



Positive Behaviour Policy

OUR VISION:

At Si Ri Panya International School we will create the opportunities for all children, parents and staff to expect excellent behavior as standard. The curriculum and learning environment will offer and develop in children our values of: empathy, intellectual and physical agility and the pleasure of hard work and a job done well.

Our vision is to prepare children to be responsible global citizens now and, in the future, and to demonstrate the right learning dispositions and attitudes that will enable them to thrive.

Our three rules of **Ready, Respectful and Safe** instill a culture and climate where everyone can learn and achieve.

AIMS OF THE POLICY:

- To ensure children understand and develop learning behaviours for success.
- To encourage a calm, purposeful learning environment in the school.
- To foster caring attitudes and to celebrate diversity so achievements in all areas are acknowledged.
- To encourage increasing independence and self-discipline.
- To develop positive relationships with pupils, staff and parents.
- To ensure a consistent, positive approach to behaviour management throughout the school day, including after school activities.
- To ensure the emotional, social and learning needs of individuals are addressed appropriately.
- To praise and reward behaviour and effort
- To mitigate against unacceptable behaviour
- To encourage the involvement of parents in supporting positive behaviour.

EXPECTATIONS OF STAFF: The following staff expectations are developed and agreed by staff in the school.

- To be an exemplary role model for children and colleagues.
- To engage in professional study in order to be ready and up to date for teaching.
- To respect all children by the implementation of consistent rules, routines and sanctions and recognition of best conduct.
- To provide an inspiring, challenging and inclusive curriculum which is relevant and prepares children to be global citizens
- To create a safe and stimulating environment that supports children's learning, wellbeing and mental health.

EXPECTATIONS OF PUPILS: The following pupil expectations will be developed and agreed by children in the school.

- **READY** to learn and make progress (this includes compliant uniform, equipment, attitude, punctuality).
- **RESPECTFUL** to each other, to their parents/carers, staff, and the environment inside and outside of school (this includes being courteous, considerate, tolerant of others and their views, polite, helpful, looking after school property)
- **SAFE** This means managing conflicts and disagreements respectfully and showing responsibility for their own and others health and safety within the school.

We firmly believe that the principles of being ready to learn, respectful and safe ensure there are no limits to what children can achieve.

EXPECTATIONS OF PARENTS/CARERS/GUARDIANS: Parents are expected to support the school's Behaviour Policy.

- To make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- To support children to be ready for learning by ensuring good attendance and punctuality, correct school uniform, home learning completed and reading records signed.
- To encourage independence and self-discipline
- To show an interest in all that their child does in school.
- To foster good relationships with the school and to support the school in the implementation of this policy.

OUR APPROACH: In order to set the conditions for academic success, we provide a structured behaviour system which relentlessly and consistently emphasises the positive habits required for learning.

These are:

- Recognition for best conduct
- Excellent relationships between staff and students
- Restorative conversations to ensure students are taught how to resolve conflict, and learn how to take responsibility for their actions and make better choices.

When dealing with behavior staff are expected to...

- Always act as a good role model and model high standards of behaviour.
- Have high expectations of the children's behavior.
- Implement the 'Behaviour Policy' **consistently** across the school and assign consequences which are relative to the actions of the children.
- Try to 'Catch them being good' and celebrate positive behaviour and provide opportunities for children to take pride in their learning and behaviour and share this with parents.
- Help children understand how their behaviour affects others, make positive choices about their behaviour and accept responsibility for the consequences of their actions.
- Create a calm, well ordered environment with established routines to reduce the potential for poor behaviour by giving the children a feeling of security and confidence.
- Have good teaching to ensure that students are engaged and low-level disruption is minimized. To teach taking into account the full range of learning abilities is key for effective behaviour management.
- Ensure that all learning activities are well planned, organised and resourced as this will help the children to know what is expected.
- Ensure adequate supervision at all times and regularly check on those missing from lessons, e.g. visits to toilet or water fountain.
- Be aware of triggers that lead to behaviour difficulties and try to divert student's attention before sanctions are needed.
- Whenever situations develop teachers must remain calm. The primary aim is to intervene at a timely point to minimise the effects of low-level disruption and to use positive steps to de-escalate a situation rather than having to refer to sanctions.
- Use a restorative approach to deal with behavior incidents.
 - Ask what's happened?
 - Ask who's been harmed and in what way? (NOT who's to blame?)
 - Ask what needs to happen in order to put things right and ensure that this never happens again? (NOT how should we punish them?)
- Ensure all incidents of unacceptable behaviour are recorded and dealt with as outlined in the 'Behavior Policy'.

Recognition of positive behaviour:

At Si Ri Panya International School, we actively seek to celebrate positive behaviour within the school environment in a variety of ways.

These include:

- Weekly Golden time
- Positive verbal praise - First attention to best conduct
- Good work sent to Director, Head Teacher or Leadership team
- Certificate of Excellence Award assemblies)
- Stickers

NO other rewards such as sweets/candy can be given to students; this is not an acceptable reward at Si Ri Panya.

Golden Time Procedure

Si Ri Panya rewards good behaviour, through the automatic right to 'Golden Time' each week.

Golden Time takes place on a Friday each week. The first 20 minutes is for class PSHE /circle time, the following 30 minutes is for 'Golden Time'.

Teachers will ensure that the School Rules and 'Golden Time' charts are displayed in a prominent position.

'Golden Time' activities are teacher-led activities suggested and agreed on by the children. Examples are included below:

- Sports activities
- Lego
- Class party with group games
- Board games
- Just Dance Party
- Arts & Crafts
- Movie

1. At the start of each week all children are given 30 minutes of 'Golden Time' which allows them 30 minutes of fun, social activities on a Friday afternoon.
2. Should a child misbehave in school they will have 5 minutes of 'Golden Time' taken away.
3. Whenever a student has time taken from their 'Golden Time' the teacher will make a note of it on the class 'Golden Time' chart.
4. The maximum number of minutes a pupil can have taken from their 'Golden Time' in 1 lesson is 10 minutes.
5. If a child loses their 'Golden Time', they will have the opportunity over the week to prove that they have behaved well and follow the Golden Time rules.
6. If any child has still lost some or all of their 'Golden Time' on Friday, then they are not allowed to take part in the activity for the allotted number of minutes they have lost. Instead the child will stay in their class sitting somewhere quietly, away from other pupils.
7. Teachers in KS1 with TA's can ask the child to stay with the TA in a different room if they prefer. Children should not be sent to the main office.

Sanctions for Unacceptable behaviour

Whilst positive behaviour management strategies will be effective the majority of the time, unfortunately there will be times when boundaries will be challenged and unacceptable behaviors may be displayed. To respond to these all staff have a duty to fairly apply the agreed sanctions.

- **Disapproval non-verbal**
The 'look', assertive body language - crossed arms, frowns etc.
- **Repositioning children**
- **Confiscate an item that is being used inappropriately**
- **Reminder of the school rules**
... 'Remember we are...'
- **Repeat above, involve choice**
If you choose to continue... you are choosing to not achieve maximum 'Golden Time'. You can choose to continue or you can choose to stop / apologise. If you choose to continue then you will lose your 'Golden Time' / get a "Reflection Time".
- **Loss of Golden time**
Golden time can be lost in increments of 5 minutes up to a maximum of 10 minutes per lesson if behavior is repeated.
- **Reflection Time**
The teacher will type the details of the incident, the school rule broken and number of day's 'Reflection Time' given, on the reflection time PDF form. The PDF form is then emailed to the Headteacher and to the child's parent. A paper copy can be given to the child to take home if you wish. Reflection Time take place in the first aid room during first break every day and is supervised by the Headteacher. Pupils will participate in a discussion with the Head Teacher about their behaviour, who will judge accordingly if further action needs to be taken depending on the severity of the behavior. E.g., further sanctions, letter of apology etc.
- **Sent to the Headteacher**
For serious incidents a teacher will send a student to fetch the Headteacher. The Headteacher will go to the classroom or playground to find out details of the incident. A parent/teacher meeting will then be organised to form an action plan to prevent future incidents.
- **Three 'Reflection Time' forms**
Three 'Reflection Time' forms in 1 week and the Headteacher must be informed and a parent/teacher meeting will then be organised to form an action plan to prevent future incidents.
- **Fixed Term Exclusion**
The school has rarely had to apply an exclusion. In cases of persistent unacceptable behaviour and where the other sanctions/strategies listed above have been exhausted, or for a one-off serious breach of school behaviour policy a fixed term exclusion will take place.
 - A first fixed exclusion is normally for 3 full school days
 - A second fixed exclusion is normally for 5 full school days
 - A third exclusion would normally be permanent
- **Permanent Exclusion**
The decision to exclude a child permanently is a serious one. It is the final step in the process for dealing with disciplinary offences.

Examples of behaviour and sanctions

Here is a list of examples of how behavior will normally be dealt with and what sanction would result. Repetition of the behaviours will, over time, trigger a range of other strategies and sanctions. Staff should always use strategies to de-escalate behaviour to avoid children moving to the higher stages too quickly. All behaviours listed are indicative: we cannot provide a complete list.

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| <p><u>Talked to / 'time out' / golden time lost</u></p> <ul style="list-style-type: none">- Not settling quickly/lining up quickly- Not walking in line quietly/in correct order- Fiddling/fidgeting- Not looking at teacher- Not responding to whole class hands up signal- Initial off task behaviour- Uniform/dress issue- Calling out- Running in corridors- Unauthorized access- Not being friendly/sharing- Not playing by rules- Cheek <p><u>Golden time lost</u></p> <ul style="list-style-type: none">- Pushing into line- Dallying/dawdling- Silly noises- Talking with other pupils- Interrupting teacher when talking to whole class- Wandering about- Calling out- Interrupting other pupils- Bringing inappropriate items to school, <i>eg sweets</i>- Deliberately creating a disturbance- Accidental damage through carelessness- Cheek- Off-hand comments- Minor challenge to authority- Antagonising other children- General refusal to do anything- Swearing- Repeated play fighting- Repeated playing in toilets- Refusal to co-operate- Deliberately trying to damage the school/other child's property | <p><u>'Reflection Time' / meet with parents / support plan / loss of breaks / sent to partner class</u></p> <ul style="list-style-type: none">- Behaviour which poses a risk to others- Deliberately throwing small objects with intention of breaking them- Damaging school / pupil's property- Leaving class without permission- Repeated refusal to do set tasks- Continued or more serious cheek / challenge to authority- Threatening behaviour- Bullying (includes telling children not to 'snitch')- Repeated examples of level 1 behaviors- Verbal abuse- Fighting- Threatening behaviour <p><u>Immediate involvement with management / contact with parents / probably exclusion / (1st) three-day exclusion / (2nd) five day exclusion / (3rd) permanent exclusion</u></p> <ul style="list-style-type: none">- Repeatedly leaving classroom without permission- Intentional physical harm to another- Serious challenge to authority- Vandalism/theft etc.- Extreme danger or violence- Running out of school- Truancy- Possession of illegal drugs or substances- Possession of a weapon considered to be a danger by an adult at school- Bullying- Sexual actions or statements- Physical violence or threatening behaviour- swearing intentionally to cause offence- Racist, sexist or homophobic remarks- Repeated disobedience or refusal to cooperate- Repeated examples of level 2 behaviors |
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