



Behaviour Policy

Everybody has the right to be valued and treated with respect

Success for Today Prepared for Tomorrow

Review April 2024

Please read alongside AIS International Staff Handbook

AFNORTH wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

We have a Code of Conduct that sets out, in general terms, how we expect our pupils to behave in school and on visits. All pupils are expected to behave according to the guidelines set out in the Code.

Aims

- To develop a Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

Code of Conduct

- All members of the school community should respect one another.
- All children should acknowledge the authority of, and respect, their teachers and other adults.
- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property
- AFNORTH expects children to be well-behaved, well-mannered and attentive.
- Children should walk (not run) within the school.
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language should never be used.
- Children are expected to be punctual.
- Children should not bring sharp or dangerous instruments to school.

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

Incentive Scheme

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children. Children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

Individual certificates (**Bucket Fillers**) will be awarded weekly, e.g. when a child is able to do something for the first time, demonstrates values. Incentive stickers are given to every child. In addition, each class teacher gives oral or written praise. Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

Sanctions

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child.

Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

Normal sanctions include an oral reprimand and reminder of expected behaviour, loss of free time (such as recess), moving in class to sit alone, writing a letter of apology, and loss of a responsibility.

If the unacceptable behaviour is persistent or recurring, parents become involved. Children might then be placed on a daily or weekly report system, with parents' support, to monitor their behaviour.

Major breaches of discipline are physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and disruptive behaviour in class. AFNORTH has a standard procedure for serious breaches of discipline. Failure to improve at any stage leads automatically to the next stage; each stage is recorded by the school.

This type of behaviour is rare at AFNORTH and it is the duty of the Head Teacher or the AHT to deal with it promptly, particularly if the problem persists.

Procedures for Dealing with Major Breaches of Discipline

- An oral warning by the Head Teacher or AHT concerning future conduct.
- Withdrawal from the classroom for the rest of the day.
- A letter to parents informing them of their child's unacceptable behaviour.
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, exclusion procedures are implemented – after consultation with the SGC.
- A case conference with parents and support agencies.
- Permanent exclusion, after consultation with the SGC and DCYP.
- Parents have the right of appeal to the SGC against any decision to exclude their child.

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

Lunchtime Supervision

At lunchtime, supervision is by an International team of Supervisors who should maintain order; usually by reminding children of the standard of behaviour expected. Repeated minor problems might result in the child being asked to complete a task. This should defuse the situation. The Supervisor keeps a note of children who misbehave persistently and refer misbehaviour to the Head Teacher or the AHT, if necessary. The children should treat the Supervisors with the respect due to all adults at AFNORTH International School. Verbal or physical abuse is not tolerated.

Serious misbehaviour or repeated disobedience at lunchtime is brought to the attention of the Head Teacher/AHT. This results in loss of privileges and recess. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the cafeteria/playground at lunchtime for a period of time. This will be followed, if necessary, by permanent exclusion.

Parents

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

Care and Control of Children

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically.

If there is a need for sanctions, the following may be invoked, depending on circumstances:

- redirect to another activity
- talk to the child – discuss what has happened
- discussion in groups or whole class
- move the child from the group to work on his/her own
- repeat work
- miss breaktime (but must be supervised)
- Pastoral Care Support Programme/ELSA
- remove child from the class – place with Head Teacher or in another class
- parental involvement
- daily report

Challenging Behaviour

Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding.

Intervention

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. The child is removed and taken to a member of the Senior Management Team, who contacts the child's parents.

An Incident Form is completed and the situation discussed with the Head Teacher or AHT who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – e.g Social Services, Psychology Service etc.

For further guidance, refer to the Restrictive Physical Intervention Policy.

Behaviour Modification Policy

At AFNORTH the majority of children behave well. There are, however, occasions when individual children exhibit behaviour that is unacceptable. As part of our policy of rewards and sanctions, all staff use behaviour modification strategies to change an individual child's behaviour.

Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy.

Various rewards are used to reinforce positive behaviour:

- change in classroom organisation
- using different resources
- rewards of stars/smiley faces on work, on charts and in special books
- use of certificates, special stickers for such things as listening, being kind, helpful, and so on
- commenting on a child's good behaviour to other children/other classes
- showing achievements in Assembly
- involving parents at an early stage to co-operate on an action plan.