



BEHAVIOUR POLICY

The intention of the Academy International British Primary School (AIBPS) is that every member of the school community is treated well and that they feel appreciated and respected. Therefore, our behaviour policy is designed to support and promote a learning environment in which everyone feels safe, happy, valued and confident.

Goals of the Behaviour Policy

- To promote a calm, focused and cheerful environment within the school
- To encourage positive and respectful attitudes toward members of the school community
- To confirm each child's safety by setting clear boundaries about appropriate and suitable behaviour
- To have a consistent approach to behaviour throughout the school
- To support increasing independence and self-control so that each child learns to accept responsibility for their own actions
- To encourage parents' teamwork and involvement in all areas of their child's school life
- To empower students, parents and staff to share a feeling of a united purpose
- To motivate students to treat personal belongings with care, while having respect for other possessions

We believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We believe that every member of our school community has a responsibility to teach children socially acceptable behaviour. So, we utilise a whole school approach to promoting positive behaviour. We trust that the most effective way of achieving our goals is to encourage and praise positive behaviour. Creating consistent structures enables children to know what to expect and, in turn, behave well.

Each school year, students are enrolled in the school "Passport" merit system. In enrolling, students read and sign to agree to comply with the Passport behavior rules. A copy of this set of rules is sent home to the parents.

To be successful, we utilize the Traffic Light Behaviour Code in classrooms, which encourages and rewards good behaviour.

Our goal is for the children to remain green by:

- following the classroom and play rules
- being kind and speaking politely to everyone in school
- trying hard and doing their best
- respecting other people, their belongings, and school property
- being helpful and thoughtful
- asking for help or telling an adult if they are unhappy
- accepting responsibility for their actions





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Our Goal is to "Stay Green"

Every day is a new day. Every student begins the school day on "Green" where they hope to stay.

Sometimes students forget the agreed rules and are discourteous towards others. So, we have a four-step approach to remind everyone of the rules, utilising the Traffic Light Behaviour Code.

1. Remind student of the rule
2. Verbal warning about the broken rule
3. Student's name moved to "Yellow" - signifying a further warning if behaviour continues some recess will be missed that day. (Teachers will give additional reminders and warnings as appropriate.)
4. Student's name moved to "Red" - this means exclusion from class for a period. During that time, the student will discuss their behaviour and set goals with a staff member.

It is vital that we all work together, sharing the responsibility of the children's learning and behaviour by encouraging the best always. In doing so, we will:

- Promote effective communication between staff and parents via the student's communication book
- Inform parents, using the communication book of the student's diary, if a child has been moved to yellow twice that week
- Notify parents immediately if a red has been given

There are some behaviors that will never be tolerated at school. The following are examples of behaviours that will result in an immediate "Red":

- Bullying
- Racial or offensive language, including swearing
- Disrespect and defiance, including lying
- Physical aggression or act towards others i.e. hitting
- Spitting
- Stealing
- Vandalism
- Putting yourself or others at risk
- Disruptive behaviour in class, which obstructs others learning

If necessary, parents will be asked to speak with the Principal if their children are having difficulty managing their own behaviour. Normally, behaviour plans will be created with the teacher, parent and child to assist the child to become effective in controlling their behaviour.

We do not desire to exclude any child from school, but at times it may be necessary depending on the child.



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Rewards

We place a great deal of importance on a positive approach, one of encouragement and praise including:

- an encouraging smile or quiet motivating word
- written comments on children's work
- public praise in a group or class setting
- verbal praise- privately, to individuals or groups
- informing parents of actions or achievements
- certificates
- sharing decent work with other members of staff or displayed in the school hall
- newsletter reports
- passport merit system

Responsibilities

1. Children's responsibilities:

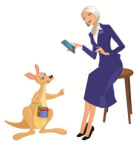
- to work to the best of their abilities and inspire others to do the same
- to agree and follow the class rules
- to respect and be courteous to others
- to be prepared for the day i.e. backpack, homework completed
- to be neat in appearance and wear their school uniform with pride
- to walk quietly and calmly in the school always
- to value and respect the school environment and property
- to work together with other students and adults

2. Staff responsibilities:

- to treat all children fairly and with respect
- to praise children highly in and out of the classroom
- to promote children's self-esteem and inspire them to mature and progress to their full potential
- to provide an environment where effective teaching and learning can take place, based upon lofty expectations
- to agree to school rules, using them consistently
- to be a good role model, leading by example
- to value the role of parents and create a good rapport with them so that all the key adults in children's lives share a mutual goal
- to make themselves available to parents to discuss concerns and achievements
- to recognize that each child is an individual and to be aware of his/her specific needs

3. Parents' responsibilities:

- to make children mindful of expected suitable behaviour in all situations
- to ensure that their child arrives at school on time
- to encourage individuality and self-control
- to display an interest in all that their child does at school



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- to promote good relations with the school
- to support the school with the enforcement of this policy
- to share any difficulties or concerns they have about their own child with the school
- to be aware of the school rules and expectations
- to report any difficulties or concerns they have about any other child to the school, instead of dealing with them personally
- to keep personal disagreements with other parents away from the school grounds
- to ensure that brothers/sisters do not engage in disputes by managing msn, Facebook, text messaging or other similar forms of communication
- to recognize Health and Safety rules in the interests of the safety and well-being of all involved individuals in the school i.e. not smoking on school grounds, not bringing dogs onto the school property

4. Role of the Principal:

- to implement the school behaviour policy consistently throughout the school and report to the Board of Management its effectiveness
- to support the staff by implementing the policy, setting the standards of behaviour and backing the staff in their execution of the policy
- to keep records of all reported serious incidents
- responsible for giving fixed term exclusions to individual children for serious acts of misconduct

5. Role of the AIBPS Board

- responsible for marking out general guidelines on standards of discipline and behaviour and reviewing their effectiveness
- support the Principal in following these guidelines
- empower the Principal with the day-to-day authority to execute the school's policy on behaviour. The Board may give advice to the Principal about specific issues.

Note: If parents or care takers have any concerns regarding the way that their child has been disciplined, they should first contact the class teacher. See the AIBPS Complaints policy.

Connecting with Parents

In all situations of inappropriate behaviour, the school will anticipate close collaboration with parents. The staff work very well with parents/carers and are prepared to discuss areas of difficulty. There are several ways to connect and communicate with your child's teacher. A few examples are:

- using your child's communication book or diary is the best form of communication with their teacher
- making an appointment with the child's teacher for a discussion
- during parent/teacher meetings



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Physical Intervention

The use of physical intervention is quite rare and avoided whenever possible. However, exceptional circumstances may occur where it may be necessary (i.e. if a child is hurting him/herself, others or damaging property). Any intervention/restraint used will be minimal, in proportion to the circumstances of the incident and performed by trained staff members.

How Parents Can Aid Children in Resolving Problems

Primarily, and most importantly, tell your child to ask a staff member for help **immediately** if they have any worries or problems i.e. if they have been hurt or upset by anyone.

If you are aware that an issue has not been resolved, make an appointment to discuss this with your child's teacher, using the communication book or diary, in the first occurrence.

Parents are reminded that no matter how upset they may be, the most effective way of handling a concern is to report the incident to the school and discuss it with us. We cannot tolerate parents shouting at or abusing any child or staff member. Under such circumstances, we will exercise our right to ask the parent concerned to leave the school grounds until a calmer discussion can take place.

We want to reassure all parents that we are dedicated to resolving all concerns satisfactorily, although this may take time in some instances.

Monitoring and Review

- The Principal monitors the success of this policy on a consistent basis and, if necessary, makes suggestions for improvement.
- The school maintains a collection of records regarding incidents of misconduct. The class teacher records minor classroom incidents. A "Traffic Light" chart is in every classroom to monitor behaviour. We record any events that arise during lunch or break times. Lunchtime and play supervisors give written details of events that occur and these are placed in the child's communication book.
- The Principal has a log of any child who is suspended for a fixed-term or who is permanently expelled.
- The AIBPS Board reviews the policy every two years. Board members may review the policy earlier if new regulations are introduced or if recommendations are received to improve the policy.

The success of this policy depends on both home and school collaborating to give children consistent and stable messages about appropriate behaviour. For that reason, a copy of this policy is on the school website and it will be noted during the initial visit when anyone joins the school.