

Primary School Behaviour Management Policy

Fairgreen Leadership	
Behavior Management	
Date of review	06/2026
Date of next review	06/2027

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Aim

To establish high expectations of our student's 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, affect emotion regulation, 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 a "naughty 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, 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.

These principles are also encapsulated in "**The Fairgreen Way**" - see [appendix 6](#).

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 programme, our Primary School Expectations [\(see](#)

[appendix 7](#)), 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.

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 for 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 specialists are encouraged to offer their own recognition of achievement and growth.
- Displaying students' work can 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

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.

We don't reward students individually with food items, nor do we reward them with items which don't reflect our school's sustainable ethos.

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 week the totals will be shared 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. As part of the Jigsaw programme, weekly celebration scrolls highlight positive contributions and attitudes of students. A suggested use is as follows: Have puzzle scrolls ready to go, either in the classroom and/or around the school so that children and staff can nominate people seen to be demonstrating that attitude/behaviour that week by writing the nominee's name on the scroll. They can be collected up at the end of the week and incorporated into the school's existing reward system.

Learner Profile Certificates

The IB Learner Profile is an important aspect of our programme, 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".

Phoenix Awards

In primary school, students may be nominated by a student, specialist or classroom teacher for a Phoenix Award recognizing outstanding achievement in any of the skill areas of the Approaches to Learning. Students are rewarded with a "Phoenix Award" certificate by the Vice Principal during class time or during assemblies.

Principals' 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.

In the primary school, students are rewarded with a "Principal's Award" sticker; the homeroom teacher and Principal will make clear the reason for the award.

Consequences

Early Childhood

Indicative behaviours, interventions and consequences:

In Early childhood we make a distinction between three types of behaviour that require support or intervention in order to achieve the considerate and socially acceptable behaviour that we expect of children, according to their age and developmental maturity taking into account the impact that a special educational need or disability may have, in some circumstances adversely affect 'normal' childhood behaviours.

These behaviours are:

1. Inconsiderate behaviour

This includes behaviours such as: taking toys from another child, not waiting for a turn, pushing, being uncooperative, disrupting a game, hitting out against another. They are characterised by developmental immaturity whereby children are not at the stage where they are able to manage frustration or anger themselves, may not have the language (including children presenting with EAL) to express themselves, or may not understand and be able to keep to social rules. These behaviours are seen as mistakes that the child is making on the way to developing socially acceptable ways, particularly of dealing with conflict. We regard the child to be a learner of what is acceptable and in need of support, explanation, encouragement, positive modelling and guidance – just as in learning any other skill.

2. Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage physically hurt or say something hurtful to another child, especially if their emotions are high at the time. It is not helpful to label this behaviour as 'bullying' even if the behaviour is worryingly aggressive. For most children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. It may also be 'mimicked' behaviour, observed in another child or adult. Some children may engage in hurtful behaviour because they are deeply unhappy and they require support and care. However, hurtful behaviour has an impact for the child at the receiving end that is significant and this is also taken into consideration when responding to incidents of hurtful behaviour.

3. Bullying

We take genuine cases of bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. This is rarely the case for children under five.

Primary Grades

In order to bring simplicity and clarity the following expectations are shared with students in the Primary School -

1. Follow the instructions of adults in school
2. Use positive language and actions
3. Keep your hands, feet and objects to yourself
4. Do your best

If students consistently choose to disregard the expectations, consequences will be given. These consequences will be applied appropriately according to the age and stage of the child. As a reminder, consequences are just that: they are not punishments. They are a consequence of the child's behaviour and should be connected to the target behaviour. Please follow these steps when providing consequences and correcting low level disruptive behaviours. The following steps should be used in conjunction with the table below when providing consequences and working with students to correct low level behaviours.

1. 1st warning – A **quiet** verbal word with the child reminding them that they are not making the right choice and that they need to follow the school expectations. "This is your first warning." Teachers will refer to the poster of Primary School Expectations ([appendix 7](#))
2. 2nd warning – If the child continues to make the wrong choice they are moved away to a quieter place to continue working. "This is your second warning."
3. After consistently failing to follow the school rules, and with no change in behaviour after two prior warnings the pupil is asked to work in a classroom other than the grade level leader. Students will be given a specific task and this will be made clear to the student before relocating to the alternative classroom. The student will return to their homeroom as soon as it is appropriate.
4. If misbehaviour persists, pupil is asked to work in the grade level leader's classroom. Again the student will return to their homeroom as soon as is appropriate.
5. If misbehaviour persists, the pupil is referred to the member of PLT responsible for the grade level. A conversation during class or break time, and reflection using the reflection sheet, will take place with the student. Reflections will be documented in the student's file and parents will be contacted.
6. If misbehaviour persists, the student will be referred to the Vice / Principal. A behaviour plan may need to be developed. The Vice / Principal will contact the child's parents/ guardian to arrange a meeting to discuss behaviour goals and further consequences.

Parent Communication

When members of the Primary Leadership Team (PLT) have spoken to a student in school this will be followed up with a phone call to the child's parents detailing the conversation and any actions agreed. In some cases where the behaviour is a clear breach of the school expectations, and the member of the leadership team deems it to be significant, a behaviour

letter will be issued (see below).

Contact will also be made with the parents of any other child affected by the behaviour, explaining what happened and making clear that the other child's parents have been informed and that the child who made the poor behaviour choices will receive consequences for their actions. We do not name other children in our conversations with parents.

Behaviour Letters

A member of the PLT will decide, following investigation, whether a Behaviour Letter will be issued. The letter states what happened, why it may have happened, which school expectation was broken and whether any sanctions have been issued, such as a missed playtime or time working away from their class. The letter also asks parents to reinforce that this behaviour is unacceptable in school and to reply to say they have received the letter. The school keeps track of the number of behaviour letters issued, regularly reviews this, and may determine that a meeting with a student's parents is necessary if the behaviour does not improve.

Positive Handling Intervention

In very rare circumstances staff may need to use Positive Physical Intervention, which involves holding a child for their safety or the safety of others. Please refer to the schools ["Positive Handling Policy"](#).

KHDA Warning Letters

In accordance with KHDA policy, the school takes a staged approach to dealing with persistent and wilful misconduct. Should a student demonstrate poor behaviours consistently over time, or commit stage 2 or 3 misbehaviours, official warning letters will be issued that will require parent meetings and most likely a support plan or individual behaviour plan (IBP). These letters are shared with the KHDA and are accompanied with a suspension for a period of time deemed appropriate by school leadership:

1st warning letter: issued when a student demonstrates several instances of stage 1 behaviours over time or if a student commits a stage 2 or 3 offence.

2nd warning: issued when a student continues to demonstrate several stage 1 behaviours despite their previous warning or if a student commits a stage 2 or 3 offence. A second warning letter must be accompanied by an IBP, or other relevant support (such as counselling) depending on the nature of the student's behaviour.

3rd warning: issued when a student continues to demonstrate behaviour that is disruptive to the learning environment or compromises the safety of others despite being provided with appropriate support to try and improve these behaviours or if a student commits a stage 2 or

3 offence. The third warning is the final warning and any further offences can result in the student being denied the opportunity to re-enrol in the school or being immediately excluded from the school depending on the nature of the behaviour.

If the leadership determines it appropriate, a student may be excluded from the school without following the steps as described above.

Note: Students may receive consequences (such as a suspension) without the need for a warning letter depending on the circumstances of the suspension.

Whole School

Red triangle Alert System

In each location around school you will see a red triangle with the location written on the back. It is very rare that serious incidents occur but in the event of an emergency, where you feel a student is “in crisis” and may seriously hurt themselves or others the red triangle should be sent either with a TA or a responsible child to Reception. The staff on Reception will immediately contact a member / members of the leadership team who will proceed to the location, assess the situation and intervene as necessary.

Behaviour and Pupils with Individual Needs

Children with individual needs may include Students of Determination (StoD), students with Additional Educational Needs (AEN) and children undergoing times of particular stress.

The school recognises that the behaviour policy can not be applied to all individuals in the same manner and there will be some flexibility in the way that it is applied to individuals who have additional needs. These reasonable adjustments will be based on the individual needs of the student and will hold the student to the highest personal standard using an appropriate range of strategies, rewards and consequences.

The school will employ individual strategies to develop/encourage appropriate behaviour, for example:

1. Use a range of strategies to encourage appropriate behaviour (e.g. stickers, rewards, Golden time in class)
2. Provide extra clarity around what is considered acceptable and unacceptable behaviour
3. Educate other children/staff (e.g. respecting cultural differences)
4. Modify applications of sanctions (e.g. time out to do an activity)
5. Involve other support services
6. Counselling
7. Behaviour support
8. Behaviour contracts

9. Individual Behaviour Plans

(The above list is neither exclusive nor exhaustive)

The strategies, rewards and consequences for StoD and those with AEN will be decided in partnership between the Principals and the Head of Inclusion and will take into account any additional needs that the individual may have.

Procedures for Behaviour Referral

If a student is SofD or AEN then appropriate and neurodiverse affirming targets will be identified by the inclusion team and will be included in the student's Individual Educational Plan (IEP). If the behaviour is having a significant impact on the student's educational outcomes then they will be placed on an (IBP) and if counselling is involved they may be placed on a Social, emotional, Learning Plan (SELP). It is possible for a student to be on more than one plan and these individuals will be supported by the Inclusion team.

Pre-K and KG1			
Stage	Behaviour	Intervention/ Consequences	Comments
1	Inconsiderate behaviour - for example: Pushing, Being uncooperative, Snatching toys Ignoring class rules	-Reminders of classroom essential agreements. -Restate expectations -Support to identify feelings by naming the emotions expressed -Verbal redirection -Tactically ignore -Proximity to teacher	Not recorded No other staff members involved Teachers on duty deal with incidents
2	Hurtful behaviour - for example: <i>Repeated stage 1 behaviour</i> Spitting Kicking Hitting Biting Destroying property	-Verbal reflection with an adult -Social story -Repair/clean-up of damage -Apology to those involved -Support to calm down and identify feelings by naming the emotions expressed -Reflection/ Cool	Inform Homeroom Teacher Incidents recorded on My Concern Consider contact with parents by Teacher Seek advice and/or guidance from Head of Year

		down period with an adult.	
3	High Level disruptive behaviour - for example: <i>Repeated Stage 2 Behaviour</i> Harmful/offensive name calling Bullying Deliberately causing injury to others	Parents are notified Reflection/ Cool down period with an adult. Possibility of behaviour chart/Behaviour log All sanctions will be at the discretion of the school	Immediately notify Phase Leader Incidents recorded on My Concern Repeated and more serious incidences possible referral to counsellor Parent contacted by Phase Leader
Incidents which go beyond stage 3 will be dealt with on a case by case basis and will be escalated immediately to Phase Leaders/ VP / Principal.			

Grades KG2 - 5			
Stage	Behaviour	Intervention/ Consequences	Comments
1	Low level disruptive behaviour for example: Annoyances Calling out/distracting others Not following instructions Running in the school building Minor playground incidents	Reminders (use of School Expectations; Class Charter) Restate expectations Change of seating 5 Minute cool down period elsewhere in the learning environment Verbal redirection Tactically ignore Proximity to teacher 1st Verbal Warning	Not recorded No other staff members involved Teachers on duty deal with incidents

2	Mid Level disruptive behaviour for example: Repeated stage 1 behaviour Deliberate disruption Playground skirmish Damage to school/student property Arguing with staff Minor, non-directed swearing Refusal to work	Consider separating the child from class group within a supervised environment, with a team member/team leader Reflection completed with teacher direction Repair/clean-up of damage Loss of privilege/s (e.g. missing break time, missing Golden Time etc.) Behaviour chart / Behaviour log	Inform homeroom teacher Incidents recorded on My Concern by the staff member who witnessed the behaviour. Repeated and more serious incidents -possible referral to counsellor Consider contact with parents from teacher Seek advice and/or guidance from grade level leader in the first instance then a member of PLT
3	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.	Removal from the learning environment by a member of the PLT 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	Immediately notify PLT member Incidents recorded on My Concern Repeated and more serious incidents -possible referral to counsellor Parents are contacted by Senior Leader Official school communication is sent to parents

	Very serious challenge to authority Deliberately causing injury to others Theft / Damage to property Racist incidents		
Incidents which go beyond stage 3 will be dealt with on a case by case basis and will be escalated immediately to Phase Leaders/ VP / Principal. For example serious physical assault and cybercrimes. Student behaviours, consequences and the effectiveness of the consequences are recorded for any possible future actions taken.			

Important notes

- Any physical punishment is absolutely prohibited, and potentially criminal.
- Teachers will not belittle, humiliate or deliberately embarrass children.
- The tone of the teacher's voice, even a raised voice, may indicate disapproval but shouting at a child is ineffective.

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, which is in line with KHDA policy.

Appendices

Appendix 1 - Rights and Responsibilities

PRIMARY

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

SECONDARY

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

Appendix 2 - Behaviour Growth Plan



Secondary School Individual Behaviour Plan

Student Name: _____

Parent signature: _____

Behaviour Goal/Target 1: _____

Behaviour Goal/Target 2: _____

Behaviour Goal/Target 3: _____

Teachers, please write your subject and assign a number 1-4 based on the student's achievement of their behaviour goals in your lesson.
1 = poor achievement - 4 = outstanding achievement. Sign and return to the student.

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
Period 3					
Break	Break	Break	Break	Break	Break
Period 4					
Period 5					
Period 6					
Period 7					
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Period 8					
Period 9					
Period 10					
Principal's Signature					

Appendix 3 - Example Behaviour Letter



5.7.19

Reference: Behaviour Letter 1 / 2 / 3

To the parent/s of A Student,

Following our conversation I am writing to let you know that A was involved in an incident this afternoon. He/ She ... (details of incident). A Student recognised that he/she had broken the following school expectation/s;

1. Keep hands, feet and objects to yourself
2. Use positive language and actions
3. Do your best
4. Follow the instructions of adults in school

As a consequence he has

Thank you for your supportive comments when we spoke, I know you will further reinforce why this behaviour is unacceptable and that there will be consequences for A at home.

You do not need to respond to this letter unless you wish to do so. Please return the reply slip below to show you have read the contents.

Kind regards,

Mr M. Greenwood
Primary Principal

BEHAVIOUR REPLY SLIP FOR THE ATTENTION OF MR. GREENWOOD

I/We have read the behaviour letter dated 5.7.19

Signed.....

Date

Parents/carers of

Class

Appendix 4 - [Reflection Sheet](#)



Think - Reflect — Act

Student name: _____ Grade: _____

Date: ____/____/____ Teacher: _____

Which school rule did I break?

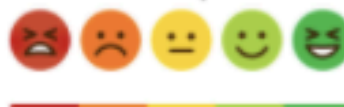
- ☐ Keep hands, feet and objects to myself
 ☐ Do my best
☐ Use positive language and actions
 ☐ Follow instructions of adults in school

Think

In what way have I broken a school rule? How are they affecting other people?

Reflect

How do you feel about what happened? How is the other person feeling?





Think - Reflect — Act

Act

What would you do differently next time? What help do you need to put it right for yourself and others?

Appendix 5 - [Behaviour referral Form](#)

Behavior Referral Form



Date:		Student Name:
Grade / Class:		
Language/s:		
History of Support Services: (StoD, AEN, ELL, or Counselling)	☐ No ☐ Yes (Please Specify)	
Person Making Referral:		
Classroom/Homeroom Teacher:		

ASSESS: Clear analysis of pupil behaviour included data	What are the main areas of concern? e.g. calling out, disrespect, hitting / hurting others, damaging property
	Are there barriers to learning?
	Relevant Background Information: (E.g. illnesses, family history etc...)
	Have you discussed your concern with the parents: ☐ Yes ☐ No Outcome of the conversation:

Appendix 6 - The Fairgreen Way

an  **Esol Education** school

The Fairgreen Way

At Fairgreen, the relationships we develop with our colleagues, families and students are based on trust, communication, boundaries and respect. These precepts make our school special. Collectively, this way of operating has come to be known as 'The Fairgreen Way.'



- 1** We work in concert together and have equal respect for each staff member and their valued contributions.
- 2** We practice self care, so we can care for others and our planet sustainably
- 3** We listen and learn from each other
- 4** We assume positive intent, and that way we stay always centred on our Fairgreen Pillars to help our students flourish
- 5** We communicate respectfully, openly and honestly
- 6** We seek to collaborate not to control others
- 7** We aim to see the best in each other and encourage others to be at their best
- 8** We are conscious of our words and actions
- 9** We use our 'power' for the common good of our Fairgreen community
- 10** We respect and appreciate our professional working environment

Appendix 7 - Primary School Expectations



Appendix 8 - [Strategies to support early childhood behaviours](#)

Appendix 9- Behaviour Support Plan

FIS Behaviour Support Plan		
Student's Name:	D.O.B.	Start Date:
Class Teacher:	Class:	Review Date:
Support Teacher:		
General Background Information and Notes: Measures at Classroom Support Level: Measures at School Support Level: Measures at School Support Plus Level: Support at Home: Additional Information (from Parents/Teachers/Health Professionals/NEPS etc.)		
Possible Reasons:		
Student's Strengths & Interests: - - -		
Priority Concerns: -		

Priorities/Long Term Goals: That with support at school and at home the pupil will:

-
-
-

Short-term targets and strategies:

Target 1:

Strategies:

Target 2:

Strategies:

Target 3:

Strategies:

Target 4:

Strategies:

Notes:

Support at Home

Parent's comments

Signed:

Parent(s): _____

Teacher(s): _____

Date: