

INTERNATIONAL SCHOOL
Ikast - Brande

Behaviour Policy

Created	August 2021
Updated	August 2025

Mission

The International School Ikast-Brande is a school committed to the happiness and sustainability of our community. Focused on excellent academics and developing individual skills and attributes we prepare students for the challenges of an ever-changing world.

Purpose

This policy provides a framework setting out how the school will tackle bullying and harassment involving ISIB's children and young people in educational and community settings. This is a whole school policy, which includes SFO, Breakfast Club and Holiday Club and any other co-curricular activities that are linked to ISIB.

Aims

This policy aims to:

- ✓ To foster a safe, respectful and inclusive environment.
- ✓ To promote positive behaviour and personal responsibility.
- ✓ To reinforce the school's core values.
- ✓ To provide a consistent and fair approach to behaviour management.
- ✓ To encourage a growth mindset and emotional intelligence.
- ✓ To strengthen positive relationships between students, staff and families.
- ✓ To ensure high standards of behaviour
- ✓ To promote restorative and preventative approaches to behaviour management

Responsibility

We all share the responsibility for the students in our care.

Parents and guardians are key role models in shaping respectful behaviour.

The school reinforces positive attitudes and expectations, ensuring that all students learn from both encouragement and modification.

Core Approach

Respect, Care and Community

At ISIB, we believe that every individual deserves to learn in a safe and nurturing environment, where respect, care, and a strong sense of community guide our actions. Our approach to behaviour focuses on addressing the conduct itself, rather than labelling or judging the student. We strive to maintain strong, positive relationships with students, recognising that these relationships are the key to fostering genuinely positive behaviour and a supportive school culture.

Core Principles

1. **Respect for Others:** We expect all members of our school community to treat one another with kindness and consideration, valuing each person's dignity and uniqueness.
2. **Respect for the Community:** We uphold our collective responsibility to cultivate a welcoming, inclusive atmosphere where everyone feels safe, supported, and valued.
3. **Respect for the Right to Learn without Interruption:** We believe that all students should be able to engage in their learning without unnecessary disruption, ensuring a calm and focused classroom environment.

Our Approach

- ✓ We acknowledge the vital importance of relationships in promoting positive behaviour. Staff consistently invest in building rapport and trust with students, using these connections to support and, if required, re-establish positive conduct when concerns arise.
- ✓ We employ a balance of intrinsic and extrinsic motivational strategies to encourage students to behave responsibly, empathetically, and in alignment with our community values. Our priority is to develop students' internal motivation, helping them understand the real impact of their actions on themselves and others.

Core Approach (Continued)

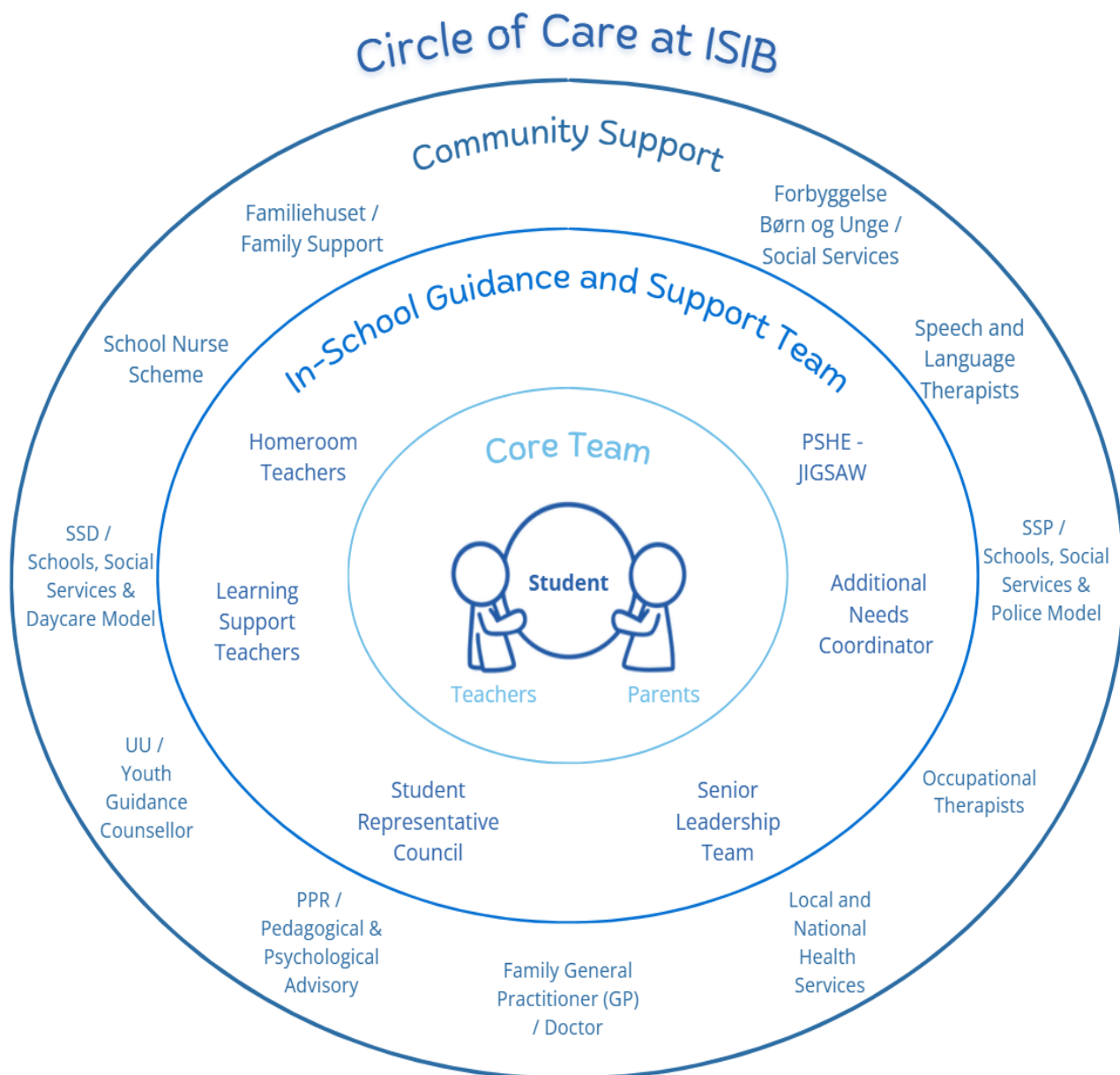
Key Practices

1. **Encouraging Self-Reflection and Personal Responsibility:** We guide students to reflect on their behaviour, recognise its effects on others, and take ownership of the steps needed to make amends and move forward positively.
2. **Providing Meaningful and Relevant Learning Experiences:** By engaging students in purposeful activities, we promote a deeper connection to the school community, thereby enhancing respectful and caring interactions.
3. **Embedding Social–Emotional Learning (SEL):** We integrate SEL principles throughout our curriculum and pastoral care system, equipping students with the skills to manage emotions, build healthy relationships, and resolve conflicts constructively.
4. **Developing Leadership Opportunities:** We offer a range of leadership roles and responsibilities to empower students to model positive conduct, compassion, and a commitment to our shared community values.

Through this policy, we aim to create a school culture founded on mutual respect, genuine care for others, and a profound sense of community—one in which every learner is supported to thrive both academically and socially.

Circle of Care at ISIB

At ISIB, our students are at the heart of everything we do. Through our 'Circle of Care' model, we surround each student with multiple layers of dedicated support—encompassing parents, teachers, and various in-school and community resources—to ensure their academic, social, and emotional wellbeing is fostered at every level.



A Shared Responsibility

The whole community shares the responsibility to encourage respect at all times. Below outlines how each stakeholder can support:

Staff	Students	Parents
<p>Foster a Supportive Environment: Encourage staff to regularly celebrate students' achievements, recognise effort as well as success, and use praise that focuses on positive behaviour and improvement.</p> <p>Promote Emotional Wellbeing: Model and teach effective communication, conflict resolution, and empathy to create a climate where students feel safe, heard, and supported.</p> <p>Engage in Continuous Professional Reflection: Encourage staff to reflect on their own practice, seek peer feedback, and adopt new approaches for nurturing respectful relationships.</p> <p>Actively Involve Parents/Guardians: Build constructive partnerships with families by maintaining regular communication, sharing progress, and providing opportunities for joint decision-making.</p>	<p>Show Empathy: Urge students to recognise and value the feelings of others, including peers and staff, and to offer help or support where appropriate.</p> <p>Engage in Positive Leadership: Encourage older or more experienced students to mentor younger peers, set a positive example, and contribute to a respectful school culture.</p> <p>Take Ownership of Learning: Promote active participation in lessons, asking questions and sharing ideas to foster a collective responsibility for a vibrant learning atmosphere.</p> <p>Contribute to the Community: Invite students to participate in school-wide initiatives, such as charity events or peer-led clubs, to develop teamwork and a sense of shared responsibility.</p>	<p>Encourage Positive Mindsets at Home: Support children in adopting respectful language, discussing appropriate ways to resolve conflicts, and demonstrating care for others.</p> <p>Partner with the School: Communicate consistently with teachers and staff, attending school events and meetings to stay informed about both academic progress and social development.</p> <p>Uphold a Collaborative Approach: Share information about any issues affecting the child's well-being or behaviour, and work together with the school to develop constructive solutions.</p> <p>Celebrate Growth and Achievement: Recognise and reinforce positive behaviour and personal development at home, underscoring the shared values of respect, care, and community.</p>

Our Toolkit for Respect

By embedding the snapshot below of practices throughout our school day, ISIB cultivates an environment where respect, empathy and personal responsibility are actively promoted and upheld by every member of our community.

- ✓ **Circle Time** – We hold structured sessions for open dialogue on emotions, behaviour, and respectful conduct.
- ✓ **Positive Reinforcement** – We use both verbal and non-verbal praise (e.g. EPIC Cards) to acknowledge and encourage considerate and responsible actions.
- ✓ **Distancing Techniques** – Through role play, storytelling, and other creative methods, students can discuss behavioural scenarios objectively, developing empathy and problem-solving skills.
- ✓ **Direct – Distract – Delegate** – Staff employ de-escalation strategies to address negative behaviour promptly and calmly, maintaining a respectful environment.
- ✓ **Conflict Resolution Training** – We equip students with practical skills to handle disagreements constructively, building mutual respect and stronger relationships.
- ✓ **Sharing Skills and Strengths** – We regularly provide opportunities for students to teach and learn from each other, thereby appreciating one another’s abilities and perspectives.
- ✓ **Student Leadership Roles** – We assign responsibilities such as voting democratically for the Student Representative Council, which empowers students to lead by example and be a voice of change.
- ✓ **Celebrating Value and Achievement** – We consistently highlight students’ positive contributions, ensuring everyone feels recognised and appreciated.
- ✓ **Staff Modelling** – All school staff demonstrate respectful language and behaviour in their interactions, setting clear examples for students and the community.
- ✓ **Authentic Social and Learning Value** – We integrate interpersonal skills, effective communication, teamwork, and respect into our curriculum, reinforcing these vital competencies in daily school life.
- ✓ **Positive Behavioural Interventions and Supports (PBIS)** – We employ systems such as ‘Check In – Check Out’ to monitor, guide, and reward students’ positive actions.
- ✓ **Peer Mentoring Programmes:** Encourage older or more experienced students to guide their younger peers. This not only fosters cross-section collaboration but also builds empathy, leadership skills, and a supportive atmosphere.
- ✓ **Reflective Journals:** Invite students to keep journals where they can note daily reflections on their behaviour, emotions, and interactions. Regularly articulating personal insights helps them develop self-awareness and respect for others.
- ✓ **Value-Focused Assemblies or Celebrations:** Hold school-wide gatherings that highlight values such as respect, empathy, and kindness. Recognise both individual and group achievements, showing students that respectful behaviour is noticed and celebrated.

Personal, Social, Health Education (PSHE)

As part of our whole-school commitment to fostering respectful and positive behaviour, ISIB implements a comprehensive PSHE programme.

Through this planned spiral curriculum, students gain the knowledge, understanding, and practical skills needed to manage their lives effectively, both now and in the future. By developing these personal, social, and health-related attributes, pupils learn to flourish as individuals, family members, and active members of society.

In addition, each PSHE lesson at ISIB incorporates a mindfulness component. Mindfulness enables students to observe their own thoughts and feelings in the present moment without judgement. This practice cultivates self-awareness, emotional regulation, and empathy—foundations that reinforce respectful interactions and contribute to a supportive school community.

Students at ISIB cover six key themes or 'puzzles' throughout the academic year:

Term 1:

- * Being Me in My World
- * Celebrating Difference (including anti-bullying)

Term 2:

- * Dreams and Goals
- * Healthy Me

Term 3:

- * Relationships
- * Changing Me

Addressing Unacceptable Behaviour

ISIB upholds high standards of conduct based on our core values of respect, care, and community. Unacceptable behaviour can occur in the school building, on school grounds, or during any educational visit or trip. To manage and respond to such behaviour constructively, we categorise it into three levels. It should be noted, however, that each incident is considered on an individual basis and subject to professional discretion.

In – Class Intervention

- ✓ **Definition:** Proactive strategies used to address and redirect low-level behaviour within classroom.
- ✓ **Responsibility:** Led by the teacher.

Level One

- ✓ **Definition:** Unacceptable behaviour that can be effectively managed within the classroom environment.
- ✓ **Responsibility:** Led by the teacher.

Level Two

- ✓ **Definition:** More serious unacceptable behaviour or repeated instances of Level One behaviour that require support beyond the classroom.
- ✓ **Responsibility:** The teacher informs the Homeroom Teacher & Deputy Head of School. Parents are informed by the Homeroom Teacher. Efforts are managed collaboratively by the Homeroom Teacher and Deputy Head of School.

Level Three

- ✓ **Definition:** Very serious unacceptable behaviour, or persistent Level Two misbehaviour that requires the highest level of intervention.
- ✓ **Responsibility:** Led by the Head of School and in collaboration with the Deputy Head of School and parents.

Important Notes

1. There is no corporal punishment at ISIB. Any use of corporal punishment by a member of staff results in immediate dismissal.
2. All staff are responsible for every student. If a member of staff witnesses unacceptable behaviour, they must take appropriate action. Unacceptable behaviour categorised at Level Two or Level Three must be reported to the Homeroom Teacher and Deputy Head of School and documented accordingly.

By employing this tiered structure, ISIB ensures that all behaviour is addressed with fairness, consistency, and a focus on learning and growth, reflecting our commitment to fostering positive relationships and a supportive community.

In-class Interventions and Behaviour Management

Before formal reporting of behaviour concerns, staff are expected to apply a series of supportive, in-class strategies. These aim to de-escalate, re-engage and redirect behaviour in a calm and constructive manner. Refer to the 'Intervention Definition' section for further clarification.

Step 1 – Early, Low-Key Strategies

- ✓ Non-verbal signals (eye-contact, hand gestures)
- ✓ Proximity support (move closer to the student without saying anything)
- ✓ Tactical Non-Reactive Response
- ✓ Offering time and space to self-regulate (brain break, a quick exercise etc.)
- ✓ Gentle Redirection or reminder of expectations

Step 2 – Verbal Interventions

- ✓ Quiet, calm verbal reminder of expectations
- ✓ Verbally reinforce the positive behaviours seen (no matter how small)
- ✓ Clarify choices and likely outcomes
- ✓ Use of restorative language
- ✓ Use of humour or empathy where appropriate

Step 3 – Adjustments and Supportive Action

- ✓ Adapt task or seating if needed
- ✓ Allow movement break or calming activity
- ✓ Pair with supportive peer
- ✓ Create a low-stimulus class environment
- ✓ Record informal observations as 'Other' on Learner Management System (for pattern tracking)

Step 4 – Reflection and Restoration

- ✓ Brief restorative conversation
- ✓ Agree next steps and strategy
- ✓ Communicate with relevant pastoral staff if patterns emerge

Visual Chart (Primary Ready for Learning Chart) is used in Primary to visualise internal interventions used, see Appendix V

If the pattern continues, please report as formal Level 1 Behaviour with a clear outline of attempted strategies, student's response and any communication that has been made previously with parents.

Examples of Unacceptable Behaviour by Level:

Please use for guidance purposes:

Level 1

- Not on task
- Disrupting another student/chatting in class
- Minor distraction or interruption
- Answering back
- Not following instruction
- Telling lies/getting others into trouble
- Minor verbal or written insults; minor inappropriate language
- Unsafe movement around the classroom
- Careless or accidental damage
- Break/lunch-time incident
- Isolated instance of inappropriate technology use (e.g., accessing non-educational content)

Level 2

- Persistence of Level One behaviour
- Incomplete tasks (deliberate)
- Refusal to work or defiance
- Deliberate damage to property (first incident) or another student's work
- Removing or intending to remove someone's property without their permission
- Direct verbal or written insults (including references to race, age, disability, gender, pregnancy, religion/belief, sexual orientation, etc.)
- More severe or repeated inappropriate technology use (e.g., unauthorised recording, sharing offensive material)
- Aggressive behaviour
- Isolated incident of physically hurting someone (minor)
- Bullying, persistent name-calling (Parents/Guardians must be informed, and incident recorded)

Level 3

- Persistence of Level Two behaviour
- Serious or deliberate damage to property
- Theft of a valuable item
- Repeated incidents of bullying
- Repeated use of offensive or insulting language
- Serious incident of physically hurting someone
- Abusive or threatening behaviour towards staff or other students
- Dangerous refusal to obey an instruction
- Leaving school premises without consent
- Significant or repeated misuse of technology (e.g., cyberbullying, sharing explicit or illegal content)
- Smoking/Vaping/Snus use of illegal substances, including alcohol or other banned items

Examples of Consequences by Level

Please note for guidance purposes. Other consequences can be used though they should be reflective, of a similar nature to the set level and communicated clearly with the relevant staff. Refer to Intervention Definition section for further clarification.

Level 1 Consequences	Level 2 Consequences	Level 3 Consequences
<ul style="list-style-type: none"> • Alternative working space • Reflection time at break time – five minutes <ul style="list-style-type: none"> ○ Teacher allocating break time reflection needs to inform team via Staff Teams (as a reply to morning message) ○ Duty Teachers to check name(s) and ask students to sit in designated area for five minutes to reflect on their behaviour ○ Duty teacher to let student know when reflection time is over • Written communication with parents from the teacher who noted the behaviour • Homeroom teacher to communicate with parents for collective similar issues – roughly two or three similar issues • Teacher who noted the behaviour to add to Learner Management System as a Behaviour Level 1 behaviour (this informs relevant staff) 	<ul style="list-style-type: none"> • Reflection time at lunch time – 15 minutes (complete reflection task) <ul style="list-style-type: none"> ○ Teacher allocating break time reflection needs to inform team via Staff Teams (as a reply to morning message) ○ Duty Teachers to check name(s) and ask students to sit in designated area for 15 minutes to reflect on their behaviour ○ Duty teacher to let student know when reflection time is over • Lunchtime cleaning – 15 minutes • Loss of class privileges (must be proportionate and time-limited) <ul style="list-style-type: none"> ○ Participation in non-essential group activities (games, free-choice tasks etc.) ○ Roles of responsibility (line-leader, helper duties etc.) ○ Use of preferred seating ○ Access to informal class privileges • Check-In Check-Out (CICO) for two weeks • Restorative Circles • Homeroom Teacher ‘Check and Connect’ • Parent Meeting with Homeroom Teacher • Parent Meeting with Deputy Head of School 	<ul style="list-style-type: none"> • Head of School meeting with student and parents • Formal notification sent home to parents • Depending on the nature of the incident and the students’ behaviour record: <ol style="list-style-type: none"> 1. 1st Offence: <ul style="list-style-type: none"> ▪ In-school suspension for two days 2. 2nd Offence: <ul style="list-style-type: none"> ▪ Suspension at home for two days including classwork and reflection tasks ▪ Return to school meeting with Head of School including checking tasks allocated are sufficiently completed 3. 3rd Offence: <ul style="list-style-type: none"> ▪ Suspension at home for five days including classwork and reflection tasks ▪ Return to school meeting with Head of School including checking tasks allocated are sufficiently completed 4. End of School Offer - Exclusion

Action Guidance for Staff

Level 1	Level 2	Level 3
<i>Minor misbehaviour or a first-time incident that a teacher can address immediately.</i>	<i>Repeated Level 1 behaviour or more serious misconduct that affects others' wellbeing or disrupts learning.</i>	<i>Serious or repeated Level 2 behaviour likely causing harm, damage, or severe disruption.</i>
<ul style="list-style-type: none"> ✓ Identify and Define Briefly describe the behaviour observed. ✓ Gather Information Seek any relevant details or context. ✓ Discuss with Student Talk about what happened and link it to the school rules. ✓ Seek Positive Change Ask the student to consider how they will act differently in future. ✓ Issue Consequence (if needed) This could be a short loss of break time or reflection time. ✓ Record Log an incident in Engage if required. 	<ul style="list-style-type: none"> ✓ Stop the Behaviour Immediately halt the action and address any injuries or damage. ✓ Involve Witness (if possible) Ask another staff member to observe or confirm events. ✓ Define Behaviour & Gather Evidence Clarify what happened and collect relevant details. ✓ Explain Consequence Inform the student of the consequence (e.g., loss of breaks, cleaning duties, thinking time away from class). ✓ Seek Support Contact the Deputy Head of School for guidance. ✓ Implement Consequence Promptly Complete actions within two days, ideally on the same day. ✓ Document Incident Record the incident in Engage. ✓ Notify Parents The Deputy Head of School contacts parents/guardians. 	<ul style="list-style-type: none"> ✓ Prioritise Safety Make sure the danger is contained and provide first aid if needed. ✓ Apply Level 2 Steps However, separate the student from others immediately. ✓ Reflection Tasks Available in SharePoint in Pastoral Folder ✓ Notify Leadership & Parents The Head of School informs the parents; the student remains apart for the rest of the day or until collected. ✓ Formal Reporting & Investigation Investigate the incident and complete a detailed incident report on Engage ✓ Formal Meeting & Email Schedule a meeting with parents and send a formal letter afterwards outlining the issue and next steps. ✓ Possible Actions In-school suspension (the student works separately for a set period) Temporary exclusion from school (see below) ✓ Reintegration Interview The Head of School meets with the student before allowing them back into class to confirm readiness.

Intervention Definitions

✓ **Proximity Support**

Moving closer to a student to help them stay focused or calm, without needing to say anything.

✓ **Restorative Circle**

A group discussion where students and staff talk openly about what happened, how people were affected and how to make things right.

✓ **Check In – Check Out**

A daily routine where a student briefly meets with a trusted adult at the start and end of the school day to reflect on goals, behaviour and progress. Parents are also asked to agree and communicate a reward for their child which can be used as a positive reinforcement tool.

✓ **Tactical Non-Reactive Response**

Choosing not to respond to low-level behaviour in the moment, in order to avoid giving the behaviour attention and allowing the student to self-correct.

✓ **Low-Stimulus Environment**

A calm, quiet space with fewer distractions to help students focus or settle. Noise cancelling headphones or divider screens available through Additional Needs Coordinator.

✓ **Reflection Time / Brain Break**

A short, quiet break where a student thinks about their behaviour and how they could make a better choice next time.

✓ **Restorative Conversation**

A short talk between a staff member and a student to repair a situation, understand the impact of the behaviour and agree on positive next steps.

✓ **Movement Break**

A short break where a student moves their body (e.g. stretching, walking, a quick run) to help refocus or manage emotions.

✓ **Supportive Peer Pairing**

Placing a student with a kind and encouraging classmate to help with learning or social situations.

Suspension

If a student commits a serious offence (Level 3) or repeats Level 2 behaviour, and a range of strategies have already been tried, the student will be suspended from school:

1. **First Offence:** In-school suspension (the student is separated from their class and given reflection task and classwork).
2. **Second Offence:** Two-day suspension at home, with reflection task and classwork provided.
3. **Third Offence:** Five-day suspension at home, with Restorative Reflection and Reintegration Plan task & classwork provided. A Return to School Meeting to be held with the Head of School prior to rejoining the class.

Exclusion

If a student continues to disrupt the school or poses a danger to themselves or others, and all stages of the Behaviour Policy have been exhausted, ISIB may end its educational offer. The Head of School will inform the school's Chair of the Board.

ISIB will work with the local municipality to ensure a smooth transition and support for the student.

Appendix I Level Tailored Reflection Task Overview



Level 1 – Reflection Task

For minor misbehaviour handled within the classroom. The tasks give the student a short, calm pause to encourage immediate reflection and redirection.

Approximately five minutes to complete the task:

1. What happened?
2. What rule or expectation did I forget?
3. How did this affect others?
4. What could I do differently next time?
5. Is there anything I need help with?

Level 2 – Reflection Task

For more serious or repeated behaviour requiring support beyond the classroom. These tasks encourage deeper understanding of the impact, begin a restorative response, and agree on steps forward.

Approximately ten – fifteen minutes to complete task:

1. What happened? (Give your version clearly.)
2. What were you feeling at the time?
3. How do you think others felt?
4. What have you thought about since?
5. What needs to happen to put things right?
6. What could you do next time instead?
7. Is there someone you need to speak with or apologise to?

Level 3 – Reflection Task

For serious behaviour requiring a formal response and reintegration. The tasks are Used during or after suspension, this supports restorative planning and readiness to return positively to class life.

Restorative Reflection and Reintegration Plan to be discussed with Head of School during Return to School Meeting

1. What led to this incident?
2. What choices did you make, and what was their impact?
3. Who was affected, and how?
4. What are your thoughts now?
5. What support do you need to move forward?
6. What will you do to rebuild trust or repair harm?
7. What personal goal can you set for the next week?
8. How will we check in to see your progress?

Appendix II
Student Reflection Task – Level 1
5 Minute Task



This reflection is a short chance for you to pause, think, and make a better choice next time. Everyone makes mistakes – what matters is learning from them. Please answer honestly and calmly.

What happened?
What rule or expectation did I forget?
How did this affect others?
What could I do differently next time?
Is there anything I need help with?

Appendix III
Student Reflection Task – Level 2
10 – 15 Minute Task
Page 1 of 2



You've been asked to complete this reflection because something happened that needs a bit more thought. This is your chance to explain, reflect, and take steps towards making things right. Be honest – this helps us support you better.

What happened? (Give your version clearly.)
What were you feeling at the time?
How do you think others felt?
What have you thought about since?
What needs to happen to put things right?

Appendix III
Student Reflection Task – Level 2
10 – 15 Minute Task
Page 2 of 2



What could you do next time instead?

Is there someone you need to speak with or apologise to?

Appendix IV
Level 3 - Restorative Reflection and Reintegration Plan
Page 1 of 2



This reflection is part of your return to class after a serious behaviour concern. It's an opportunity to think about what happened, who was affected and how we can move forward positively. Your answers will help us plan the best way to support you and restore trust with others.

What led to this incident?
What choices did you make, and what was their impact?
Who was affected, and how?
What are your thoughts now?
What support do you need to move forward?

Appendix IV
Level 3 - Restorative Reflection and Reintegration Plan
Page 2 of 2



What will you do to rebuild trust or repair harm?
What personal goal can you set for the next week?
How will we check in to see your progress?

To be completed by Head of School during Return to School Meeting:

Additional Comments, Observations or Interventions?
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Appendix V

Primary Ready for Learning Chart

Ready for Learning

Reminder 1

Reminder 2

Level 1

Level 2