

BEHAVIOUR MANAGEMENT POLICY

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ICS Milan is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This document should be read in conjunction with the following documents:

- Inclusion Documents
- Academic Honesty Policy
- Anti-bullying Policy
- School Regulations

Philosophy

Our school is committed to providing a warm, caring and safe environment for all our students so that they can learn and grow in a relaxed and secure environment. We understand that students thrive best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We believe that everybody has the right to be treated with respect and dignity. This policy reflects the fact that most students behave appropriately and are rewarded accordingly. Our aim is to focus on what students do well, minimising attention given to inappropriate behaviour. All adults are required to act as a positive role model and to treat others with care, respect and courtesy at all times. By providing students with ourselves as positive role models we are also able to encourage positive behaviour.

Aims and Objectives of this Policy

- To ensure that students feel safe and respected at school.
- To protect each student's right to learn, work, play and grow in a secure and respectful environment.
- To teach students to take responsibility for their actions and to understand the consequences of acceptable and unacceptable behaviour.
- To encourage students to respect themselves, others and their environment.
- To ensure the use of positive reinforcement to highlight and promote good behaviour.
- To provide a clear set of rules, expectations and consequences for behaviour at ICS which all students, staff and parents are aware of.
- To promote independence and self-discipline so that each student learns to accept responsibility for his/her own behaviour.
- To provide opportunities to develop character and leadership skills

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EARLY YEARS

The basis of our Early Years behaviour management strategy is to encourage students to consider the feelings of others and to begin to understand what impact their actions are likely to have. Young children are naturally ego-centric, however as they grow their sense of empathy begins to develop alongside social awareness and increased impulse control. These are skills that need context and constant support which we strive to provide throughout the setting.

Adults model positive behaviour, showing respect and using the appropriate language (verbal and physical) and tone. Within the school environment we set clear and consistent behaviour limits for students. Behavioural expectations are fair and appropriate, and students know what is expected of them. Positive behaviour is encouraged through positive reinforcement. Distraction can be a good means of drawing a young child's attention away from negative choices and therefore we work to understand the children and how certain situations may affect them, looking for 'triggers' to negative or unwanted behaviour.

Promoting positive behaviour

We work on building student's self-esteem and confidence using praise to help them to understand what is acceptable and what is not. Through the praise of adults and classmates, students recognise for themselves where they do well and learn to repeat positive behaviour. We work with the students to help them receive intrinsic rewards, to understand that they should make good choices not because they are afraid of getting into 'trouble' but because it makes them feel good to do the correct thing, to make people happy by making good choices.

Concrete behaviour management tools may include whole class reward systems such as marbles in a jar and golden time. Teachers may also choose to use individual behaviour reminders such as peg charts, rockets, etc, and visual prompts such as stickers, stamps and certificates.

Dealing with unwanted behaviour

When dealing with unwanted behaviour, teachers will choose a method or strategy depending on the needs of each individual student. We recognise that all students react and respond differently to behaviour management just as they all have different ways of managing feelings and emotions. Any consequence to unwanted behaviour must be appropriate for the situation and the students involved. Consequences are always fair and consistent. When dealing with incidents of unwanted behaviour teachers consider the following:

- On occasion it may be necessary for a student to have some 'thinking time'. This allows the student a couple of minutes to calm down so that an adult is able to talk to them about what has happened and decide on a better choice.

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- It is always made clear to students that it is the behaviour that is not wanted, not them. They are always welcome.
- Unwanted behaviour is dealt with as it occurs and by one adult only. Love and attention is given to any student who has been harmed or upset. Empathy is shown to all students involved.
- When disciplining a student, staff always remain calm, get down to the student's level and explain in words that he/she can understand why their behaviour is not acceptable. We understand that English is not the first language of all students at ICS and if possible and when necessary we may use the student's home language.
- The first step for us is always to understand why the behaviour occurred and how, if possible, to avoid a repeat.
- Physical punishment is NEVER used at ICS. Physical restraint (such as holding a student still) will only be used to prevent a student from hurting themselves or others. If physical restraint is used the incident will be recorded and parents informed.
- In the instance of repeated behavioural issues, we will work closely with the families involved to find the best way to support the students and resolve any issues.
- In certain cases, teachers may seek the support and advice of a coordinator who would then refer to the SEN teacher working within the school.

The confidentiality of students and families is always respected, and staff are unable to discuss individual students with anyone other than the parents.

PRIMARY SCHOOL

In the Primary School our approach continues to focus on highlighting positive behaviour with a strong emphasis on respect. We make our expectations of good behaviour clear to the students and praise them whenever possible. We encourage them to be independent thinkers and to make positive choices with regards to their behaviour and to understand the consequences of their actions. Each class, at the start of the school year, talks about and agrees on a list of class rules (a class agreement, a class contract, etc). These are based upon our whole school rules which we spend time discussing with the students and which we refer to regularly in class, in the playground, at lunchtime and in assembly.

Our School Rules:

- **We are gentle.** *We don't hurt others.*
- **We are kind and respectful.** *We don't hurt other's feelings.*
- **We listen.** *We don't interrupt.*
- **We are honest.** *We don't cover up the truth.*

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- **We work hard.** *We don't waste our own or others' time.*
- **We look after property.** *We don't waste or damage things.*

Good behaviour is rewarded by:

- Verbal praise;
- Privileges – helping the teacher, being first, choosing first;
- Group rewards – whole class reward systems, 'Golden Time';
- Whole School systems – e.g. Top Class award;
- Individual rewards – stickers, certificates;
- Public celebrations – certificates in assembly, acknowledgement in circle time;
- Feedback to parents – verbal daily feedback, 'Good news' messages sent home.

Students are encouraged and given the opportunity to self-monitor and reflect upon their own behaviour and evaluate the impact of their actions, both positive and negative.

Questions that might be used:

- Have you respected the class rules today?
- What could you have done differently?
- Do you think you deserve this reward?
- How can you make this situation better?

Unacceptable behaviour

In the event of unacceptable behaviour we follow a clear and consistent set of procedures, which all staff, students and parents are aware of. The first stage involves the class teacher or the member of staff who witnessed the behaviour and may progress to the Head of Primary. Parents will be kept informed at all stages, initially through an informal face to face conversation with the teacher or an email home. Depending on the severity of the incident it might be necessary to involve the Head of Primary and to meet parents on a more formal basis.

Unacceptable behaviour includes: repeated and regular lack of respect for the school rules, ignoring teacher's instructions, unkind words to others, aggressive or violent actions towards others, un-safe play, use of bad language, stealing, telling lies, purposefully breaking or damaging school property.

Bullying is not tolerated at our school and we have a whole school approach to dealing with any reported cases of bullying. Please refer to Anti-Bullying Policy.

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Unacceptable behaviour is dealt with in the following ways:

- Teacher highlights inappropriate behaviour and (depending on age of child) corrects student or discusses their actions with them and establishes how to alter behaviour.
- Teacher asks student how they think they can alter or help to make up for their behaviour.
- If incident involves more than one student, they will be encouraged to use conflict resolution strategies to discuss and explain their behaviour to one another.
- If appropriate student will be expected to apologise or amend for their actions.
- In incidences of repeated misbehaviour two verbal warnings are given.
- In class students may also be given a visual warning (name on board; moved down behaviour chart, etc)
- A further incident and student loses a privilege (for e.g. some of their free time, playtime or golden time).
- Student may be removed from the situation for some 'time out' or to work by themselves (in another classroom if appropriate).
- Student may need to finish a task during playtime (but never for the whole playtime) or at home.
- 'Time out' in the playground sitting or standing with the teacher may be used for inappropriate behaviour at playtime.

In cases of serious or repeated unacceptable behaviour:

- Student may need to speak with the Head of Primary during their playtime.
- A discussion will be organised between parents and class teacher.
- Involvement of Head of Primary to discuss behaviour with student and parents and decide upon next steps.
- In severe cases, an Individual Behaviour Plan might be devised with the student in order to help the teacher, Head of Primary and parents to monitor behaviour.

In cases of severe or repetitive unacceptable behaviour, the following sanctions and consequences may be applied by the school. Each case is discussed individually with parents.

Examples of serious unacceptable behaviour

Violence towards each other / damaging the school environment / abusive behaviour / racial intolerance/ severe health and safety breach / academic dishonesty / theft / bringing the school into disrepute.

Executive Principal Report

*Internal suspension upto 5 days

*External suspension up to 5 days

*Possible permanent expulsion

We recognise that some behaviour management strategies may not apply to some students who do not understand affirmation and consequence. It is important that teachers recognise these differences and adapt the system appropriately. Teachers can communicate sensitively to their classes that certain students can have allowances because of different physical, psychological or developmental challenges they face.

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When disciplining a student, staff always remain calm and speak in a manner appropriate to the age and development of the student. We keep in mind that for many students at our school English is not their first language so if necessary discussions will also be conducted in their first language to ensure clarity. It should always be made clear to students that it is the behaviour that is unwanted, not them.

We work closely with parents to maintain consistency in discipline methods and we talk privately with the parents of any students who are displaying inappropriate behaviour to try and overcome the problem, and to understand the reasons for the behaviour.

Physical punishment is **never** used. Physical restraint will only be used to prevent a student from hurting themselves or others. If physical restraint is used the incident will be recorded and parents informed.

Secondary School

Positive Reinforcement

At ICS Milan we believe that students should be encouraged to behave well and work hard. We use a number of positive ways of recognising appropriate and good behaviour. Whilst our aim is that students should work and behave well for the intrinsic pleasure of the task, we recognise that certain types of reinforcements are sometimes worthwhile and appropriate.

We believe that it is essential that all students receive positive encouragement and have a fair chance to enjoy a range of positive reinforcement. It is noted that students' success in work and behaviour is measured against their previous performance rather than against that of other students in their class.

The following table shows some of the reinforcements that might be utilised to promote positive behaviour.

Positive Reinforcement	Year 7 – Year 13 Implementation Guideline
Classroom Essential Agreements	Every class creates a Class Contract at the beginning of the year. These agreed ways of behaving are displayed in each classroom and frequently revisited during whole-class meetings. Students who choose to behave in unacceptable ways that do not comply with the contract can be reminded of the contract by teachers or other students. The aim is that every student takes ownership of the contract and the agreed ways of behaving, and therefore understands what is expected.
Verbal and non-verbal	Every opportunity is taken to praise students for their work, behaviour,

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praise	effort and commitment. This is seen through instant class and school verbal feedback and also through the marking feedback process.
Display of students' work	Students' work is displayed throughout the school. The displays are updated regularly in order to encourage students to constantly strive to produce work of the highest standard and of which they can be proud. Displays develop an ethos of pride in one's work, as well as maintaining a positive work environment.
Showing work to another teacher, coordinators or Executive Principal.	The Executive Principal or other SLT may be invited to praise individuals, groups or classes in assemblies or by being invited into classrooms when appropriate.
House Points	House points are awarded for academic and non-academic progress and achievement.
Attendance Rewards	At the end of each term, all students will have excellent attendance rewarded through the presentation of Attendance Certificates.
IB Learner Profile Awards, Achievement Certificates, and so on.	At the end of each term, each Year Group will have certificates awarded according to the Learner Profile attributes. Students will be nominated by their teachers for each of the Learner Profile attributes.

Y7-Y13 Levels of Consequences Guideline				
<i>Behaviour Level</i>	<i>Examples of offenses at each level</i>	<i>Intervention</i>	<i>Consequences</i>	<i>Action / Communication</i>
Level 1	Low level disruption /off task / late arrival to class / distracting others / lack of respect to each other and staff/ / failing to complete home learning / missing deadlines/ having Ipad or laptop out without being asked/ non educational apps being open including messaging or gaming apps (first offence)	Handle in class.	* reflection and discussion with classroom teacher * basic classroom management strategies e.g. moving student seat * break time reflection * lunch reflection	Inform tutor and note on ISAMS.
Level 2	Continued disruption in class / issues related to health and safety / persistent lateness (3 consecutive) / internal truancy/continued non-compliance / defiance / affecting other students' learning rights / affecting other students' emotional wellbeing	Form Tutor and teacher	* Teacher and Form tutor reflection and discussion * Teacher and Form email/phone call home * Subject/Tutor	Form and teacher to communicate home and copy MYP coordinator. Copy of notes on ISAMS. An Action/ Behaviour report plan will be set up which is commented on daily

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	/ continued poor behaviour towards each other and staff/continued gaming during class/continued inappropriate messaging of other students/airdropping unsolicited and inappropriate material		report * Lunchtime reflection tasks.	by teachers and parents so that progress can be monitored.
Level 3	Moderate health and safety breaches / persistent poor behaviour / external truancy / severe non-compliance / severe poor behaviour towards each other and staff/persistent use of technology which is inappropriate during school	MYP Coordinator	* Email/Phone call home *MYP report * MYP reflection tasks in lunchtime * Parental meeting * Pastoral Support Plan	MYP Coordinator. Behaviour report which is completed daily and sent home.
Level 4	Violence towards each other / damaging the school environment / abusive behaviour / racial intolerance/ severe health and safety breach / academic dishonesty / theft / bringing the school into disrepute/deliberate access to inappropriate websites or images/deliberate and persistent sharing of inappropriate or bullying images or messages/identity fraud/hacking of school computer systems	Executive Principal	*Executive Principal Report *Internal suspension upto 5 days *External suspension up to 5 days *Possible expulsion	Meeting with parents / Executive Principal

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