

Primary Positive Behaviour Policy

Our Approach

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 promote a culture of respect and accountability through school's core values:

Honesty

Empathy

Responsibility

Open-mindedness

All staff are expected to model these behaviours and actively encourage them in all students, referring to the key expectations when managing classroom, playground and activities conduct. We believe in proactively promoting positive behaviour and intervening constructively when behaviour falls short of expectations

Positive Approaches and Strategies

ISB Core Values – HERO

HERO values are promoted throughout the year and recognised during assemblies and class discussions. Students demonstrating these values receive praise, recognition, and rewards aligned with the school's behaviour system.

We expect all students and staff to display our school values through their actions:

- **Honesty** – Tell the truth and take responsibility for actions and make an effort to learn.
- **Empathy** – Show understanding and kindness toward others.
- **Responsible** – Make thoughtful decisions and be accountable.
- **Open-Minded** – Embrace differences, ideas, and feedback.

Students responsibilities 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.

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

Empathetic - 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.

Hero of the Week

Each week, students from every class are selected as the **Hero of the Week**. These students receive a certificate during the weekly assembly in recognition of consistently showing positive behaviour and embodying the HERO values. This recognition helps motivate all students to reflect and act on the school's core values.

Class HERO value

Each class will get a certificate at the end of each term for the HERO value that was highlighted during that term. The certificate will be given out at the term-ending assembly.

House System

At ISB, we use a house system to build a sense of teamwork, belonging, and collective achievement. There are four house teams: **Hare**, **Bear**, **Fox**, and **Lynx**. All students and staff members are assigned to one of these houses.

Students earn **House Points** for demonstrating consistent positive behaviour, teamwork, and embodying our HERO values. Points are collected weekly and contribute to whole-school rewards and celebrations. The house system encourages healthy competition and school spirit.

Class Dojo Point System

In addition to House Points, ISB uses the Class Dojo platform to track and reward individual student behaviour. Teachers can assign Dojo points for actions aligned with our school expectations and HERO values and academic performances. This is an optional incentive system where teachers can adopt based on the age needs. This platform also allows parents to view their child's behaviour in real time and supports clear communication between home and school.

Positive Incentives

In addition to the ones mentioned above, ISB provides a variety of positive incentives to encourage and reward good behaviour and attitude. These include:

- Stickers and stamps for younger students
- Special responsibilities such as line leaders or helpers
- Classroom jobs
- Leadership roles for Year 6 students such as House Captains and Prefects
- Extra break time or choosing a class activity
- Choices in golden time

These incentives serve to motivate students and reinforce positive behaviour in an age-appropriate and meaningful way.

Calming Corners

The school provides dedicated **Calming Corners** on each floor of the primary building. These areas are designed to help students regulate their emotions, release anger, and return to a calm state. Students may request to use these spaces when they feel overwhelmed, or teachers may direct students to use them when necessary to support emotional regulation and self-awareness.

Afternoon Tea Celebration

Once each half term, an '**Afternoon Tea Celebration**' 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 and their parents are invited to a special party with snacks, drinks!

Restorative Actions

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 parents will be informed via **Myeducare/Class Dojo**. Additionally, students may be required to stay in the classroom during their recess time to complete these tasks.

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.

Behaviour, Attendance and Participation in School Trips

At ISB, we believe that educational trips and special school events are valuable opportunities for learning, personal growth, and enjoyment. We encourage all students to take part and view these experiences as a reward for positive engagement with school life. To ensure a safe and meaningful experience for everyone, participation in certain optional trips or activities may be dependent on consistent positive behaviour, regular attendance, and punctuality. Students who demonstrate ongoing behavioural concerns or patterns of excessive absences or lateness may not be eligible to join. The final decision will be made by the disciplinary committee. This approach helps reinforce

the importance of responsibility, respect for school expectations, and a commitment to being an active part of our learning community.

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 taken from a lesson if needed). After the restorative conversations the child is encouraged to apply the restorative gestures. For more guidance about restorative conversations. Below are some guidelines:

Restorative Conversation Guidelines:

Restorative conversations are designed to teach positive behaviour to students. Following question prompts can be used to follow up and guide the students.

5 Key Questions

1. **What happened?** - Listen dispassionately and carefully without interrupting.
2. **What were you thinking at the time?** - Helps the students to reconsider their actions and replay the thought process.
3. **Who has been affected?** - So the student can see the bigger picture, it is likely more than one person was affected by the negative behaviour.
4. **What should we do to put things right?** - Listen to the student, don't demand that they make an apology, there may be other ways to put things right.
5. **How can we do things differently in the future?** - Try to find some ideas for what the student can do when faced with a similar situation in the future.

*** If the child is not ready to speak, offer a postponement.** "Do you need a minute or two or would you like to meet tomorrow?"

8 ideas to make restorative conversations work

1. Don't sit behind or on a desk.
2. Don't allow the frustration with the student to be part of the meeting.
3. Reserve enough time for the meeting.
4. Don't take a big amount of notes.
5. Have a glass of water ready for the student.
6. If in the classroom/office, leave the door open.

7. Don't nit-pick on other things - uniform etc
8. End the meeting in a positive manner, don't bring up other problems.

Additional Contract

Each year, the school sends parents a contract for their child's continuation into the next academic year. In cases of excessive behaviour issues or where parents are not cooperative with school recommendations, the school reserves the right not to send this contract. Alternatively, an additional contract may be issued with specific requirements that must be met for the child to continue at ISB. These requirements may include, but are not limited to, a psychological evaluation, the provision of a shadow teacher, or external professional support.

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 Phase Leader and / or CLS department is sought. An email will be sent to the parents via Educare or Class Dojo.
Step 2	The advice of the Phase Leader is sought. This is recorded on the google incident form . The Phase 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. A CLS referral will be submitted by the class teacher and the CLS team will follow the procedures. The child might 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 minutes.
Step 4	The disciplinary committee will meet to evaluate the situation and make a decision. An Internal suspension for a suitable amount is applied. A meeting is arranged with the parents.
Step 5	The parent will meet with the Head of the Primary School and an external suspension may be applied, or Step 4 will be repeated. An additional contract might be applied.
Step 6	Expulsion will be applied.

Response System

EYFS Level Procedures		
Levels	Examples of the type of behaviour	Possible Actions
1	Shouting out; running indoors; snatching toys; not listening first time; wandering away from group; becoming distracted during short activities	Gentle distraction/redirection; use of visual cues (picture cards for listening ears, walking feet); positive reinforcement ("Thank you for sitting nicely"); proximity praise (highlighting peers showing expected behaviour)
2	Repetition of Level 1; refusing to follow instructions; ignoring tidy-up time; pushing in line; shouting "no"; not sharing despite reminders	Calm, clear restatement of expectations ("We use kind hands"); offer simple choices ("Help with blocks or books"); restorative play language ("How can we fix this?"); brief reflection at child's level ("When you push, your friend feels sad. What can we do?")
3	Repetition of Level 2; knocking over another child's work on purpose; throwing toys when upset; repeated disruptive calling out; refusing to join group time; mild physical behaviour (pushing, snatching aggressively)	Calm, firm verbal warning with explanation; praise for immediate improvement; redirection to calm corner or quiet activity (2–3 min sand timer); use of "first–then" language ("First tidy up, then outside"); restorative approach appropriate to age. Record in google incident report form . Inform parents.
4	Repetition of Level 3; continued physical aggression (hitting, biting, kicking); shouting aggressively or using hurtful words; refusing all adult direction; throwing objects with intent to hurt	Short age-appropriate time out (2–5 min with sand timer); removal from group, supervised by EYFS Coordinator if needed; restorative conversation after calming; parents informed if behaviour persists; record in google incident report form . Meeting with the parents if needed
5	Repetition of Level 4; serious/repeated aggression (deliberately injuring peers); unsafe behaviour (running away, climbing dangerously); persistent disruption affecting whole group; deliberate damage to property	Restorative conversation in simple language; message home via Class Dojo/Educare; loss of part of Golden Time or choice activity; reflection time with CLS/Admin; behaviour monitoring plan if repeated; meeting with parents and Head of Pastoral Care. Additional contract if necessary.

Primary Levels and Procedures		
Levels	Examples of the type of behaviour	Possible Actions
1	Shouting out, Not sharing, Talking during instructions/completing work, Not following instructions, Off- task behaviour, Interrupting peers, Disruptive behaviour, Incomplete work	Verbal reminder of rules/potential consequences. Restorative approach
2	Repetition of Level 1, Rough/dangerous play, Offensive language, Targeted unkind behaviour, Defacing school property, Dishonesty	Time in and reflection- confirmation of why this has happened, removal from activity (in classroom), restorative approach and guidance. Class teacher judgement to inform the parents.
3	Repetition of Level 2, Bullying, Physical violence, Stealing, Cyberbullying	A suitable restorative action mentioned above will be applied after discussion of class teacher, phase leader, pastoral care. A message to the parent. Report on the google incident form .
4	Repetition of Level 3, Sexual abuse, physical abuse or other possible safeguarding concerns	Report on the google incident form / MyConcern . The disciplinary committee / DSL will investigate and make a decision. Inform the parents. CLS referral.
5	Severe examples of levels 3 and 4	SLT will be involved and will make further decisions. The parents will be given an additional contract. Expulsion might be considered

Behaviour and SEND

We recognise that some children may display behaviours linked to their additional needs. Behaviour interventions must be consistent with individual support plans and developed in consultation with the CLS department. The consequences and restorative actions must be aligned with the child's needs.

Recording and Reporting Behaviour

All moderate to serious behaviour incidents (Levels 2–5) must be recorded in [Google Incident Form](#). This allows patterns to be identified and appropriate follow-up actions to

be taken. In cases of serious safeguarding concerns or where behaviour raises wellbeing issues, a Designated Safeguarding Leader (DSL) needs to be involved and it must be reported on [MyConcern](#).

All incidents will be investigated in a fair and consistent manner. This may include individual discussions with involved students, collecting witness accounts, reviewing CCTV footage where available, and speaking with relevant staff members. The goal is to understand what happened, why it occurred, and determine appropriate restorative or disciplinary responses.

Communication with parents should take place via **Educare, Class Dojo or direct email** and should be clear, consistent, and timely. When in doubt, consult the Phase Leader or Head of Pastoral Care.

Safeguarding and Behaviour

Safeguarding and student wellbeing are central to behaviour management. If a student's behaviour indicates possible abuse, neglect, emotional distress, or peer-on-peer abuse, follow ISB's **Safeguarding Policy** and report immediately via **My Concern**. Ensure that behaviour is not only managed but also understood in its wider context. A proper investigation should be done by **DSL**.

Approved by:	Primary SLT
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