

Primary Behaviour Policy

Aims

- To create a culture of exceptionally good behaviour through an ethos of mutual respect amongst all members of the community
- To ensure the safety and emotional well-being of all students
- To promote community cohesion through improved relationships
- To refuse to give learners attention and importance for poor conduct
- To ensure a fair and consistent approach to behaviour management across the school
- To provide a shared guidance for staff, students and parents to enable good learning to take place
- To ensure students understand how their behaviour impacts on the school community
- To help learners take control of their behaviour and be responsible for the consequences of it
- To use the principles of restorative practice to underpin behavioural and disciplinary matters

Scope of Operation and Context

The school is responsible for the welfare and safety of all students during the course of all school-related activities, and as such this policy is inclusive of the journey to and from school, extra-curricular events organised by the school such as sports trips, residential trips and field trips, and/or any such occasion where a student may be representing the school. We expect that students will be good ambassadors for the school in the wider community.

This policy links with other related policy documents, e.g. health & safety policy, anti-bullying policy, safeguarding policy, attendance and punctuality policy, learning & teaching policy, Student and Parent handbook and the home school agreement/essential agreement. Individual policies or statements may be appropriately included as appendices at the end of the policy itself, where relevant.

Recognising positive behaviour at Léman International School (see Appendix)

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including those learners who are hardest to reach. Systems that emphasise praise are more effective in motivating pupils to make appropriate choices and to repeat the associated behaviour.

LIS employs a range of strategies to this end. Rewards and recognition contribute because they:

- help to build and maintain positive relationships between staff and pupils and between pupils
- make the school experience more enjoyable for pupils and all staff
- encourage pupils to repeat the desirable behaviours that earned the rewards
- contribute to pupils' self-esteem and confidence

What we do to encourage and recognise positive behaviours and attitudes?

- Recognise achievement, effort, improvement and attitudinal behaviours
- Instant verbal praise or written comment on work or in books where appropriate
- Make use of essential agreements to encourage students take responsibility for their behaviour
- Share positive news with parents e.g. calls home, e-mails, stickers.
- Issue house points, certificates, stickers
- Celebrate in assemblies and Celebrations of Learning
- Class targets & agreed rewards
- Find frequent opportunities to reward behaviours by smiling, verbal praise, tone of voice,
- Assign students responsibilities and roles of leadership e.g. buddy for new student, peer supporter, prefects

Modifying poor behaviour – the restorative approach (see Appendix)

On those occasions where pupil behaviour contradicts the school's values and expectations on behaviour, Lemman will employ positive interventions and restorative practices to provide the pupil with an opportunity to reflect on their behaviour and to support them in recognising how they can modify and improve their behaviour and future actions.

As a school LIS believes that adopting a restorative approach to addressing poor behaviour is the most successful way to resolve conflict and improve behaviours.

Restorative practice aims to transform behaviour and restore and improve relationships. This strategy allows all those involved to think about the choices they have made, the impact these choices have had on themselves and others and how better choices can be made in the future. It also allows pupils to take responsibility for their own behaviour.

Restorative practice aims to achieve the following:

- A calmer, quieter and more productive learning environment
- A more respectful climate
- A shift away from sanction-based responses that aim to 'manage' behaviour, toward a more relational approach
- Better relationships amongst children and staff
- People being more honest and willing to accept responsibility
- People feeling more supported when things go wrong

In each case the parties involved will be asked restorative questions:

- What happened?
- What were you thinking and feeling?
- Who has been affected and how?
- What should we/you do to put things right?
- How can we/you do things differently in the future?

Behaviour Support Systems

The school pastoral system provides help and advice both to individuals and to groups to regulate behaviour. The class teacher would usually be the first point of contact should a parent or staff member wish to raise any issue or concern. The following staff may also be involved in providing behavioural support :

- Class teachers/teaching assistants
- Primary Middle Leadership Team – Heads of Phase
- Head of Primary
- School counsellor
- Head of Learning Support

Consequences and Sanctions for Inappropriate Behaviours

The school reserves the right to assign consequences deemed appropriate for each individual situation and pupil. Below is a non-exhaustive list of consequences and sanctions which may be applied:

- Reflection time
- Restorative conversation with pupil(s)
- Restorative conference (could include parents, wider staff, along with the pupil)
- Loss of privileges

Tobacco, Alcohol and Illegal Substances

Substance abuse in any form is treated very seriously at Leman: possession, purchase, sale, or being under the influence of drugs/alcohol during school hours or any school-related activity is strictly prohibited.

Dangerous Objects

Sharp or dangerous objects, weapons, and replica weapons are not allowed on school grounds.

Fighting/Assault

The school will not tolerate physical fighting (including play fighting). Pupils having difficulties with conflict resolution are encouraged to seek guidance from staff.

Responsibilities:

Student responsibilities:

- Be respectful
- Be responsible
- To follow essential agreements entered into

Staff responsibilities:

- To meet and greet when students arrive
- To model positive behaviours and build positive relationships
- To treat all children fairly and with respect
- To recognise that each child is an individual and to be aware of his/her needs
- To use a visible recognition mechanism throughout every lesson
- To regularly celebrate learners whose efforts go above and beyond expectations
- To establish a working partnership with parents for the best interests of the student
- To refer to 'Golden Rules' and/or Learner Profile in all conversations about behaviour
- To be calm and give 'take up time' when addressing behaviour concerns;
- To follow up every time, retain ownership and engage in reflective dialogue with learners
- **Always address** any learner who is not behaving in accordance with our values, no matter where this behaviour takes place

Middle leaders responsibilities:

- Be a visible presence around the site to encourage appropriate conduct
- Support staff in returning learners to learning by participating in restorative conversations when required
- Regularly share good practice
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls/e-mails
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Stand alongside colleagues to support, guide, model and show a unified approach to learners

Senior leaders responsibilities:

- Take time to welcome learners at the start of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school-wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Stand alongside colleagues to support, guide, model and show a unified approach to learners

Parent responsibilities:

- To be aware of the school expectations and to support the school in its mission and values
- To foster good relationships with the school
- To encourage independence and self-discipline
- To alert the school as soon as there are any concerns

Consistency in practice – staff guidance

- Consistent **language**; consistent **response**: referring to the golden rules and the attributes and attitudes of the IB Learner Profile, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: all individuals taking responsibility for behaviour interventions, seeking support or advice but never delegating responsibility or escalating too soon
- Consistent **positive reinforcement**: routinely reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent **respect from the adults**: even in the face of disrespectful learners!
- Consistent **modelling of the behaviours we expect**: adults as role models for learning.
- Consistently reinforced expectations and routines for behaviour **in classrooms and around the site**
- Consistent **environment**: consistent visual messages and echoes of core values, positive images of learner.

Appendix 1

Individual Reward Chart

Gold	→	Outstanding! 5 house points Golden message/positive note home/phone call
Silver	→	Great effort! +3 house points
Orange	→	Good start! +1 house point
Green	→	Ready to learn
Blue <i>Non-visual</i>	→	Reminder to make the right choice (could make use of nonverbal cues)
White <i>Non-visual</i>	→	Reflection time Consequence
Black <i>Non-visual</i>	→	Parent contact Note home

This a “going for gold” choice chart. It is to reflect the choices that children make throughout a day.

Everyone starts at green at the start of each day.

1. Children move up one step at a time- and should not be moved up more than 1 in a lesson/at any one time.
2. This chart is to reward or reflect good or not so good choices- it is not for rewarding good work (gold cards are used for this)
3. When students reach orange they will receive 1 house points, silver 3 house points and gold 5 house points. Getting to gold does not mean the child receives a gold band.
4. Reaching gold means that the student gets a special gold note/email/call home to let the people at home know about all the good choices they have made.
5. Moving down is for wrong choices, white – time to reflect, black – a note/call/email home – these may not be displayed on the wall but rather a note made by the teacher and a word with the student to note this has happened. (Not a visual move down unless is specifically needed and deemed necessary by the teacher after trying the non-verbal visual approach)

Moving up or down the chart in specialist lessons

The rules are the same – a student can only move 1 place at a time and cannot move straight to gold. Specialists can move children up or down the chart by giving them a note to return to the class and give to their class teacher.

Consequences for behaviour:

Our procedural guidance for behaviour is based on the following principles: Unwanted behaviour shows a lack of respect for others, disrupting their learning and other associated activities. Unwanted behaviour may hurt, injure or upset another member of our school community. This unwanted behaviour also includes any online activities negatively directed to others; all online negative behaviours should be referred to the relevant Phase Leaders for action. Through the implementation of this procedural guidelines, pupils will learn the difference between acceptable and unacceptable behaviour and they will learn to take responsibility for the consequences of their behaviour choices. They will be helped to develop self-control, respect for the needs of others and respect for their own and other's property.

The following guidelines demonstrate the action-response guide:

	Within classroom	Outside classroom
<p>Low Level Behaviour Choices = Response Levels 1</p> <p>Low Level Behaviour Choices = Response Levels 2</p> <p>Low Level Behaviour Choices = Response Levels 1-3</p>	<p>Talking whilst the teacher is speaking to the class; failure to complete work and/or to an appropriate standard in class; not paying attention; talking persistently; not adhering to the school language policy; low level inappropriate use of technology or other educational equipment; throwing items across the class; arriving late to class without excuse; shouting/calling out and interrupting teaching and learning; arguing with members of staff; not completing homework; chewing gum.</p>	<p>Running in the corridor; reckless/thoughtless play; pushing in the canteen queue; littering; throwing water/food in any area; poor bus behaviour; not following etiquette in assembly (e.g. whistling, talking), undirected swearing; accidental breakages/damage; arguing with members of staff.</p>

It is expected that lower level behaviour choices (L1-3) such as those listed above, will be dealt with the member of staff who encounters them, using professional judgement and that these are recorded in iSAMS.

<p>Mid Level Behaviour Choices = Response Levels 4</p> <p>Mid Level Behaviour Choices = Response Levels 5</p> <p>Mid Level Behaviour Choices = Response Levels 4-6</p>	<p>Repetition of any level 1-3 behaviours</p> <p>Repeatedly violating general expectations and classroom rules; consistent poor work habits that are having an impact on the pupils' learning and that of others; deliberate damage to other pupils' work; academic dishonesty; continued uniform violations; belligerent behaviour including swearing; behaving in a way that is likely to cause injury to one's self or others; abusive language or racist comments against any member of the school community; inappropriate use of technology; lying; inappropriate public displays of affection; persistent bullying of another pupil; willful damage to property; repeated acts of defiance; use of intimidation, coercion or force; theft or extortion; physical assault or fighting including "play fighting"; possession of and/or use of dangerous objects/weapons; possession or use of alcohol; tobacco and/or other substances.</p>	<p>Repetition of any level 1-3 behaviours</p> <p>Inappropriate behaviour during a fire alarm; deliberate damage to school property such as graffiti (e.g. on desks); spitting; rude hand gestures; deliberate damage to other pupils' work; serious inappropriate use of technology or other educational equipment; behaving in a way that is likely to cause injury to one's self or others; truancy; smoking; misbehaviour whilst representing the school on a trip or activity, which may damage the reputation of the school.</p>
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Any persistent Level 1-3 or Level 4 behaviour choices should be dealt with by the class teacher/staff member witnessing the behaviour, with the appropriate class teachers & Phase Leader informed for information if/as necessary. For behaviours that require a Level 5 or above response, the staff member should also include the Phase Leader in relevant correspondence. Recorded in iSAMS.

High Level Behaviour Choices = Response Level 7	Repetition of any level 4-6 behaviours	Repetition of any level 4-6 behaviours
May lead to direct permanent exclusion	Repetition of any Level 7 behaviours, or a single act of extreme misconduct, defined by the Senior Leadership Team.	Repetition of any Level 7 behaviours, or a single act of extreme misconduct, defined by the Senior Leadership Team.

Any persistent mid-level misbehaviour and/or single acts of high level misbehaviour involving damage or risk to person or property must be referred through the Phase Leader , who will discuss the matter with the Head Of Primary. The final decision on a permanent exclusion from school will be made by the Principal. Recorded in iSAMS.

Responses to Behaviours:

Level 1 response	The teacher will respond to the poor behaviour (e.g., an extended pause, a look, a verbal warning).
Level 2 response	The teacher will explicitly remind the pupil of the agreed guidance for learning – “be respectful, be responsible, be ready” - verbal reminder, redirection, repeat reminders if necessary, reset the expectations. Use the Learner Profile Attributes.
Level 3 response	The teacher may need to move the pupil to another seat within the room. Only in exceptional circumstances should a pupil be removed from a lesson, and this should be for no longer than 2 minutes e.g. a safety risk. A restorative conversation will take place, at an appropriate point during the lesson, directly after or at a lunch or break time. It is recommended that staff keep a log of restorative conversations. The pupil will be given a final opportunity to engage.
Level 4 response	The student should spend some of their break time reflecting on the behaviour, completing a reflection sheet. During this time a restorative conversation should take place.
Level 5 response	Privileges can be considered to be revoked, e.g. attendance at clubs, representing school in competitions/teams. A restorative act may also be considered – for example writing a letter, creating a presentation for peers, which rectify the behaviour. Can be repeated if/as necessary and can be escalated to/served with the relevant line manager. A restorative conversation should take place. In conjunction with the Phase Leader and/or Head of Primary, this may include the use of a support card.
Level 6 response	Internal (fixed term) suspension - this may be up to 3 days, at the discretion of the Leadership team, and can be repeated if/as necessary. During the suspension a restorative conversation should take place.