Primary School Positive Behaviour Policy

United School International

Introduction

United School International, The Pearl is a community of resilient, respectful lifelong learners which offers a safe, supportive, and stimulating learning environment where every member of the community is encouraged to strive for excellence.

At USI we are committed to providing all learners with high quality learning experiences that lead to aconsistently high level of student achievement and attitude.

This policy summarises our expectations and common working practices, which reflect the aims and objectives of the school and support its Vision Mission and Values.

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focused approach to positive behaviour management. This will allow the pupils of USI Primary to enjoy a calm, nurturing and caring environment which will support every child to be versatile, motivated and caring.

Aims

- To provide a clear, fair, and consistent approach to behaviour based on nurturing principles and restorative practices.

- To promote high standards of behaviour and an atmosphere where all members of the school community feel valued.

- To foster, nurture and value strong and healthy relationships, recognizing these as lifelong skills.

- Ensure an environment in which the students feel safe, secure and respected, and in which effective learning can take place.

- To provide staff with tools to equip students with strategies to manage their behaviour and build positive relationships with others.

- To create a culture of exceptionally good behaviour: for learning, for community, for life.

- To develop intercultural understanding by recognising and celebrating the ethnic, religious, cultural and linguistic diversity of our school community and prompting these aspects as positive features; foster equality of opportunity and a sense of fairness.

- To help students take control over their behaviour and be responsible for any subsequent consequences.

- To ensure that excellent behaviour is a minimum expectation for all.

Guiding Statement

The purpose of this Guiding Statement is to promote a clear focus on positive behaviour management within our school. It is to provide a consistent structure for behaviour management strategies. The use of positive reinforcement strategies will always be our default approach.

USI Primary's Vision, Mission and Values

Vision

We aim to inspire lifelong learners and caring global citizens, in a community where everyone feels encouraged, supported and challenged.

Mission

We provide a high-quality British style international education in English, balancing tradition and innovation. Our passion is creating a positive, safe and nurturing learning environment in which everyone isvalued as individuals, empowering them to be versatile, motivated and caring people. We will endeavor tocreate opportunities to develop creativity, collaboration and critical thinking skills through an inclusive and personalised experience.

Values

Excellence:
We are ambitious, developing resilience, independence and a life long love of learning.

Respect:
We celebrate diversity, encouraging a respect for the people and the world around us.

Responsibility:
We are engaged, promoting actions and behaviours that support a sustainable future.

Integrity:
We are transparent, honest and ethical in all our relationships.

Compassion:
We are kind and caring, encouraging everyone to succeed.

Within USI Primary, we have high expectations for all our students, we expect students to demonstrate our USI Values daily. This is recognised through weekly certificates, positive reinforcement strategies, dojo points and recognition boards in the classrooms. We focus on the students who go above and beyond, using this behaviour to model excellence throughout the school.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour'

Paul Dix

Expectations and Conduct

At USI, staff, students and parents/guardians are all expected to share a collective responsibility for thepromotion of positive behaviour.

Staff

USI staff are required to:

- meet and greet every child every morning
- plan lessons that engage, challenge and meet the range of needs of all students.
- use a visible-recognition mechanism throughout every lesson (recognition board and house points)
- have **high expectations** of students' achievements, attendance and behaviour and challenge whennecessary.
- follow up all behaviour, retain ownership and engage in reflective dialogue with students.
- **actively model** the type of behaviour considered acceptable.
- be always alert to signs of bullying and racist attitudes and deal firmly with such issues.
- deal sensitively with children in distress, by listening to them and dealing with any incidentsappropriately.
- ensure conversations are held privately with students and not in front of other peers.
- actively establish positive relationships with students, parents, and the wider community.
- recognise the students' achievements, academic or otherwise.
- provide opportunities for the students to demonstrate responsibility.
- maintain a professional approach to discussion related to students.
- actively use the restorative practice to support students.

USI Primary Leadership Team:

Head of Year 1 – Noelle Meenagh

Head of Year 2 – Harvey Shepherdson

Head of Year 3 – Emma O'Brien

Head of Year 4 – Colleen McVeigh

Head of Year 5 – Grainne McBride

Head of Year 6 – Oluchi Uche

Key Stage 1 Lead – Noelle Meenagh

Key Stage 2 Lead – Katy Boyle

SENDCO – Krystal Matthews

School Counsellor – Monika Rudnicka

Assistant Head (Teaching and Learning) - Stephanie Hopkinson

Assistant Head (Pastoral) & Deputy Safeguarding Lead – Amy Morris

Deputy Head Teacher – Daisy Walsh

Head of Primary – Michael Myford

Principal of USI – Ian Evason

Our leadership team are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a united consistency in approach to our students.

Our leadership team will:

- Meet and greet students at the beginning of the day.
- Be a visible presence around school to encourage and model appropriate conduct.
- Support staff in returning students to learning by sitting in on restorative reparation meetings and support staff in conversations.
- Regularly celebrate students and staff whose efforts go above and beyond expectations.
- Make sure restorative conversations are completed.
- Ensure a transition period for students moving into a new class.
- Ensure staff training needs identified and met.
- To use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.

Expectations and Conduct

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible, and highly visible.

Paul Dix

Teachers will create a welcoming environment by greeting students every morning at the classroom door. If the class teacher is not available, the teaching assistant will be there. Each morning all students with USI Primary will do an emotional check-in with their teacher. This will be done as a whole class or 1:1 where needed. This will be done continually throughout the school day, to allow students to communicate any emotional needs/changes within the school day.

At the end of the school day, students will complete a check-out, where they will communicate/show their teacher how they are feeling at the end of the day. This is a way of students and teachers building trusting relationships, and for teachers to have a better oversight of the student's emotional well-being.

All adults within United School International, Primary, are looking out for students who are displaying the school values and going over and above. We have a range of ways that students will be recognised for doing so:

Weekly Certificates

Each class within USI Primary will allocate 1 star of the week certificate per week. Students will receive these certificates for exceeding the school values and modelling this consistently through their school week. These can be awarded within assembly or in the classroom.

Recognition Board

A Recognition board will be used to encourage social or learning behaviours. For example, 'Kind words', 'Readiness for learning' or 'Engagement in learning' are written on the board. Adults and students in the class can nominate names for the board and there is emphasis on children working together as a team to ensure everyone's name is on the board.

There is an instant celebration when all the student names from the class are on the board, e.g. 5 minute movement break, celebration song, whole class celebration dance.

Class Dojo Points

Students are awarded points to reflect their commitment to our school values, these are instant and can be given by a member of staff. These points are visible to parents/carers through the Class Dojo, and they can see what they have been awarded for. Children will collect Dojo Points in order to achieve a Bronze, Silver and Gold award throughout the term.

Positive Recognition (Appendix 1)
Teachers show 'positive noticing' daily to reward positive behaviour during the school day. These are to be focused on 'non-academic' and based on effort rather than attainment only.

Process and Consequences

Restorative Approach

'*Punishment doesn't better behaviour, restorative conversations do*'

Paul Dix

As a restorative school, USI Primary takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families and members of staff.

Every adult in our school can deal with behaviour incidents. If an incident occurs outside of the classroom, this will normally be dealt with by the staff who is there, using the strategies of our school. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which
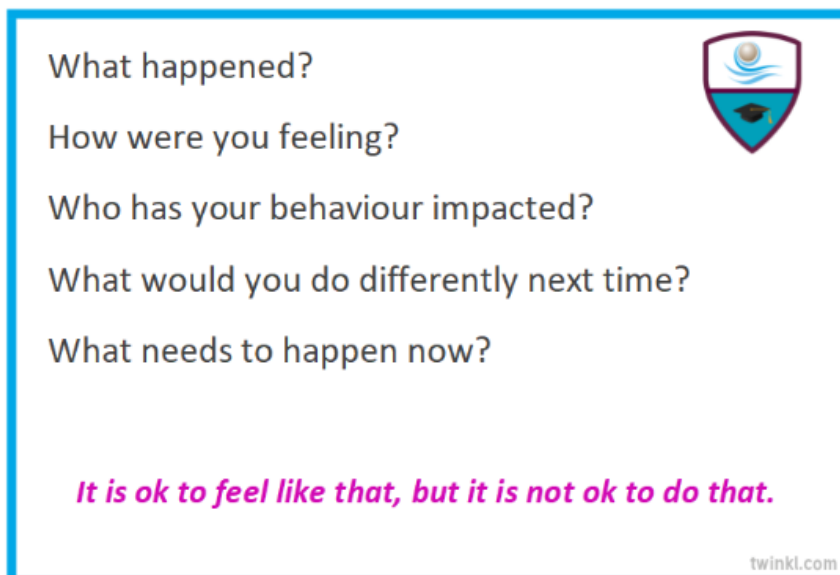
take place during lessons. To minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g., releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings / Conversations

At USI Primary, we believe that nurturing and restorative practice, combined with clear and high expectations and routines, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child to realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Behaviour check in (Appendix 2)

These restorative questions, also known as 'the script,' will be used to support restorative meetings and/or conversations. For Key Stage One, the teacher will begin with the first question and will increase this when they feel it is appropriate and supportive. Within Key Stage 2, the teacher will aim to access all the questions.

What happened?

How were you feeling?

Who has your behaviour impacted?

What would you do differently next time?

What needs to happen now?

It is ok to feel like that, but it is not ok to do that.

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Restorative reflective behaviour log

To support students in moving forward after a behaviour incident they will complete a reflection sheet. **(See Appendix 3 and 4)** The reflection sheets link directly to our emotional check in system for each key stage. These will be kept in their classroom 'reflection file' to support in building a bigger picture of the students behaviour and to find common themes.

Key stage 1 reflective log **(Appendix 3)** and Key stage 2 reflective log **(Appendix 4)** – note that this can be used for any age student if the member of staff feels it is more appropriate.

Consequences

At USI Primary, we encourage positive behaviour which reflects our values. Our behaviour management approach is based upon building strong, trusting relationships between students and adults. The use of positive reinforcement strategies will always be our default approach but we do have our behaviour communication process to support staff. **(Appendix 5)**

We follow 4 main steps to support our students behaviour. Please note these are subject to

change.

1. First incident- Behaviour check in – reminder of expectations, encouraged to make the right choices

2. Second incident of same behaviour- Use of their own time to complete reflection sheets, communication with parents (door and record on CPOMS)

3. Continued incident of behaviour- second reflection sheet, formal communication parents- (Email & CPOMS).

4. Still no change in behaviour- meeting with parents in school with class teacher and other members of staff where are appropriate.

Please read our behaviour communication process and graduated approach to behaviour to support staff in appendix 5. (See appendix 5)

Handling Serious Incidents

In the event of a serious incident, such as physical aggression (e.g. biting), the following procedures should be followed to ensure a professional and effective response:

1. **Immediate Response**: Ensure the safety of all individuals involved. Provide immediate first aid if necessary and separate the individuals involved to prevent further escalation.

2. **Investigation**: The Senior Leadership Team (SLT), specifically the Assistant Head (Pastoral), Deputy Head of Primary and Head of Primary, will conduct a thorough investigation. This includes gathering all relevant details about the incident, interviewing all parties involved and collecting statements from any witnesses. An initial screening should occur promptly, to assess the severity and determine the next steps.

3. **Collection of Witness Statements**: SLT members are responsible for collecting written witness statements from staff and pupils who observed the incident. This step ensures an unbiased and comprehensive understanding of the event.

4. **Documentation**: The teacher involved must log the incident on CPOMs, detailing the event, witness accounts and any immediate actions taken. This process must be overseen by the SLT to ensure accuracy and adherence to school policies.

5. **Parental Communication**:

o **When to Report**: Parents should be informed as soon as possible after the incident has been stabilised and initial safety measures are in place, typically on the same day before the student reports it to parents. Follow-up communication should occur promptly after further investigations or actions.

o **Who Should Report**: SLT members, specifically the Assistant Head (Pastoral), Deputy Head of Primary or Head of Primary, will handle communication with parents.

o **How to Report**:

- **Initial Contact**: Arrange a face-to-face meeting with parents, ideally on the same day as the incident. If immediate meetings are not feasible, initiate contact via a phone call to inform parents and arrange a meeting.
- **Meeting with Parents**: The SLT member leading the communication will present the details of the incident. This meeting provides an opportunity to share factual details, actions taken and planned steps moving forward.
- **Follow-Up**: After the meeting, a written summary should be sent to the parents, outlining the key points discussed, agreed actions and any follow-up steps. For incidents requiring ongoing management, regular updates should be provided to keep parents informed.

6.   **Follow-up and Recovery**: After communicating with parents, the SLT will establish a clear plan for any further steps, including behavioral support or adjustments as necessary. These actions should be documented in CPOMs and continuous support should be provided to the students and staff involved.

7.   **Incident Review and Closure**: The SLT should conduct an incident review to identify any lessons learned and ensure that future risks are mitigated. This review process provides valuable insights for improving school responses and maintaining a safe environment.

Appendix 1 – Positive recognition
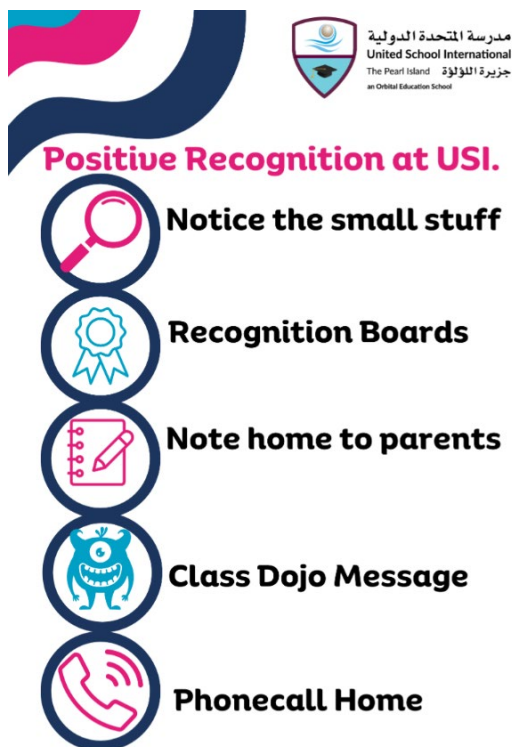
Appendix 2 – Behaviour check in (script)

What happened?

How were you feeling?

Who has your behaviour impacted?

What would you do differently next time?

What needs to happen now?

It is ok to feel like that, but it is not ok to do that.

Appendix 3 – Restorative Reflection Sheet KS1

Reflection sheet

United School International
The Pearl Island

1. What happened? (Circle)

screaming | throwing things | destroying work | grabbing clothes | hitting others
pushing others | kicking others | pinching others | biting others | spitting on others
not listening | bullying others | running away from staff | making a mess | refusing to work

2. What were you thinking at the time?
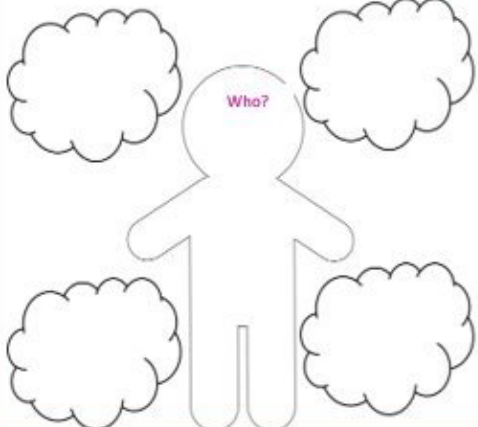
3. How do you feel now?

4. Who was affected by your actions? How do they feel?

Who?

5. what can I do to fix it?

say I'm Sorry

complete work

clean up | write apology note

Appendix 4 – Restorative Reflection Sheet KS2

Reflection sheet

مدرسة المتحدة الدولية
United School International
جزيرة اللؤلؤة   The Pearl Island
an Orbital Education School

1. What happened? (*Write or Draw*)

2. What were **you** thinking at the time?

3. How do **you** feel now about what has happened?

4. Who was affected by your actions?
How do **they** feel?
How have **they** been affected?

Who?

5. What can **I** do now to make it right?

Appendix 5 - Behaviour Communication Process

USI Behaviour Communication

```
┌─────────────────────┐
│  Observe Behaviour  │
└─────────────────────┘
           │
           ▼
┌─────────────────────────────────┐
│ Class Teacher-Behaviour check   │
│ in – reminder of expectations.  │
└─────────────────────────────────┘
           │
           ▼
┌─────────────────────────────────┐
│ Class Teacher: Use of student's │
│ own time to complete reflection │
│ sheets, communication with      │
│ parents (at door and record on  │
│ CPOMS).                         │
└─────────────────────────────────┘
           │
           ▼
┌─────────────────────────────────┐
│ Class Teacher & HOY: second     │
│ reflection sheet, formal        │
│ communication parents- (Email & │
│ CPOMS).                         │
└─────────────────────────────────┘
           │
           ▼
┌─────────────────────────────────┐
│ Class Teacher & HOY & KSL:      │
│ meeting with parents in school  │
│ with class teacher and other    │
│ members of staff where          │
│ appropriate. Log in CPOMS as an │
│ action.                         │
└─────────────────────────────────┘
           │
           ▼
┌─────────────────────────────────┐
│ KSL & SLT: meeting with HoY &   │
│ KSL. SLT meet parents in school │
│ where appropriate.              │
└─────────────────────────────────┘
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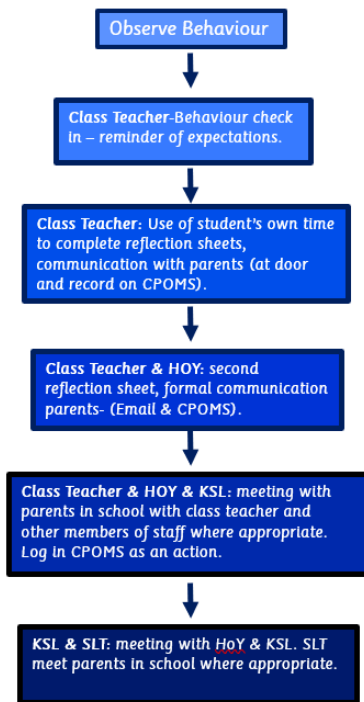
Graduated Approach to Behaviour			
Level	Examples of behaviour	Possible Consequences	Next steps for staff
1	Swinging on chair Interrupting/calling out Not being on task Not following instructions Pushing in line Rough play at playtime/lunchtime	Quiet reminder Verbal warnings Non-verbal signals	Class teacher to respond to all stage 1 behaviours. In class behaviour system to be used to support with stage 1 behaviours. Class teacher to reflect on what else can be put in place to avoid this happening in the future. Often praising good behaviour so it has a positive effect on those misbehaving.
2	Persistent stage 1 behaviour Rudeness Swearing Disrupting the class affecting other pupil's learning Inappropriate remarks to other pupils Minor challenges to authority (refusal to comply) Damaging school's/pupil's priority Leaving class without permission Harmful/offensive name calling Continuous rough play at playtime/lunchtime Repeated incidences of playing unkindly at playtime/lunchtime Targeted behaviour towards the same child repeatedly	Missed minutes of playtime either with the class teacher or other staff member. *Reflection sheet to be completed.* **(Maximum of 5 mins)**	Class teacher to inform parents of persistent stage 1 behaviour or stage 2 behaviours weekly. Incidents to be recorded ON CPOMS Head of Year to speak to pupil. Playtime incidents to be reported to the class teacher and logged on CPOMS. Review provision in place and see if further intervention or resources are needed. Class teachers to support pupils learning and behaviour needs.
3	Persistent stage 2 behaviour Throwing objects with intent to harm Harming someone on purpose so they need medical help Continued or more serious challenge to authority Stealing Repeated refusal to do a set task Highly offensive remarks to children	Telephone call to inform parents Reflection sheet completed with HoY during playtime.	Behaviour to be reported on CPOMS by class teacher and HoY member with further actions noted and implemented.
4	Persistent stage 3 behaviour Bullying	Class teacher / KSL to investigate.	Situation to be monitored by teacher and KSL. Actions to be recorded on CPOMS.

		Fighting Derogatory comments Very serious challenge to authority Leaving school without permission	Meeting scheduled with parents (KSL to support class teacher) Reflection sheet with KSL during playtime. Fixed period of internal exclusion or external inclusion to be applied *(at discretion of KSL/SLT depending on severity)*	Meeting with parents and KSL.
5		Persistent stage 4 behaviour Persistent verbal abuse to a member of staff Physical abuse to any member of staff or pupil Malicious physical assault on another pupil or member of staff	Reflection sheet with a member of SLT during playtime.	Situation to be monitored by teachers, SLT and Headteacher. SLT to call to inform parents and arrange a meeting with them.
6		Repeated stage 5 behaviours	Reported to SLT and to Head of Primary.	Same as stage 5.

All the above consequences are put in place at the discretion of the Headteacher, and the context and child's needs will be fully considered when consequences are applied.

Consequences:

Please use <u>logical</u> consequences where possible.

Examples:

If you choose to break something, you will fix it.

You chose to make a mess; you will clean it.

You chose not to complete work, you will do it now.

You hurt someone's feelings; you help fix them.

You do not use materials appropriately; you won't use it (for a short period of time).

Children <u>should not</u> be sent out of class for any behaviour incident. When needed, the children can step out of class to regulate their feelings, they should be followed out promptly to complete a restorative conversation.

Monitoring and Review

This policy is to be reviewed annually, though any deficiencies or weaknesses in Primary School Behaviour Policy arrangements will be remedied without delay.

This policy will be reviewed by The Executive Principal.

This policy will be approved by The Executive Principal.

Date when the policy was last approved: **September 2024**

Date when the next review is due: **September 2025**

This Guiding Statement is not contractual and is subject to change at the discretion of the Orbital Education Group, as our Positive Behaviour Policy.