



Amity International School Amsterdam

Positive Behaviour Intervention Policy

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Table of Contents

Mission Statement	4
Rationale	4
Purpose	4
Definitions	4
Responsibilities	5
Procedures	7
Appendix 1: Assessment Practices and Procedures	9

Mission Statement

It is our mission to provide an engaging and challenging learning environment where students are empowered to succeed academically, socially and emotionally.

Our students learn within a real-world, inquiry-based curriculum which fosters their individuality, creativity and unique interests. We encourage our students to be innovative and reflective thinkers who demonstrate resilience and determination. We promote ethical, responsible action for positive change and provide opportunities for teamwork and leadership. We nourish the development of open-minded, caring individuals who are active and respectful members of the global and local community.

Rationale

Our vision to empower each individual to thrive and make a positive difference relies on an environment that is conducive to forming, and maintaining healthy, strong and respectful relationships between all members of our school community. For children to succeed academically, socially and emotionally, their wellbeing must be at the forefront of our intentions. All members of our community deserve to feel happy, safe, respected and included and it is the responsibility of all members to promote and encourage positive behaviour throughout the school. This school climate will encourage our students to make the right choices or regulate their own behaviour. This will prevent and reduce inappropriate behaviours such as bullying, harassment and intimidation (refer to respectful relationship policy).

Purpose

Each member in our learning community is responsible for the behaviour of all students in our learning environment and therefore need to know the school's expectations.

The purpose of this policy is to:

- Create a nurturing and conducive learning environment
- Enhance students' social-emotional development, academic engagement, and overall success
- Foster a harmonious and inclusive school community
- Provide information to all staff, volunteers, children and their families about what we should all do to support positive behaviour
- Communicate to the school community, Amity's expectations regarding responsibilities for implementing Positive Behaviour Interventions

Definitions

Positive behaviour intervention (PBI) is a proactive approach to encourage desired conduct and address challenging behaviours. It involves implementing strategies, rewards, and support systems to promote positive interactions, social skills, and

emotional well-being among students, fostering a harmonious and inclusive learning environment.

Respectful, Responsible and Safe - these are the key actions that underpin our expectations for how all members of the community conduct themselves. These key terms will be used when discussing an incident with a child and are fundamental to any reflections.

Restorative Justice is an approach to address conflicts and misconduct by focusing on repairing harm and restoring relationships. It involves dialogue and accountability, allowing students to understand the impact of their actions and work towards resolution, promoting a positive and inclusive school community.

Responsibilities

At Amity, all members of our community have both individual and collective responsibilities to promote positive behaviour throughout the school.

Members of our Community (including external providers/contractors)

All members of our community are expected to:

- Be respectful, responsible and safe in their actions and communications
- Respect all members of the community as individuals and respect other's right to a safe environment.
- Use positive and encouraging language around the school.
- Act in a way that supports our mission and vision and reflects the IB Learner Profile.
- Be proactive in monitoring behaviour when moving around the school and intervene when they see/hear/suspect behaviours that are not aligned to our values and mission.
- Report incidents using iSams or to a relevant member of the educational team if they do not have access to iSams.

Staff

Senior Pedagogical leadership are expected to:

- Train staff on positive behaviour interventions and ensure this approach is consistently applied across all sections of the school.
- Clarify what PBI looks like in different areas of the school (Science lab, cafeteria, shared spaces)

Teaching staff are expected to:

- Develop and communicate essential agreements based on being Respectful, Responsible and Safe (See appendix 1 for example)
- Use these key terms when addressing any behaviour incident
- Separate the behaviour from the child and avoid language that labels a child

- Foster positive relationships with students, colleagues, families and the wider school community
- Create a safe and respectful environment for children to thrive, be clear with behaviour expectations, model the learner profile attributes and encourage self-reflection.
- Teachers should employ consistent classroom routines specifically developed to reinforce positive behaviour, as well as opportunities that demonstrate the effect of positive behaviour on local and global environments
- Praise good behaviour during lessons, outside during play times and whilst moving around the school
- Utilise reward systems within the school to promote and reinforce positive behaviour
- Address situations when students have not met our expectations in a calm way focused on restorative practices.
- Refer serious cases to senior pedagogical leadership

Families

Parents and caregivers are expected to:

- Support the school's values and focus on positive behaviour intervention
- Model and show respectful behaviour especially when onsite or attending a school event.
- Discuss what PBI is with their child at home and encourage their child to follow these strategies. The school will not accept or support parental advice for a child to hurt or harm another member of the community.
- Ensure the students arrive at school on time and prepared for learning (healthy both physically and mentally, fed, in the correct uniform with any equipment required).
- Communicate any observed or suspected incidents that require intervention or monitoring
- Respect the privacy of other families and not ask the school to share information about other children

Students

Students are expected to:

- Be respectful, responsible and safe in their behaviours and communication including their attitude towards learning
- Contribute to and follow class essential agreement and PBI expectations onsite
- Move around the school and grounds in a safe and responsible manner
- Whilst wearing the uniform and representing the school away from the campus, students to model the values and behaviour of the school.
- Students are held accountable for their actions and should reflect on the impact of their behaviour on other members of the community, the environment and themselves

Procedures

Procedures are subject to review and may be adjusted at the discretion of the senior leadership team.

Amity expects procedures to be implemented school wide with consistency. However, each child is unique, and staff need to provide individualised support to meet those unique needs when necessary.

There is the expectation at Amity that staff should take every opportunity to praise good behavior. Research shows that when children are praised for doing something right, they are more likely to behave in that desired way again.

Staff should endeavour to use restorative practices and solution-oriented approaches when dealing with conflicts and undesirable behaviours;

- Was your action respectful/responsible/safe
- How could you approach the situation in a safe/respectful or responsible way next time?
- On reflection, what affect has your action had on other people/the environment and yourself?
- How can we solve this problem/How can we make sure this does not happen again/What support do you need to make sure this does not happen again?

A variation of these questions can be used with all age groups across the school. Staff should teach children that the process of reflection and understanding is an ongoing process that takes time to become confident with.

Every class in the school will have a visible PBI Essential Agreement that adheres to this Positive Behaviour Interventions Policy. The essential agreement should be written collectively, with both the student voice and staff input. The language used should be framed around being Safe, respectful and responsible, avoiding negative connotations.

For example;

- "We keep our hands to ourselves" instead of "We don't hit"
- "We listen to each other respectfully" instead of "We don't talk over others"

Regular procedures that could be employed by members of staff include, but are not limited to;

- Explicit verbal & non-verbal praise (e.g a nod, smile, thumbs up)
- Written praise
- Phone calls/emails/messages home to parents
- Departmental / teacher praise both verbal and written
- Star of the Week/ IB Learner profile recognition

Amity encourages and reinforces positive behaviour; we do not focus on, or publicly display, the negative behaviours of individuals. The use of visual behaviour charts with student names are not to be used.

Students must only lose break time if they pose a threat to themselves or others - outdoor play and break is an integral part of the day/development and must not be taken away as punishment unless absolutely necessary.

Amity will develop and employ social and emotional wellbeing programmes for staff and parents, in order to support the implementation of these behaviours for students across the school.

Appendix 1 PBIS Behaviour Matrix

PBIS Behavior Matrix

	Hallway	Playground	Cafeteria	Bus	Classroom
Be Safe	<ul style="list-style-type: none"> Walk. Stay in your line. Keep your backpack zipped and on your back. 	<ul style="list-style-type: none"> Follow safety rules. Stay within boundaries. 	<ul style="list-style-type: none"> Eat your own food. Have a calm body while waiting in line and eating. Seat to seat until you are dismissed. 	<ul style="list-style-type: none"> Back to back. Seat to seat. Backpack in lap. Feet on floor. Stay in your personal place. Follow safety rules. 	<ul style="list-style-type: none"> Stay in your personal space. Walk. Use materials or equipment appropriately.
Be Responsible	<ul style="list-style-type: none"> Go directly to where you need to be. Follow directions. Stay to the right on the stairs. 	<ul style="list-style-type: none"> Dress appropriately for the weather. Be a problem solver. Tell an adult if you see an unsafe choice. Line up when the signal is given and use a voice level 1. Follow directions. 	<ul style="list-style-type: none"> Make room for all of your friends at the table. Be a problem solver. Clean up your space. Follow directions. 	<ul style="list-style-type: none"> Get on and off bus carefully. Follow directions. Be a problem solver. 	<ul style="list-style-type: none"> Clean up after yourself. Follow directions and classroom routines. Do quality work. Be a problem solver.
Be Respectful	<ul style="list-style-type: none"> Enjoy the artwork; look with your eyes only. Stay in your personal space. Voice level 0 or 1. 	<ul style="list-style-type: none"> Use kind language. Take turns. Be a good sport. Respect nature. Follow game rules. Voice level 0-3. 	<ul style="list-style-type: none"> Use good manners. Raise your hand if you need an adult's help. Wait patiently and quietly in line. Voice level 0 or 1. 	<ul style="list-style-type: none"> Use kind language. Voice level 0 or 1. 	<ul style="list-style-type: none"> Work cooperatively. Listen carefully while others speak. Be considerate. Show kindness to others. Voice level 0, 1 or 2.

Voice level 0= Silent Voice level 1= whisper Voice level 2= normal voice Voice level 3= outside voice