

Primary Positive Behaviour Policy

Our positive behaviour policy is based upon a shared responsibility for developing student behaviour, consistent non emotive staff responses to student behaviour and clear links between actions and consequences. We have three key rules, at ISB we are:

Respectful **Responsible** **Kind**

All staff are expected to embody these behaviours and actively support and encourage positive behaviour among all students, referring to the key rules. Wherever possible, staff should seek to improve student behaviour by focusing on the positive behaviour of other students, when it is necessary to directly intervene with negative behaviour, these steps of [positive intervention](#) should be applied.

Positive Consequences

Habits of Mind

All classrooms should have a '**Habits Board**' featuring [The Habits of Mind](#). A weekly school wide focus habit is introduced for the following week in assembly and teachers select one or two additional habits that they wish to focus on with their class for the week. Students' names are added to the board in recognition of displaying these habits; once all the students from a class have their name on the board, a small **class reward** takes place (story time/extra playtime). Student names **cannot** be taken off a Habits board for later poor behaviour. **Stars of the Week** (class teachers) and **Stars of the Month** certificates (specialists) are awarded to students based on a Habit of Mind and celebrated in our weekly assemblies.

Positive Notes

All students can earn **positive notes** for excellent behaviour, these are given directly to students by staff (and prefects) to take home and share with parents, staff members write on each note the reason for the award.

Afternoon Tea Awards

Once each half term, an '**Afternoon Tea Award**' session is arranged. Students can be nominated (via a google form) by any member of staff for outstanding positive behaviour, the nominations are kept secret. The students with the most nominations at the end of each half term are invited to a special party with snacks, drinks and a spot of (fruit) tea!

Negative Consequences

Restorative Conversations

Students who exhibit consistent negative behaviour may have a restorative conversation with the teacher involved, where possible at the next available time (break time, lunch time, for a few minutes at the beginning end of a specialist lesson). For more guidance about restorative conversations, click [here](#).

Community Payback

Students whose negative behaviour has disrupted the learning of others may be required to 'payback' to the community by performing a small task. This could be writing an apology letter directly to the others affected, helping a teacher or assisting in the library/canteen, for other suggestions click [here](#).

Additional Behaviour Support

Where a teacher feels further support is needed to help a student with their positive behaviour, the following steps are used:

Step 1	The advice of the Year Leader and / or Counselling and Learning Support (CLS) is sought. This is recorded in the minutes of the Year Group Meetings. An email will be sent to the parents via Educare.
Step 2	The advice of the Deputy Head will be sought and a meeting with parents arranged. The child will be supported with a daily behaviour diary between home and school. The SLT will be made aware of this step and this will be recorded in the SLT confidential minutes.
Step 3	The Head Teacher will apply an Internal suspension for one day.
Step 4	The parent will meet with the Principal and an external suspension may be applied.
Step 5	Expulsion will be applied.

Approved by:	Primary SLT
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