

St Nicholas Alpha Positive Behaviour Policy

Purpose:

This policy is designed to provide principles for managing student behaviour. Given the wide range of development in the school and the individual nature of students, it is not intended to give specific procedures, but rather guidelines for creating a learning environment that fosters social, emotional and ethical development. It is essential that behaviour management promotes the development of positive self-esteem, autonomy, self-awareness and a sense of efficacy. This will allow students to grow into responsible and empathetic members of a community who are in charge of their own actions and learning.

This policy applies:

- While on the school premises
- While in school uniform
- While attending any school-based activity, school field trips, sports events, etc.
- To any behaviour that adversely affects the school's reputation
- To any behaviour that adversely affects the education of any student in the school
- To all members of the community i.e. students, staff, admin staff, support services etc.

Behaviour Goals:

Behaviour management should provide opportunities for students to work towards the following behaviour goals:

- The student will have ownership of his or her own learning process, and acquire the ability to self-regulate study and social skills, emotions and motivation with the help and support of the school community
- The student will work and play in collaboration with other students, solving conflict through dialogue and achieving common goals
- The student will follow the school routine independently, accepting a gradual release of adult responsibility and assuming autonomy over all aspects of school life in and out of the classroom.

Motivation

The following areas should guide working with students' motivation and affective outlook of themselves, their learning and their class. Not only are they important for building the students' self-esteem and ownership of their learning, but a supported, valued, and motivated student is also less likely to resort to negative behaviour to express frustrations or seek attention. Teachers should therefore strive to develop the following in all students:

A Meaningful Sense of Competence

Teachers should find authentic ways for students to feel competent in the classroom. Students should experience real success through their own efforts. The acknowledgement of their competence should be made evident so that they can internalise the relationship between hard work, perseverance and success. Ways to do this vary with age, but include: finding personal best (for portfolio or otherwise), student-monitored progress, student involvement in assessment, demonstrations of proficiency.

A Strengthened Sense of Belonging

Students should feel comfortable and accepted in their class. Comfort comes through the atmosphere established, but acceptance comes through interactions and relationships with others. Students who feel alienated are more likely to misbehave while students who feel comfortable and accepted are more likely to invest in work. Teachers should strive to create a sense of community, including the following practices: use of democratic class practices involving group decision making and soliciting student voice when appropriate, providing for a variety of learning styles, recognising and valuing cultural diversity.

Building up a Feeling of Usefulness

Being useful is knowing that other people value our strengths as essential for their own success. Knowing that he or she is needed helps students stay committed even through challenging experiences. Students need concrete evidence of the value of their work. This can be achieved in part through collaborative learning which encourages interdependence, authentic learning experiences and problem-based learning, the practice of service.

Potency

Potency is a feeling of power. It is the belief that one's actions will have a result. When students believe that they have influence over factors that lead to success, they are more likely to exercise influence. If failure seems inevitable, there is no reason to act. Potency is especially important in the early years when students are developing an internal locus of control. If a child repeatedly experiences failure, he or she is not likely to exert enthusiasm, or perseverance towards challenging work. The connection between behaviour and the result must be seen so that students learn that it is their own choices that determine success or failure.

Guidelines

In order for students to achieve the above goals, behavioural expectations should be clear and specific. Expectations should be based on the following principles and apply to all members of the community.

All behaviour expectations should aim to preserve and support the following fundamental rights:

- The students' right to learn
- The teachers right to teach

- Everybody's right to safety (psychological and physical)
- Everybody's right to dignity and respect

Agreements:

Rules and responsibilities should be established in the beginning of the year as a set of agreements that are established by each class. Student participation in establishing these agreements is essential in order to create a sense of community and ownership of responsibilities. To be most effective, agreements should be few in number, supportive of the rights and responsibilities, fair, and unambiguous. They should be taught to and discussed with the students so that the students understand them and can be observed following them and praised accordingly.

Routines and procedures:

These are essential to the smooth running of the classroom. They should be very clear and describe the precise set of behaviours that students are encouraged to demonstrate at any given time during the day.

Consequences:

They should reward responsible behaviour as much as possible, as the aim is to reinforce positive behaviours instead of focusing on missteps in conduct. By consciously choosing to use positive language in our interactions with students, particularly in giving feedback for appropriate choices concerning social and academic behaviour, we create a classroom atmosphere and school environment where students feel successful and supported.

However, when students make repeated inappropriate behaviour choices, or engage in what is outlined in this document as unacceptable behaviour, this should be viewed as a learning opportunity. When possible and appropriate, students should be given a warning and allowed to correct behaviour before a consequence is given. This ensures that students gain a sense of self-control and are aware that they are in charge of their own actions. It is important that a trusting relationship has been formed between the teacher and the students as part of the process of developing positive behaviour, so that the consequence can have its desired effect, which is to provide a learning opportunity for the student and a chance to improve their behaviour. Teachers must therefore strike a careful balance between being friendly and kind to students, and establishing their authority so as to avoid frustrations or misunderstandings

Consequence given for negative behaviour should be:

- As close to the event as possible
- Appropriate to the age and development of the student
- Related/linked to the behaviour in question
- Designed to teach the student about their behaviour
- Reasonable (certainty rather than severity is more effective)
- Provide an opportunity for reflection and discussion with their teacher or a member of the senior leadership team

Understanding of the issue is key to changing behaviour. When misbehaviour occurs, students should understand:

- What happened
- What should have happened
- How to make the situation better
- What should happen next time

Consequences should be accompanied by a discussion with the student's form tutor and/or a member of the senior leadership team, and should not be carried out in isolation. All serious incidents and their consequences should be recorded, and decisions to inform parents will be made by the senior leadership team following a fair and objective investigation of the event in question.

All serious behaviour incidents should be addressed within the framework of a specialised behaviour plan, with appropriate follow-up and specific goals outlined that are developed in collaboration with the student and their form tutor or classroom teacher.

Prevention

Most low-level disruptions and issues are predictable and can be minimized with these and other measures:

- establish trusting relationships/effective working relationships with students
- explicitly teaching procedures and expectations
- designing lessons and activities that involve active participation and student engagement
- rewarding and reinforcing positive behaviour (for example by giving praise, by using positive student behaviour as an example, small immaterial privileges such as golden time or extended playground time)

Learning zone

Students make repeated inappropriate choices due to lack of skills and need specific teaching for self-regulation in order to succeed. The teacher should therefore not resort immediately to consequences, but instead provide the student with explicit instructions and opportunities for reflection so that the student may learn about and further develop their decision-making and autonomy when it comes to positive behaviour.

Examples of strategies or skills that may need further development may include:

- self-management
- emotional regulation
- social skills
- conflict resolution

These can be taught as part of a whole-class discussion, or one-on-one with the student, and the teacher may wish to work with the personalised learning team to develop a behaviour plan and specific goals for the student, depending on the nature of the inappropriate choices made.

Responsibilities

Staff achieve positive behaviour by:

- Being effective role models and exemplifying positive behaviour through their own actions
- Creating a safe environment where all students feel valued and recognised
- Establishing and maintaining clear and consistent classroom and daily routines
- having a consistent approach to the implementation of the behaviour policy in cases that require any kind of intervention
- Intervening immediately in any type of bullying when it occurs
- Handling behavioural incidents with compassion and understanding
- Focusing on the student's behaviour rather than the student's character
- Leading regular discussions about behaviour during PSPE, student assemblies and lessons
- Ensuring that behavioural expectations and agreements are shared with the whole school community, including parents and students
- Recording incidents electronically so as to enable follow up
- Regularly participating in professional development regarding positive behavioural approaches

Students achieve positive behaviour by:

- Adhering to the values of the IB Learner Profile
- Contributing to the creation of essential behaviour agreements with their respective class/year group
- Understanding and agreeing to the objectives of the behaviour policy
- Respecting the rights of others to learn and to teach
- Respecting property, people, and limitations placed to ensure safety and harmony
- Taking initiative to inform their teachers of behavioural concerns
- Participating in regular discussions about behaviour during PSPE, student assemblies, lessons and surveys.

Parents help the community achieve positive behaviour by:

- Supporting the objectives of the school's behaviour policy
- Supporting the intervention strategies put in place by the school
- Trusting the school to carry out fair and objective investigations into any behaviour concerns and understanding that they will be informed where necessary and appropriate
- Modelling positive behaviour and encouraging their children to make positive and respectful behaviour choices
- Encouraging their children as far as possible to resolve their conflicts independently, but also to share any concerns with their teachers or a member of staff they can trust
- Working with the school to implement any plans put in place to reinforce positive behaviour for individual students
- Discussing positive behaviour and respect with their children to help them improve their decision-making processes

Unacceptable behaviour

The school recognises that it is inevitable that students might occasionally have difficulties with making positive behaviour choices. However, in an effort to support students in making positive behaviour choices, this policy outlines certain behaviours that the school considers to be unacceptable, and they will require more immediate intervention than other low-level disruptions so that the school community can support students in making better choices in the future. This behaviour is considered detrimental to the behaviour goals of the school, and while steps should be taken to prevent incidents from occurring using the guidelines laid out in this policy, these behaviours might entail immediate consequences that will always aim to enable reflection and strengthen self-control in the future. Information on intervention strategies can be found in this document under *Consequences* and the school's positive handling policy.

Language

- The use of offensive, threatening, or discriminatory language
- Name-calling or use of language intended to cause hurt or humiliation
- Use of non-verbal or body language intended to show disrespect or cause offense

Abuse of perceived advantage, status, or position

- Manipulation of others through social or intellectual status
- Abuse of trust or authority
- Gratuitous creation of hierarchies
- Prejudice or arrogance on the basis of gender, race, physical ability, ethnicity, nationality, religion, or language proficiency (this list is not exhaustive)

Antisocial behaviour

- Bullying/cyberbullying (see bullying policy)
- Exclusion
- Taking things without permission
- Spreading rumours
- Disrespectful and/or challenging behaviour
- Physical aggression or violence
- Unwanted physical contact
- Intentional damage to property or belongings, either personal or institutional

Behaviour that severely affects teaching and learning

- Academic dishonesty (see academic honesty policy)
- Failing to take responsibility for learning
- Shouting out or otherwise causing significant disruptions
- Apathy, lack of effort
- Talking over others, not listening
- Refusal to share resources

Recording and reporting

The purpose of recording behaviour at St Nicholas is twofold. On the one hand it serves to value positive behaviour and reinforce behaviours that strengthen self-esteem, independence, and service to the community, but it also serves to enable effective follow up of and solutions to incidents of unacceptable behaviour that require intervention.

All behaviour listed here below should be recorded electronically, and discussed in tutor meetings or meetings with the senior leadership team. Incidents or achievements will be shared with parents only after a discussion with a member of the senior leadership team.

Positive behaviour

Written records should be kept of any achievements or conduct that is considered notable or exemplary and they should be stored in the student's electronic file. The record should be as detailed and specific as possible, so that the student may use these as learning opportunities and guidance towards increased autonomy and self-management. These can then be used to give praise during assembly or for one-on-one feedback sessions with the student in question.

Examples of positive achievement or conduct include:

- Exemplary application of IB Learner Profile attributes
- Exemplary positive conduct on the playground
- Exemplary positive conduct on school trips/during external events
- Exemplary academic attainment
- Exemplary piece of work submitted by student
- Noteworthy academic effort that is sustained by a student over a period of time
- Noteworthy improvement in behaviour/contribution to the school community

Concerning behaviour

The school defines concerning behaviour as either behaviour such as repeated low-level disruption or behaviour considered unacceptable as per this behaviour policy, or behaviour that may indicate emotional distress or underlying mental health concerns. All such incidents or behaviour should be recorded electronically with a detailed description of incidents or patterns of behaviour. These reports should then be used as a basis for the development of a behaviour plan for the student in question that is tailored to the student's needs, or consequences imposed after instances of unacceptable behaviour, as per the section on intervention in this policy.

Examples of concerning behaviour include:

- Any behaviour considered to be unacceptable as per the behaviour policy
- Continued absences or lateness (to school or to lessons after break or lunch)
- Lack of organisation (homework, planning, self-management)
- Emotional outbursts or signs of distress

All concerns raised by students regarding themselves, other students, or members of staff should be recorded and placed in a confidential folder, and a member of the child

protection staff should be notified as soon as possible. (see the school's Child Safeguarding and Protection Policy).

Communicating the policy and review process

The positive behaviour policy is one of the fundamental documents that support teaching and learning at St Nicholas, and the school will make every effort to ensure its dissemination as well as an ongoing discussion about the philosophy and values that underpin the practices laid out in the policy. The assessment policy will therefore be shared and discussed in the following ways:

- The policy will be made available on the school intranet
- The policy will be accessible on Google Drive for both students and teachers
- The policy will be presented to parents during parent information sessions
- The policy will be communicated to and discussed with new teachers upon their joining the school
- The policy will be available on Managebac
- Collaborative meetings will be arranged on a regular basis where the policy will be evaluated against teaching practices and curriculum requirements and vice versa
- The Student Council will be invited to regular meetings to discuss the policy

These continuous discussions with the school community about the principles and practices of the assessment policy will form a part of the regular review cycle that ensures the relevance and validity of the policy for the school. Collaborative meetings, continued discussions, and feedback from the student council will complement a review of developments in the school's demographics, new research, and other changes that may influence the alignment of the positive behaviour policy with the school's curriculum and circumstances. These will take place throughout each school year, but a formal review will be **carried out in the month of April every two years.**

Links to other policies

The following policies and protocols are therefore of particular relevance to assessment at the school:

- The St Nicholas Child Safeguarding and Protection Policy
- The St Nicholas Anti-Bullying Policy
- The St Nicholas Positive Handling Policy
- The St Nicholas School Trips Policy

Approved by:

Next review date: