines for e.g. lining up, having my lunch, carrying out classwork

BE RESPECTFUL

- Respect the rights of my peers to feel happy and safe in school (inside or outside) by using kind words and actions, adhering to school and classroom rules and being aware of others' feelings
- Respect the right of others to learn by listening in class, follow routines, respect adults and peers
- Respect the rights of others to play by cooperating with others and working within my group in a positive manner
- Respect all adults and visitors in school e.g. coaches, volunteers
- Listen when an adult speaks to me and act first time every time
- Be truthful and kind
- Not use abusive or aggressive language or actions with others
- Use school or others' property responsibly
- Take pride in our school building

BE RESPONSIBLE

- Uphold our school values during school and out of school e.g. school trips
- Uphold our school values when wearing our school uniform
- Take care of my books and school equipment
- Help to look after the school building and grounds
- Act responsibly inside the school building and in playgrounds
- Do my work to the best of my ability
- Take ownership of my actions and any resulting consequences
- Exercise self-control

Appendix 5: Student Code of Conduct contract

- Students value themselves and exhibit high levels of self-esteem.
- Good manners are used at all times.
- Students speak politely and appropriately.
- Students are proud of their school, promote its ideals publicly and as such are well regarded.
- Students value and respect others and exercise self-control.
- Offensive language is never used in, or around school.
- Students always do what an adult asks them to do the first time.
- Nothing is done that stops other people from working, or playing.
- Students value and respect their own and other people's property.
- Students care for their books and other resources.
- Students always share by consent.
- Students are truthful.
- Students value and respect the school environment.
- The classrooms and school are kept safe and tidy.
- Our school and its equipment is treated with care and is never defaced or wilfully damaged.

Be Respectful

- We will be kind and helpful.
- We will listen carefully to everyone.
- We will be honest.
- We will show respect to everyone in our school community.

Be Responsible

- We will give our best in everything.
- We will be good role models to others in school, on trips and online.
- We will try to build a happy school.
- We will take care of our school.
- We will be proud of our school.

Be Ready

- We will be ready to learn when entering the classroom
- We will be ready to listen

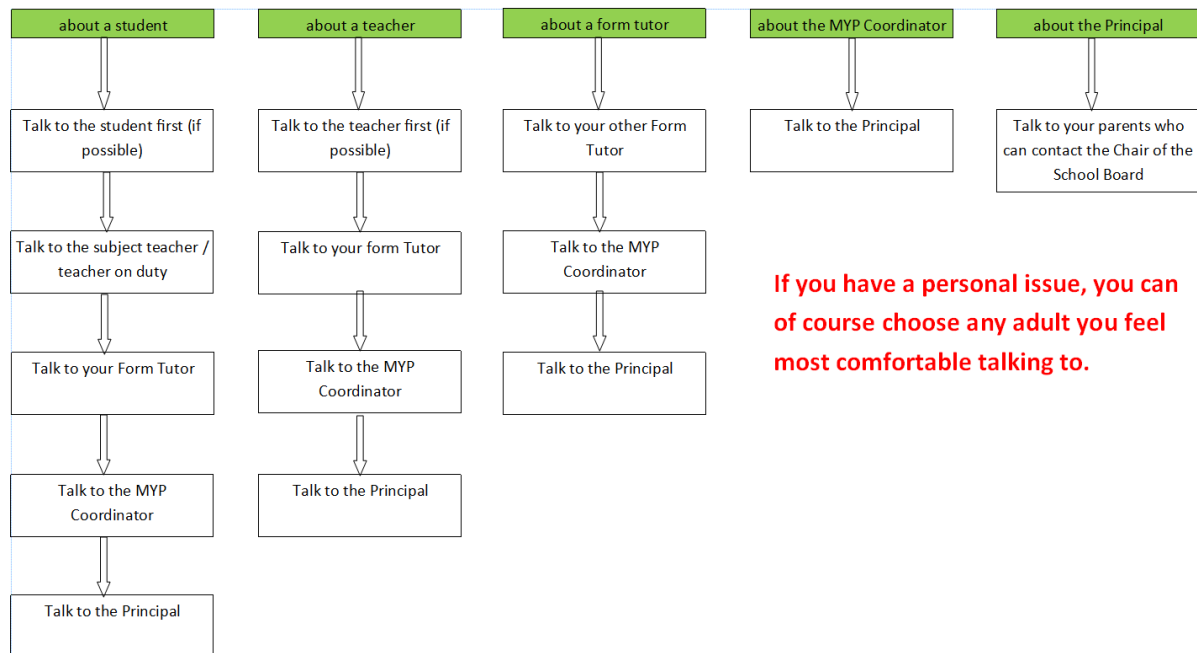
I know that not following this code of conduct will incur consequences which are found in the school's behaviour policy. These consequences may involve me losing privileges (but not my rights) and giving me the opportunity to think about my actions. The safety and happiness of everyone in school is of utmost importance, having the right to play and learn is everyone's right so I understand I have a responsibility to respect this right. I understand my parents will be contacted when necessary to discuss my behaviour.

Signed: _____ (Student)

Signed: _____ (Parent)

Appendix 6: Student Complaints chart

Please follow the chart below for your complaints. If you feel your issue has not been solved you can move to the next level.



Most issues and problems can easily be solved if they are dealt with immediately and by the right person. Do not wait, but rather be proactive. If you are uncertain about the procedures, please see the MYP Coordinator who can advise you about the correct procedure.

Appendix 7: Escalation procedures (staff guidance)

<p>Low-level disruptions</p>	<p>High-level disruptions</p>	<p>Deadlines (assessments, homework, classwork)</p>
<p>For example:</p> <ul style="list-style-type: none"> • repeated lesson interruption • consistent talking during lessons • not following class rules • preventing others from learning • late arrival to lessons • unkind behaviour (e.g. calling names) • talking back • inappropriate use of laptops 	<p>For example:</p> <ul style="list-style-type: none"> • persistent low-level disruptions • aggressive behaviour • violent behaviour • endangering self or others • bullying (all forms) • unacceptable online behaviour • vandalism • truancy • theft • verbal or physical assault • abusive language • defiance to member of staff 	<p>For example:</p> <ul style="list-style-type: none"> • poor quality of homework / classwork • missing or late homework • missing or late assessments
<p>Subject teacher escalation</p> <ol style="list-style-type: none"> 1. remind students of the rules and code of conduct 2. 1st verbal warning 3. 2nd verbal warning 4. 3rd verbal warning (inform form tutor) 5. move student to different seat 6. talk to student in private (end of lesson or outside the classroom) to set clear expectations going forward 7. send student with work to the MYP coordinator <p style="color: red; text-align: center;">Please record on iSams.</p>	<p>Subject teacher escalation <i>For: persistent low-level disruptions</i></p> <ol style="list-style-type: none"> 1. Refer student to form tutor <p>Form tutor escalation</p> <ol style="list-style-type: none"> 1. form tutor to have a conversation with student (identify reasons for disruptions) and agree on ways forward <p><i>If subject teacher and form tutor are the same person the second form tutor should take the lead.</i></p> <ol style="list-style-type: none"> 2. contact parents and invite for a meeting if deemed necessary (student should be present) 3. inform MYP coordinator if several teachers report persistent low-level disruptions <p>All other high-level disruptions must be reported to the MYP coordinator immediately.</p> <p style="color: red; text-align: center;">Please record incidents and communication with parents on iSams.</p>	<p>Poor classwork / homework quality</p> <ol style="list-style-type: none"> 1. subject teachers to remind student of expectations & investigate reasons (eg. EAL) 2. ask students to redo / complete at home 3. inform parents about concerns / observations (copy in form tutor) 4. form tutor to take the lead (involve MYP coordinator if necessary) <p>Missing / late homework</p> <ol style="list-style-type: none"> 1. allow 24h extension 2. lunch time detention if extension deadline not met (+ inform form tutor) 3. inform parents <p>Missing / late assessments (if applicable)</p> <ol style="list-style-type: none"> 1. 24h extension followed by complete during lunch 2. Assess work already completed 3. Inform form tutor <p style="color: red; text-align: center;">Please record incidents, measures taken and communication with parents on iSams.</p>

Appendix 8 – Strategies dealing with difficult situations

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- ❖ Stay calm
- ❖ Use a quiet voice
- ❖ Use neutral language and keep it to a minimum
- ❖ Avoid invading personal space unless necessary
- ❖ Avoid prolonged eye contact
- ❖ Stand still
- ❖ State expectations clearly
- ❖ Remind pupil of the consequences (use cautiously)
- ❖ State what will happen next
- ❖ It may be necessary to remove the audience
- ❖ Withdrawal- move the pupil away from the group for a short period. This models a non- violent response, gives “cooling off” time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
- ❖ Always remember to give a thought driven professional response to a pupils behaviour with a view to de-escalating the situation
- ❖ All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we as adults choose to respond is very important in teaching and achieving the desired behaviour
- ❖ Consistency of approach from all adults
- ❖ Give the following messages to all pupils; “I want you to succeed in my class.”; “You are responsible for your own behaviour.”