



IBSB Behaviour Policy and Procedures

Primary School (*Abridged Version*)

Introductory Statement

This document is a statement of the principles and strategies for managing student behaviour at IBSB. It was reviewed through a process of consultation with staff, parents and students.

The SMT approved it January 2012. This reviewed policy was fully implemented in January 2012.

This policy follows a positive approach to encouraging good student behaviour:
It recognises that the vast majority of our students are well behaved
It works to actively re-enforce and reward this good behaviour
It recognises the impact poor behaviour has on learning and teaching
It provides a clear guide for applying sanctions for poor behaviour

Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in our school. The Behaviour Policy offers a framework below within which positive techniques of motivation and encouragement are utilised by the teachers. In adopting a Positive Approach to behaviour management, the school places greater emphasis on rewards than on sanctions, in the belief that this will, in the long run, bring the best results.

Aims

- To enable the school to function in an orderly and harmonious environment
- To foster an environment that is safe, inclusive, supportive, conducive to learning, free of harassment or bullying of any kind
- To ensure the safety and well-being of all members of the school community by encouraging an atmosphere of respect, tolerance, and consideration for others
- To promote positive behaviour and self-discipline
- To enhance the learning environment where students can work to their full potential and make progress in all aspects of their development
- To enable parents and students to understand the systems and procedures that form our Behaviour Policy and to ensure their cooperation and support in the implementation of this policy and the application of the procedures outlined

The Golden Rules:

BE GENTLE
BE KIND AND HELPFUL
BE HONEST

WORK HARD
LOOK AFTER PROPERTY
BE POLITE AND RESPECTFUL



Implementation of Behaviour Policy

We encourage and support the following strategies towards disciplining children.

1. We believe that discipline is more effective when there is no element of judgement. For this reason we acknowledge the educational benefits of making mistakes and learning from natural consequences.
2. *The Golden Rules* will be displayed prominently in classrooms, and referred to regularly, so that children will be quite clear as to expectations and their behaviour.
3. It must be made clear to children that the expectations are the same whether they are in the classroom, in the playground, or on a school trip, whether it is their teacher or any other adult within school - appropriate behaviour is expected in all aspects of school life.
4. Each teacher should make a concerted effort to identify students being good. We believe we can shape the behaviour of students by rewarding and praising good behaviour when it is observed.

Rewards and Sanctions

Rewards

- **Praise** the **good behaviour** of others or find a way to praise the individual's good behaviour if possible.
- **A merit system** will be used to award good behaviour and academic effort and achievement in classes.
- The students will collect merits throughout the year and bronze, silver, gold and platinum certificates will be awarded by the relevant Head of School (225 merits = bronze, 450 = silver, 675 = gold, 900 = platinum) In addition a diamond certificate will be awarded for the student with the most merits at the end of the year. Merits will be awarded taking into account the following criteria: classroom contribution (1 to 3 merits), homework (1 to 3 merits) and test results (1 to 3 merits). Merits will be recorded on weekly basis in the school data base for the Primary School. The students will also have a record in their homework diaries.
- **A House points system** will also be used to reward student involvement in extra-curricular activities and school life, (see House System Policy).

Sanctions/Disciplinary Procedures

In the case where students do not demonstrate good behaviour in the school a hierarchy of sanctions (detailed below) will be followed. This is necessary in order to promote a good educational environment where the highest standards of teaching and learning can be achieved.

IBSB has the right to impose reasonable sanctions if a pupil misbehaves.

Sanctions a school might use include:

- a verbal reprimand
- a written warning
- removal from a class or group
- loss of privileges
- confiscating an item if used inappropriately
- detention
- referral to Behavioural Committee and placed on report
- suspension
- exclusion

Please note that teachers cannot punish pupils physically. They can however physically restrain them where it's necessary to stop a pupil injuring him or herself or someone else, damaging property, or causing serious disruption.



Primary School Procedure

Stage 1:	<p>Verbal warning</p> <p>Give a verbal warning (up to 3) A verbal warning should be given in situations where a student is behaving in an inappropriate way that is disrespectful of others, including both the teacher and or students and is affecting the learning and or enjoyment of another student.</p> <p>Verbal warnings may be given for the following misbehaviour:</p> <ul style="list-style-type: none">○ Class disruption○ Disobedience○ Failure to engage in lessons as required○ Failure to follow the Golden Rules
Stage 2:	<p>Written warning on Schoolbase and in student planner (KS2) or Sad Face (KS1) Parents informed via school base/Student planner</p> <p>Children who continue to misbehave after being given a verbal warning will be given a warning (KS2) or sad face (PreSchool & KS1). This will be recorded and their parents will be told also, with the reason for receiving the warning. Children who receive a warning/sad face will lose a break time with the teacher who gave the warning supervising. If it persists they will be sent to the Head of Primary School.</p> <p>In a more serious situation a student made need tie out, during which time that will be placed into a MMT classroom to work under the supervision of a MM Staff Member.</p>
Stage 3:	<p>Behavioural Contract Parents invited by class teacher to attend an informal meeting</p> <p>If a child's poor behaviour persists the teacher will place them on a behaviour contract after discussing the child's behaviour with both the parents and the Head of the Primary School. 1 or 2 targets will be agreed and the report will be signed each morning and afternoon by the class teacher and the parent each evening. This report will last for a week initially and will be reviewed on a weekly basis.</p>
<p>[Please note that student counselling will be provided during Stages 4-6]</p>	
Stage 4:	<p>Student placed on IEP Parents informed via email by Student Counsellor: meeting to be arranged between Student counsellor, class teacher, and parent</p> <p>Failure to improve behaviour sufficiently will lead to the child receiving an IEP with clear targets set to improve behaviour.</p>
Stage 5:	<p>In School Suspension Parents informed via letter by Head of Primary, Head of School and Executive Director: Parent-Head of Secondary Meeting</p> <p>If behaviour does not improve or it is deemed to be detrimental to the welfare or learning of other pupils in the school, the child will be removed from class as part of an in school suspension for a fixed period after consultation with the parents. During this time the child will be given work to be completed whilst being supervised the Head of Primary School rather than his/her class.</p>



Stage 6: Out of School Suspension

Parents informed via letter by Head of Primary, Head of School and Executive Director: Parent-Head of Secondary Meeting

If behaviour still does not improve or it is deemed to be detrimental to the welfare or learning of other pupils in the school, the child will be suspended from school for a fixed initial period of 1-5 days after consultation with the parents. During this time the child will be given work to be completed. This work must be handed in to the class teacher when returning to school after suspension.

Stage 7: Exclusion/ Expulsion

Parents informed via letter by Head of Primary, Head of School and Executive Director: Parent-Head of Secondary Meeting

Ultimately, the school reserves the right to permanently exclude a child.

Please note that this Policy is an abridged version of a comprehensive 14 page IBSB Behavioural Policy document which offers a detailed approach to the Positive Discipline Approach adopted by the school and the methods and procedures followed. To read the unabridged version, please visit the School Policy Section of the IBSB website.