

POSITIVE BEHAVIOUR MANAGEMENT POLICY

“Teachers have a right to teach, and students have a right to learn.”

Introduction and Rationale

A clear behaviour management policy is one of the keys to successful and effective teaching and learning. At Mandalika Intercultural School (MIS) we wish to create a positive culture where students are recognised for their successes and timely, appropriate action is taken to address unwanted behaviours. Staff should all work collaboratively to maintain high standards of behaviour, help students take responsibility for their actions and maintain accurate records to facilitate future action. Teachers, students and parents work together for mutual benefit.

This policy is designed to:

- create an environment which encourages and reinforces good behaviour
- define acceptable and clear standards of behaviour
- provide a framework for managing challenging behaviour, applying an assertive and restorative approach
- ensure fairness and consistency of response to both positive and negative behaviour
- promote self-esteem, self-discipline and positive relationships
- promote and practice problem solving amongst our student body through a restorative approach
- prevent bullying

Reduce	Improve	Develop
<ul style="list-style-type: none"> • Exclusions • Disruptive Behaviour • Conflict • Bullying 	<ul style="list-style-type: none"> • Behaviour • Learning • Attendance • Well-being • Self-esteem • Respect and values 	<ul style="list-style-type: none"> • Honesty • Responsibility & accountability • Empathy • Conflict Resolution/ Problem Solving • Positive Learning Environment

We expect parents, students, staff and board members to work together to achieve the highest standards of behaviour, both within the school and whilst travelling to and from school, in accordance with this policy document.

Promoting and Rewarding Positive Behaviour

In lessons and around the school, we aim to model and promote positive behaviours with each other and with students at every opportunity. We encourage each student to take responsibility for themselves, others, their learning and the environment as encompassed by the MIS values of **Respect**, **Enthusiasm**, **Appreciation**, **Courage** and **Honesty**.

The MIS Primary School Code of Conduct

We the primary students of MIS believe that we should:

- Adhere to the core MIS values of **R**espect, **E**nthusiasm, **A**ppreciation, **C**ourage and **H**onesty.
- Be polite and courteous to one another.
- Work to the best of our ability at all times, endeavouring to behave in a purposeful and positive way and not distract others around us.
- Promote and practice problem solving amongst our student body through a restorative approach.
- Encourage positive relationships with all members of our community, including parents, to develop successful outcomes for all.
- Be punctual and properly prepared for school and lessons.
- Care and respect for the environment around us, including school belongings and learning materials and both the school buildings and the natural environment, keeping it clean and tidy.
- Move safely and quietly around the school without disturbing others.
- Use English as the common language of our community.
- Only use mobile phones (or other communicative devices) during the lunch period or as otherwise instructed by a member of staff.
- Dress according to the school dress code as per the *MIS School Uniform Guidelines*.

Classroom Management in the Primary School has Three Strands:

1. The Rewards System
2. The Class dojo Ladder
3. The Restorative approach

Team Stop Signal

The Team Stop Signal is a strategy to support attention in the Primary School. This consistent approach ensures that children are quickly able to respond and focus, even during sessions when classes may be mixed or during assemblies and larger gatherings. It is a simple and polite signal. The teacher raises their hand and children raise theirs in return and stop talking. The more quickly they raise their hands the quicker the lesson moves on. Teachers should get potential 'slow responders' to start the signal with them and acknowledge their help quietly.

The Rewards System

The school rewards system should be designed to celebrate and acknowledge achievement in all aspects of the school curriculum. It should recognise all levels of achievement, be goal orientated, allow all students to be successful, and should promote positive attitudes and behaviours.

The rewards system is the only system used within the school and is not complemented with other initiatives. This ensures consistency between classes, year groups and specialists and keeps expectations clear for students to understand. We do not use material rewards such as sweets or toys to reward good behaviour.

Class Dojo

All classes will use class dojo alongside a coloured class dojo ladder to reward students with points for day-to-day positive behaviours such as good listening, being a kind and helpful student, having a tidy table or

being ready to learn quickly. class dojo should be displayed on screen periodically during the day and students given points to show desired behaviours.

Class dojo is a main strategy for managing whole-class behaviour and maintaining a fun and positive classroom environment, especially during transition periods and meeting the challenges posed by the increasing amounts of short-term student enrollments.

Each homeroom teacher should discuss with their class a target for each term to be displayed in the classroom. Students will work as a class to aim to reach that target. If they succeed, they will receive a class reward.

The rewards should aim to develop behavioural, language or academic skills. A suggested list is provided below:

Acceptable class rewards	Unacceptable class rewards
Bring a toy to school Extra break/free time Make/bake together Classroom games afternoon Movie/show time	A present or gift Food and drinks

Head Teacher Awards

Students may be sent to the Primary School Coordinator, Director of Instruction (DOI) or Principal for any work or actions the class teacher deems exceptional/motivational. These might be academic, social or personal achievements. They may be awarded a sticker or given special recognition.

Special Commendations

These are awarded for a range of reasons, but most often for an extra-curricular achievement such as charity work outside of school, competing in a non-school event and doing well. Again, these should be linked to the core MIS values.

House Points

House points are awarded for every achievement. Each achievement can be worth 1 house point or several Class dojo points. Some special achievements may be worth more house or Class dojo points:

Progress to the top of the Class dojo ladder by the end of the day = 2 Class dojo points. At the end of each week, the total amount of Class dojo points earned by each student are converted to house points and are added to the total accumulated points for their specific school house (**Barracudas, Komodos, Mantas or Sharks**). 10 Class dojo's = 1 House Point. Head Teacher Award = 5 House Points. Special Commendation = 10 House Points

A record of student achievements is kept on the MIS House Points Record Google LIVE Sheet. The Primary School Rewards System should build on the knowledge that spoken praise and direct, positive attention are the most effective tools in managing and promoting good behaviour. This can include a range of approaches, from speaking with parents or sending a note home, to displaying work.

The Behaviour Actions and Consequences Flowchart

To be effective, unacceptable behaviours need to be supported by consequences. Consequences must be logical and reasonable, and be related to the behaviour. To be effective, consequences should follow directly after the behaviour. Students must know that their actions will have consequences. Positive actions have positive consequences and negative actions need to be managed and have appropriate consequences applied. Student behaviour can be generally defined in a scale of severity:

- Low
- Medium
- High
- Severe

Low Level Behaviours: low level behaviours are managed on a regular basis by the classroom teacher and teacher assistant (TA). When dealing with these, staff will look to give the child the opportunity to modify their own behaviour.

Medium Level Behaviours: staff will deal with these quickly and decisively to help the student understand why their behaviour was unacceptable. Sometimes this will need to be supported by an appropriate senior manager.

High Level Behaviours: These are rare but still require consequences to be applied consistently, fairly and justly. These will involve an appropriate senior manager and will require a letter/meeting with parents.

Severe Level Behaviours: These may present a case of real danger to an individual and may result in isolation, temporary suspension or the student leaving the school.

Class Dojo Ladder





Each class will use a 5-step Class dojo ladder to manage low level and medium behaviours. The students' name should be moved down the ladder after several reminders and a warning. This can be used in conjunction with another consequence as shown below, for example: moving to another seat. Students should be supported and encouraged to move back up the ladder. If any student finish on the top of the ladder by the end of the school day, they should be awarded 2 Class dojo points.

Staff will deal with students' behaviour as part of their daily routine. Treating people fairly and justly is an important part of our commitment to the school community. Poor behaviours are managed by using the behaviour actions and consequences flowchart. Where a student's behaviour impacts negatively on others the restorative approach is implemented (see below).

MIS Behaviour Actions and Consequences Flowchart

**See next page for an expanded view*

SEVERITY	ACTION	SUGGESTED CONSEQUENCES	STAFF
STEP 1 (Low)	<ul style="list-style-type: none"> • Fiddling with resources • Tidy conversations • Forgetting eyes of their seat unnecessarily • Fishing in line • Cheating, distracting others intentionally • Interrupting other pupils repeatedly • Using mobile devices for games • Forgetting equipment 	<ul style="list-style-type: none"> • Prodding others over his, and stating why you are prodding them • Non verbal cues: eye contact, stare, stare, raised eyebrow • Non verbal body language/cues • Physical proximity and/or whispering a firm reminder of expectations • Verbal reminder • Direct back to start back of line • Warning • Chair down • Must be added down on the Class dojo behaviour ladder 	Classroom teacher
STEP 2 (Medium)	<ul style="list-style-type: none"> • Reaching the bottom of the Class dojo behaviour ladder • Inappropriate disruption to lesson/other students on regular basis • Unacceptable behaviour • Reaching the bottom of the Class dojo behaviour ladder • Interrupting the lesson/teacher • Leaving seat without permission • Late homework • Disruptive behaviour • Inappropriate use of mobile devices 	<ul style="list-style-type: none"> • Incident must be recorded on the MIS SDP. Any staff involved should write down what they witnessed • Max break time - why to advise centre with non academic staff • Move to another seat • Time out (time out: supervised) • Reflection time with a member of staff (TA, Class Teacher and Coordinator for more persistent behaviours) • Goals can be set with student and monitored for improvement • Send home to advise office/contingency work • Parents should be contacted if this is a recurring problem • Class teacher/Coordinator has informal meeting with parents 	Classroom teacher TA Coordinator
STEP 3 (High)	<ul style="list-style-type: none"> • Theft • Damaging school property/other student's property • Refusal to follow instructions/carry out the learning activities • Bullying/other bullying • Racism • Plagiarism 	<ul style="list-style-type: none"> • Incident must be recorded on the MIS SDP. Any staff involved should write down what they witnessed • Send to the HOD or/DCO • Letter or/for formal meeting with parents • Reflection time with a member of staff (TA and LCC) for more persistent behaviours • Possible isolation in Admin office 	HOD DCO
STEP 4 (Severe)	<ul style="list-style-type: none"> • Verbal behaviour • Threatening behaviour • Physical aggression and violence • Abuse • Possession of drugs or any form of weapon • Truancy • Possession of mobile devices • Continued non-compliance & disruption 	<ul style="list-style-type: none"> • Incident must be recorded on the MIS SDP. Any staff involved should write down what they witnessed • Send to the DCO or/Principal • School isolation (teacher to inform and have time to reflect) • Letter or/for formal meeting with parents alongside a daily behaviour report • Formal meeting with parents (suspension or exclusion) • In case of violence or other severe incidents where the facts are clear, parents should be called immediately and the student sent home 	DCO Principal

SEVERITY	ACTION	SUGGESTED CONSEQUENCES	STAFF
STEP 1 (Low) 	<ul style="list-style-type: none"> Fiddling with resources Silly noises/actions Repeatedly out of their seat unnecessarily Pushing in line Chatting, disturbing others intentionally Interrupting other pupils repeatedly Using digital devices for games Forgetting equipment 	<ul style="list-style-type: none"> Praising others close by, articulating why you are praising them Non-verbal cues: eye contact – stern stare, raised eyebrow Assertive body language/gesture Physical proximity and/or whispering a firm reminder of expectations Rule reminder Direct back to chair/back of line Warning Count down Move student down on the Class dojo behaviour ladder 	Staff present
STEP 2 (Medium) 	<ul style="list-style-type: none"> Reaching the bottom of the Class dojo behaviour ladder Deliberate disruption to lessons/other students on a regular basis Disrespectful behaviour Swearing, teasing, inappropriate comments Interrupting the lesson/teacher Ignoring instructions Late homework Consistent, low-level behaviour Repeated poor standards of uniform 	<p><i>*Incident must be recorded on the MIS BIRP. Any staff involved should write down what they witnessed</i></p> <ul style="list-style-type: none"> Miss break time – stay in admin centre with non-academic staff Name/pause technique Move to another seat Time out (thinking time - supervised) Reflection time with a member of staff (TA, Class Teacher and Coordinator for more persistent behaviours) Goals can be set with student and monitored for improvement Spend time in Admin office completing work Parents should be contacted if this is a recurring problem Class Teacher/Coordinator has informal meeting with parents 	Classroom teacher TA Coordinator
STEP 3 (High) 	<ul style="list-style-type: none"> Theft Damaging school property/other student's property Refusal to follow instructions/carry out the learning activities Bullying/cyber bullying Racism Plagiarism 	<p><i>*Incident must be recorded on the MIS BIRP. Any staff involved should write down what they witnessed</i></p> <ul style="list-style-type: none"> Send to the HOD and/or DOI Letter and/or formal meeting with parents Reflection time with a member of staff (HOD and DOI) for more persistent behaviours. Possible isolation in Admin office 	HOD DOI
STEP 4 (Severe) 	<ul style="list-style-type: none"> Unsafe behaviour Leaving the class/school without permission Threatening behaviour Physical aggression and violence Abusive behaviour Possession of drugs or any form of a weapon Flouting of the signed <i>Student Digital Learning Agreement</i> Continual non-compliance & disruption 	<p><i>*Incident must be recorded on the MIS BIRP. Any staff involved should write down what they witnessed</i></p> <ul style="list-style-type: none"> Send to the DOI and/or Principal School isolation (student to calm down and have time to reflect) Letter to/formal meeting with parents alongside a daily behaviour report Formal meeting with parents; suspension or exclusion In cases of violence or other severe incidents where the facts are clear, parents should be called immediately and the student sent home 	DOI Principal

Recording Actions

Entry point on each of the above flowchart depends on the severity of the behaviour and the age of the student. Documentation will need to be kept by the teacher from Step 2 (or earlier if believed necessary) in order to record the frequency and level of behaviour. Thus, any Step 2, 3 and 4 actions should be recorded on the MIS Behaviour Incident Report Portal (BIRP) and shared with the parents on the same day. If unsure, teachers should discuss this with a member of the Senior Leadership Team (SLT).

It is important to note that should any action be considered a safeguarding concern, a report to the MIS Safeguarding Team must be completed in addition to this process.

The Restorative Approach

It is important that students understand why their behaviour is inappropriate and have an opportunity to restore relationships with their peers and teachers to support and develop their understanding of expectations and build their self-esteem and positive motivation.

In all cases, the spirit of the positive behaviour management policy is **“Talk First” and restorative**. A student should not receive a sanction without being first engaged in a dialogue about the behaviour and its consequences which should occur where possible with a student calmly and on their own, rather than berate them in front of the whole class.

Students may also “smile” when they feel ashamed; they have done something wrong so they now wish to please you by smiling. This may wrongly be interpreted as a student disrespectfully “smirking”. Remember too that some of our students are second language learners and may not understand what you have said but will probably not tell you this and instead simply nod as though they do understand.



Allowing a student to reflect on their behaviour is important. Practically this may need to take place later in the school day in the primary school and may require the support of a TA where time does not allow. However, it must take place during the same day the incident occurred so that the child is able to reflect. In the early years/lower primary this may be a simple question prompt or short time out with a TA during the lesson to reflect on how the student has behaved and what they should do next time. In upper primary, time should be set aside to meet and discuss with the student during the day.

MIS are committed to a restorative approach to behaviour management. This is a relational approach to education which seeks to construct positive, inclusive and safe school cultures by fostering respectful and responsible relationships among school community members that are rooted in mutual respect, care, concern, and dignity. Strategies therefore are focused on strengthening and repairing relationships, taking responsibility for behaviour choices, and are inquisitive about what needs to happen to restore relationships without attributing blame and shame (Thorsborne & Blood, 2013).

The Restorative Approach in the Primary School

The meeting or discussion should aim to achieve the following outcomes:

- The student to understand the impact of their actions
- To reflect upon who this behaviour has affected and how it made the other person feel
- How they can put it right
- What they can do to prevent this behaviour from recurring in the future. At this point a further 'sanction/consequence' will be applied if necessary, but more importantly, actions will be decided upon to move forward positively.

If a student regularly becomes non-compliant or the severity of their behaviour worsens and they continually receive sanctions, a member of the SLT should have a meeting with the student to find out why the behaviour is recurring. Using restorative questioning, the student will need to accept responsibility, understand why they were poor decisions/actions and know what to do to make it right or to make amends.

Restorative Methods in Lessons

Step 1: Reminder: The student who exhibits non-compliant behaviour is reminded of the expectations. The student acknowledges the reminder and corrects their behaviour. Positive praise given when this is done.

Step 2: Redirection: The student continues with non-compliant behaviour. The teacher re-directs to what work/task should be done. The teacher has a restorative conversation to help and support the student to getting back on task-The student reflects on the impact of their behaviour on others and accepts responsibility-Positive praise is given when this is done

Step 3: Relocation: The student has ignored several reminders and the 1st and 2nd warnings and has not responded to the positive conversation. They have not reflected or made better and responsible choices. Teacher directs the student to move to sit by themselves.

Step 4: Refer: At this stage, the student is fully aware of who their behaviour is affecting, but has failed to make better or more responsible choices. Alternatively, reaching step 4 means a student is choosing to ignore all the reminders and warnings, conversations and support that the teacher or other peers are giving. This is looked on as persistent, intentional non-compliance. The student is referred to a senior manager for a reflective conversation in relation to this behaviour.

The recording of the above is dependent on the severity of the behaviour. Medium, High and Severe behaviours (step 2, 3 and 4) as listed in the behaviour actions and consequences flowchart are always recorded on the MIS BIRP and shared with parents. Low level behaviours maybe noted by the teacher and also included for discussion with parents.

Restorative Methods in Meetings/Discussions

<p>A) Restorative Language</p> <p>When our students find themselves in conflict or are upset we will ask them:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking when it happened? • What needs to happen to put this right? • What would you do differently next time? 	<p>We might also say to our students</p> <ul style="list-style-type: none"> • What would you think if this happened to you? • How can we put this right? • What could you do differently next time? • What other choice could you have made? • How could you make sure this doesn't happen again?
<p>B) Positive Psychology</p> <ul style="list-style-type: none"> • Being kind, what kind acts could we do for others? • Saying kind things to others, giving compliments • Strengths and virtues. Look for the good in others and oneself • What makes you happy? • Growth mindset 	<p>C) Active Listening</p> <ul style="list-style-type: none"> • Pay attention, eye contact, nodding etc. • Hearing before evaluating • Listen to the whole message • Paraphrase what was heard • Probe for causes and feelings
<p>D) Coping and Calming Strategies</p> <ul style="list-style-type: none"> • Count to 10 backwards • Deep breathing • Stretching • Walking away • Read something • Hum or sing a tune • Squeeze your hands • Drink water • Do a puzzle • Meditation 	<p>E) How to say "I'm sorry"</p> <p>Step 1: Say "I'm sorry for . . ."</p> <p>Step 2: State what you did wrong that you are sorry about, e.g. I'm sorry for writing on your planner</p> <p>Step 3: State how your actions harmed the other person, e.g. I understand that all this made you feel sad because you wanted to keep it looking new</p> <p>Step 4: Offer a way of giving back or making up for what you did, e.g. I am willing to buy you another planner if you would like a new one.</p> <p>Step 5: Ask the person you harmed for forgiveness.</p>
<p>F) Mediation Advice</p> <ul style="list-style-type: none"> • Acknowledgement of what happened from all involved • Acknowledgement of how they felt as a result of what happened • Apologies for how they made each other feel • A decision on how they are going to move forward • Shake hands • Prepare the students before for the mediation, this may only occur when all parties are ready to move on • Allow everyone an opportunity to speak uninterrupted • Apologies need to be sincere • Consider how the students can make amends to be able to move forward 	

The Secondary School Code of Conduct

We the secondary students of MIS believe that we should:

- Adhere to the core MIS values of **Respect, Enthusiasm, Appreciation, Courage and Honesty.**
- Be polite and courteous to one another.
- Work to the best of our ability at all times, endeavouring to behave in a purposeful and positive way and not distract others around us.
- Promote and practice problem solving amongst our student body through a restorative approach.
- Encourage positive relationships with all members of our community, including parents, to develop successful outcomes for all.
- Be punctual and properly prepared for school and lessons.
- Care and respect for the environment around us, including school belongings and learning materials and both the school buildings and the natural environment, keeping it clean and tidy.
- Move safely and quietly around the school without disturbing others.
- Use English as the common language of our community.
- Only use mobile phones (or other communicative devices) during the lunch period or as otherwise instructed by a member of staff.
- Dress according to the school dress code as per the *MIS School Uniform Guidelines*.

Rewarding Positive Behaviour

Positive behaviours are acknowledged and celebrated in a variety of ways, within class, through the House, at registration, in assembly and within the wider school community.

These can include:

- Verbal praise from a member of staff
- Written praise or comment, for example in the student workbook or a letter/email to parents
- Display of work on notice boards and social media
- House Points (awarded automatically or through exchanging accumulated class dojo points). These can be awarded at a teacher's discretion (for instance for good classwork or homework, attendance at extra-support sessions, extension task completion, positive verbal contributions in lessons, being helpful, supporting a peer, effort, attendance at Cross-curricular (CCA) activities, attendance at inter-House competitions, etc.)
- Certificates, prizes and awards at assemblies, presentations and significant events (e.g. End of term culminations day's)
- Giving of additional responsibility, for example, representative on Student Council, member of peer support group.
- Written comments in reports acknowledging the continued behaviour and attitude of the student

Behaviour Management Procedures

School behaviour management procedures rely on communication; please make every effort to ensure that relevant members of staff are kept informed at all levels of concern. Please ensure that any concerns, actions and detentions are recorded centrally on the MIS BIRP, to facilitate close monitoring of students. Where possible, we would also encourage positive rewards and acknowledgement to also be recorded on the MIS

House Points Record Google LIVE Sheet. Procedures and sanctions used for Secondary School students follow.

Secondary School Sanctions and Procedures

Students may begin on this process for a number of reasons including; failing to complete their work in class or at home, punctuality, missing lessons, inappropriate behaviour towards students or staff, or for not complying with the school rules.

In all cases the spirit of the behaviour management policy is **“Talk First” and restorative**; a student should not receive a sanction without being first engaged in a dialogue about the behaviour and its consequences which should occur where possible with a student calmly and on their own, rather than berate them in front of the whole class.

Students may also “smile” when they feel ashamed; they have done something wrong so they now wish to please you by smiling. This may wrongly be interpreted as a student disrespectfully “smirking”. Remember too that many of our students are second language learners and may not understand what you have said but will probably not tell you this and instead simply nod as though they do understand.

The Restorative Approach

MIS are committed to a restorative approach to behaviour management. This is a relational approach to education which seeks to construct positive, inclusive and safe school cultures by fostering respectful and responsible relationships among school community members that are rooted in mutual respect, care, concern, and dignity.

Strategies therefore are focused on strengthening and repairing relationships, taking responsibility for behaviour choices, and are inquisitive about what needs to happen to restore relationships without attributing blame and shame (Thorsborne & Blood, 2013).



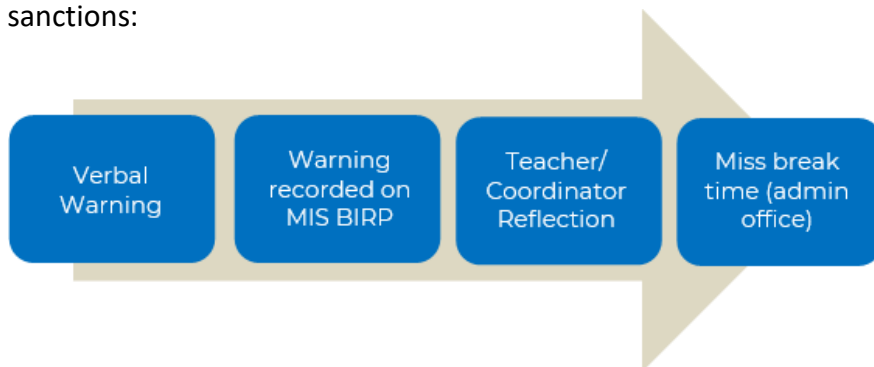
Sanctions in the Secondary School

At MIS, staff may apply the following sanctions for poor behaviour:

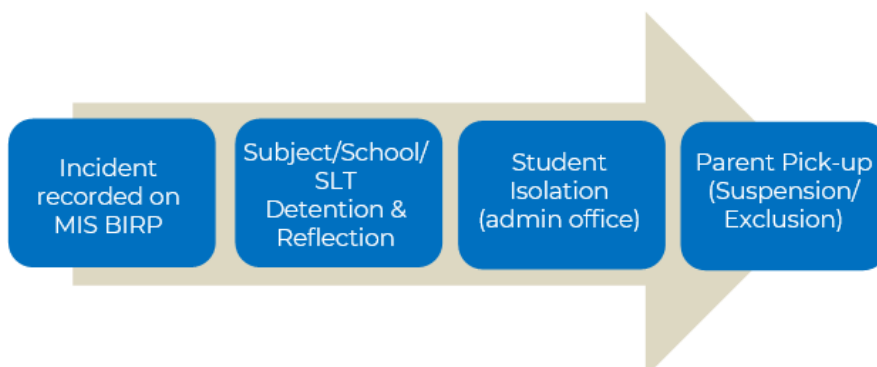
- **Verbal Reminder/Warning** – Used for first time minor infringement of rules that are for tutor information, e.g. student late for class. These should only be recorded on MIS BIRP if verbal warnings are persistently needed with the same student

- **Written Warning (incident recorded on MIS BIRP)** – Used for repeated minor infringements of rules described on Step 2, 3 and 4 of the behaviour actions and consequences flowchart, e.g. forgetting equipment, late with homework, distracting other students. Note: These are recorded and parents should receive notification via email and/or phone call from the student’s homeroom teacher.
- **Confiscation** – Used when a student is in breach of the School’s *Electronic Devices & Social Media Policy* or has a prohibited or distracting item. These should usually be returned at the end of the day unless it is a repeat offence. Electronic devices that are confiscated should be taken to the Admin Office for collection at the end of the day.
- **Subject Detention** – given by subject teachers or departments for repeated infringement of more minor rules e.g. repeated lateness to class or a more major incident e.g. copying another student’s homework. These detentions should take place at breaktime or for part of lunchtime. Note: These do not appear on student reports. Breaktime detentions should last no longer than 15 minutes, and lunchtime detentions for no more than 40 minutes).
- **School Detention** – given by homeroom teacher or senior manager for more serious incidents or persistent problems e.g. rudeness to a member of staff, continual lateness to school, threatening behaviour to another student, deliberately missing a subject detention. These detentions last the entire lunchtime (except 5 minutes), with the students accompanied to the dining room, and they appear on student reports.
- **SLT Detention** – given by SLT for persistent failure to adhere to rules or serious incidents e.g. missing lessons. These detentions take place after school and last between 1-2 hours.
- **Isolation** – a student is placed in internal isolation (for a half day/ full day) due to a major behavioural incident. During this time they will be supervised by a member of SLT. This will be at the discretion of the DOI and/or Principal
- **Exclusion** – a student is excluded from school for a period of time due to a severe behavioural incident/issue. This will be at the discretion of the DOI, with final approval from the principal.

Step 1 and Step 2 sanctions:



If poor behaviour persists/ behaviour warrants more serious sanctions from the outset (**Step 3 and Step 4**):



Levels of Concern

The positive behaviour management policy views individuals of concern at varying levels. The level is determined by the seriousness of the offence and the timescale. A student receiving three subject detentions in one month may move to Level II, but three subject detentions during the course of one year may be dealt with at Level I.

As examples, the following behaviours will be dealt with at **Step 1** in the first instance:

- Poor academic standards or report effort grades
- Repeated failure to complete homework/several subject detentions in a short period of time
- Repeated lateness to school or lessons
- Repeated poor standards of uniform
- Disappointing behaviour in lessons, around school or towards other students (minor)

As examples, the following behaviours may be dealt with at **Step 2** in the first instance:

- Very poor academic standards or report effort grades
- Failure to complete homework in several subjects
- Poor behaviour in lessons, around school or towards other students (serious e.g. somebullying)

As examples, the following behaviours may be dealt with at **Step 3** in the first instance:

- Poor behaviour towards a member of staff
- Truancing from lessons
- Very poor behaviour in lessons, around school or towards other students (very serious e.g. severebullying)

As examples, the following behaviours (at the discretion of SLT) may move a student directly to **Step 4**:

- Fighting/Physical Bullying
- Theft/Damage to Property (Student or School)
- Aggressive behaviour towards a member of staff (physical or verbal)
- Possession of any form of weapon
- Possession or use of any form of alcohol, tobacco or illegal or harmful substances
- Sharing of any photos/videos (off/online) of teachers, staff and students, including their work, teaching resources, classrooms or any other areas within the school without official permission from a member of staff

If a student reaches a critical level of concern and all of the actions and support procedures listed have been tried with the student, then the future of the student at the school will be in question. Serious incidents will be recorded on a student's permanent school record.

The Restorative Approach in the Secondary School

When discussions take place between students and staff or students and their peers (with a mediator), a restorative approach should be taken. The meeting or discussion (as part of a verbal or written warning) should aim to achieve the following outcomes:

- The student to understand the impact of their actions
- To reflect upon who this behaviour has affected and how it made the other person feel
- How they can put it right
- What they can do to prevent this behaviour from recurring in the future. At this point a further 'sanction/consequence' will be applied if necessary, but more importantly, actions will be decided upon to move forward positively.

If a student regularly becomes non-compliant or the severity of their behaviour worsens and they continually receive sanctions, a member of the SLT should have a meeting with the student to find out why the behaviour is recurring. Using restorative questioning, the student will need to accept responsibility, understand why they were poor decisions/actions and know what to do to make it right or to make amends. As a part of the meetings, targets should be agreed upon and the SLT may formalise these through using a homeroom teacher report card for an agreed upon length of time (one or two weeks). The homeroom teacher will arrange a check-in time each day to ensure that the agreement is being upheld.

Restorative methods in lessons

Step 1: Reminder: The student who exhibits non-compliant behaviour is reminded of the expectations. The student acknowledges the reminder and corrects their behaviour. Positive praise given when this is done.

Step 2: Redirection: The student continues with non-compliant behaviour. The teacher re-directs to what work/task should be done. The teacher has a restorative conversation to help and support the student to getting back on task-The student reflects on the impact of their behaviour on others and accepts responsibility-Positive praise is given when this is done

Step 3: Relocation: The student has ignored several reminders and the 1st and 2nd warnings and has not responded to the positive conversation. They have not reflected or made better and responsible choices. Teacher directs the student to move to sit by themselves.

Step 4: Refer: At this stage, the student is fully aware of who their behaviour is affecting, but has failed to make better or more responsible choices. Alternatively, reaching step 4 means a student is choosing to ignore all the reminders and warnings, conversations and support that the teacher or other peers are giving. This is looked on as persistent, intentional non-compliance. The student is referred to a senior manager for a reflective conversation in relation to this behaviour.

The recording of the above is dependent on the severity of the behaviour. Medium, High and Severe behaviours (step 2, 3 and 4) as listed in the behaviour actions and consequences flowchart are always recorded on the MIS BIRP and shared with parents. Low level behaviours are noted by the teacher and included for discussion with parents.

Restorative methods in meetings/discussions

<p>B) Restorative Language</p> <p>When our students find themselves in conflict or are upset we will ask them:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking when it happened? • What needs to happen to put this right? • What would you do differently next time? 	<p>We might also say to our students</p> <ul style="list-style-type: none"> • What would you think if this happened to you? • How can we put this right? • What could you do differently next time? • What other choice could you have made? • How could you make sure this doesn't happen again?
<p>C) Positive Psychology</p> <ul style="list-style-type: none"> • Being kind, what kind acts could we do for others? • Saying kind things to others, giving compliments • Strengths and virtues. Look for the good in others and oneself • What makes you happy? • Growth mindset 	<p>D) Active Listening</p> <ul style="list-style-type: none"> • Pay attention, eye contact, nodding etc. • Hearing before evaluating • Listen to the whole message • Paraphrase what was heard • Probe for causes and feelings
<p>F) Coping and Calming Strategies</p> <ul style="list-style-type: none"> • Count to 10 backwards • Deep breathing • Stretching • Walking away • Read something • Hum or sing a tune • Squeeze your hands • Drink water • Do a puzzle • Meditation 	<p>G) How to say "I'm sorry"</p> <p>Step 1: Say "I'm sorry for . . ."</p> <p>Step 2: State what you did wrong that you are sorry about, e.g. I'm sorry for writing on your planner</p> <p>Step 3: State how your actions harmed the other person, e.g. I understand that all this made you feel sad because you wanted to keep it looking new</p> <p>Step 4: Offer a way of giving back or making up for what you did, e.g. I am willing to buy you another planner if you would like a new one.</p> <p>Step 5: Ask the person you harmed for forgiveness.</p>
<p>G) Mediation Advice</p> <ul style="list-style-type: none"> • Acknowledgement of what happened from all involved • Acknowledgement of how they felt as a result of what happened • Apologies for how they made each other feel • A decision on how they are going to move forward • Shake hands • Prepare the students before for the mediation, this may only occur when all parties are ready to move on • Allow everyone an opportunity to speak uninterrupted • Apologies need to be sincere • Consider how the students can make amends to be able to move forward 	

References

Thorsborne, M., & Blood, P. (2013). *Implementing restorative practices in schools: A practical guide to transforming school communities*. London, United Kingdom: Jessica Kingsley.

Change History

Version	Approved by:	Date of issue:
5	School Board	6 th February 2024