



PRIMARY POSITIVE BEHAVIOUR POLICY

Reviewed: August 2024

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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 **R**esponsible **K**ind

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 get 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

Incomplete Learning

Students who have not started/completed an activity to the expected standard because of poor behaviour may be asked by the teacher to complete it at home for the following day. The following slip should be attached to the activity and it must be signed by the student's parents, parents are also informed via educare/Class Dojo.

Restorative Conversations

Students who exhibited 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 Lower/Upper Primary Coordinators and / or Student Support Services 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 Lower/Upper Primary Coordinators is sought. This is recorded on the appropriate form. The Key Stage Leader and teacher will meet with the child's parents to discuss relevant issues.
Step 3	The advice of the Head of Pastoral Care 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 4	The Head Teacher will apply an Internal suspension for one day.

Step 5	The parent will meet with the Principal and an external suspension may be applied.
Step 6	Expulsion will be applied.

The following Staged Response is in place for each **half/full** day classroom session. At the end of the day, a child has a 'Fresh start'.

Falling below ISB Expectations

EYFS	
Distraction techniques and preventative measures	1
Reinforce expected behaviour	2
Verbal Warning and positive reinforcement and calm corner or activity - explain the next stage (reinforcing expectations)	3
Time out - age related (between 2 and 5 mins) sand timers (for students who won't sit in timeout, they are removed from the group and taken to EYFS Coordinator, following that, Head of Pastoral Care, SLT)	4
Restorative (age appropriate) conversation and message home	5

Lower Primary	
Verbal reminder of rules/potential consequences	1
Time out - confirmation of why this has happened, removal from activity *time out in the classroom	2
Time out external/outside the classroom - adult supervision *message the parent, CC Lower/Upper Primary *report in My Concern(CLS)	3
Referral to the Deputy Head/Head of Pastoral Care - reflection activity, discussion	4
Referral to SLT- the parents on an additional contract	5

Upper Primary	
Verbal reminder(discuss: Restorative 5: What happened? What were you thinking at the time? Who has been affected? What should we do to put things right? How can we do things differently in the future?)	1
<p>Time out (in a designated space, students to reflect on their actions, calm down, think about their behaviour, and make a plan for improvement)</p> <p>*verbal abuse, physical aggression, property destruction, refusal to follow safety procedures, persistent defiance and disruption, repeated disruptions during instructions or tasks, continuous noncompliance, excessive classroom disruptions</p> <p>For serious levels of these behaviours:</p> <p>*message the parent, CC Lower/Upper Primary</p> <p>*report in My Concern(CLS)</p>	2
<p>Reflect on the reward system (5 min restorative circle to involve the peers in reflecting on HERO values and discuss the impact of the behaviour, express feelings, and collaboratively work on resolutions, assign a supportive “buddy”)</p> <p>*persistent behaviour as above + escalating conflicts(aggressive behaviour, provocative language, retaliation, spreading rumours, refusal to de-escalate, exclusionary practices)</p>	3
<p>Referral to the Deputy Head/Head of Pastoral Care -</p> <p>internal exclusion followed by external exclusion and a behaviour contract related the behaviour</p> <p>*repeated acts of bullying, significant disruption to learning, ongoing defiance and noncompliance, severe aggression(physical or verbal) and disrespect to others(peers and adults), vandalism or property damage, harmful or threatening behaviour, persistently disruptive behaviour outside the classroom(e.g.: assembly), persistent violation of school policies</p>	4
Referral to SLT - let parents know at the stage of a developing situation, not when it’s escalated too far. Additional contract.	5
Way forward - expulsion to be considered	6

Examples of the type of behaviour for each level:

Examples of stage 1 behaviour

Example Behaviour	Stage	Other Notes
Shouting out	1	
Not sharing	1	
Talking during instructions / completing work	1	
Not following instructions	1	
Off - task behaviour	1	
Interrupting peers	1	
Disruptive behaviour	1	
Incomplete work	1	

Examples of Stage 2 behaviour

Example Behaviour	Stage	Other Notes
Repetition of Stage 1	2	
Rough / dangerous play	2	
Offensive language	2	
Targeted unkind behaviour	2	
Defacing school property	2	
Interrupting peers	2	
Dishonesty	2	

Examples of Stage 3 behaviour

Example Behaviour	Stage	Other Notes
Repetition of Stage 2	3	
Rough / dangerous play	3	
Bullying	3	
Physical violence	3	
Stealing	3	
Cyberbullying	3	

Examples of Stage 4 behaviour

Example Behaviour	Stage	Other Notes
Repetition of Stage 3	4	
Severe examples of stages 1, 2 and 3 misbehaviours	4	

Displaying ISB expectations for behaviour

EYFS	
Positive comments naming the behaviour	
House Points	
HERO awards	
Special responsibilities	

Lower Primary	
Dojo/House points	
Stamps/stickers	
Reading Nights/Star of the Week/Star of the Month/HERO certificates	
Afternoon Tea	

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To reflect the HERO and House Team values

Attitude - display active listening and participation, be responsible and respectful, be communicative and cooperative

e.g.:

Active listening and participation - Practice active listening during lessons and discussions. Wait your turn to speak, and avoid interrupting; value the opinions of your classmates. Ask questions to deepen your understanding. Engage in class activities and discussions. Contribute thoughtfully to group work. Be present both physically and mentally in the learning process.

Responsible - Take responsibility for your learning and your actions. Complete assignments on time and come prepared. Own up to mistakes and learn from them. Use technology responsibly and ethically. Respect the privacy and intellectual property of others. Be aware of the impact of your online presence.

Respectful -Respect school property and the belongings of others. Keep the classroom clean and tidy. Use resources responsibly. Treat everyone with kindness and consideration. Use respectful language and gestures. Communicate in a positive and constructive manner. Resolve conflicts respectfully.

Communicative - Work collaboratively with your classmates. Share ideas, resources, and responsibilities. Support each other in reaching common goals. Communicate in a positive and constructive manner. Resolve conflicts respectfully. Use 'I' statements to express feelings and concerns.

Effort - always try your best

e.g.: Demonstrate a growth mindset by embracing challenges. Put forth your best effort in all tasks. Persevere through difficulties and learn from setbacks.

To reflect the HERO and House Team values

Mindset - be positive, empathic and inclusive

e.g.:

Positive - Maintain a positive attitude towards learning. Approach challenges with optimism and a belief in your ability to overcome them. Encourage a positive atmosphere in the classroom

Empathic - Cultivate empathy by understanding and considering the feelings of others. Be supportive and compassionate, especially during challenging times.

Inclusive - Create an inclusive and welcoming environment for everyone. Embrace diversity and celebrate differences. Be mindful of language and actions that may make others feel excluded. Be open minded.

Reviewed - August 2024

Approved by SLT