



Positive Behaviour Policy

October 2021

Positive Behaviour Policy

Here at ISIB we believe in forming a happy, friendly and inclusive culture that understands the Danish way of life and meets the schools' international ethos.

We are aware that we share responsibility for the students in our care, and make every effort to provide the care which any responsible parent would be expected to give.

Parents/guardians play the most important role in teaching about ways of behaving. The home provides the first opportunities for students to learn to respect other people's feelings and property. At school we reinforce the attitudes, courtesies and disciplined behaviour that students begin at home. We will ensure that positive behaviour is rewarded; inappropriate behaviour is dealt with firmly and fairly with the intended outcome being that the student learns how to make correct choices. Our approach does not support punitive punishment. This policy is framed in such a way as to encourage and reinforce courteous and civilised behaviour – every opportunity is taken to support self-discipline, whereby students are personally involved and accept responsibility for their own actions and behaviour.

Core Approaches:

When addressing behaviour concerns, we maintain a perspective that we are addressing concerns with aspects of the student's behaviour itself, and not with the child.

We recognise and value that it is through our strong relationships with students that we most effectively support positive behaviour with students. We all invest to establish these relationships, and look continuously to utilise and, where necessary, re-establish these whenever behaviour concerns arise.

We continuously reinforce Respect for Others, Respect for the Community and Respect for the Right to Learn without interruption as cornerstones of our behavioural standards.

We use extrinsic rewards with care and measure to support positive behaviour, moving students towards the right behaviour for the right reasons as they progress through the school.

Aims of our positive behaviour policy:

1. To create a welcoming, safe, orderly, creative, and student friendly environment
2. To inspire positive attitudes to school work and the school environment
3. For staff and students to take personal responsibility for their environment
4. To ensure a high standard of excellent behaviour and discipline is maintained

Description of responsibilities for all the members of the school community		
Staff	Students	Parents/Guardians
<ul style="list-style-type: none"> • To lead by example • To be consistent in dealing with students • To encourage the aims and values of the school among the students • To have high expectations of the students • To meet the educational, social and behavioural needs of the students • To respect religious, cultural and gender differences. 	<ul style="list-style-type: none"> • To support and care for each other • To respect each other's property and work • To listen to others and respect their opinions • To take responsibility for their own actions and behaviour • To do as instructed by all members of staff (teaching and non-teaching) • To observe the school's rules • To respect religious, cultural and gender differences. 	<ul style="list-style-type: none"> • To be aware of our school's value and expectations • To support the values and expectations of our school • Make sure their child attends school regularly and punctually. • Make sure their child is dressed appropriately for school and has any necessary equipment. • Treat staff, other adults and children with courtesy and respect • Discuss the school rules with their child. • Talk to their child about their behaviour. • Listen to their child's point of view whilst also considering the other side. • Talk to their child's teacher if they are concerned about a behaviour issue. • Talk to their child's teacher if the school is concerned about a behaviour issue. • To respect religious, cultural and gender differences.

Some ways in which ISIB encourages respect for others:

1. Circle time to talk about emotions, behaviour, respect etc.
2. Positive Reinforcement – verbal / non-verbal
3. Use distancing techniques to discuss behaviour – role play / story etc.
4. Direct – Distract – Delegate
5. Training students in conflict resolution skills
6. Sharing skills and strengths
7. Giving students responsibility e.g. Student Representative Council, House Captain / Deputy etc.
8. Praising students and letting them know they are all valued.
9. Staff modelling the message in their interactions with each other, and with other members of the school community
10. Adding authentic social and learning value to interpersonal skills, communication, teamwork and respect.
11. Employing a Positive Behavioural Interventions and Supports (PBIS) system e.g. 'Check In – Check Out' etc.

PSHE Curriculum

Our learners also develop their character through our **PSHE Character Curriculum**, by focusing on six key areas: *Self – Awareness, Values, Resilience, Interpersonal Effectiveness, Social Effectiveness & Effectiveness in the Wider Community.*

At ISIB, students are encouraged to make good moral choices:

1. Knowing the difference between right and wrong and showing this in their daily life.
2. Making good decisions, thinking about the consequences of their actions.
3. Being interested in the viewpoints of others.
4. Showing tolerance and respect for others (moral and ethical issues).
5. Following the school behaviour policy.

Some examples of positive reinforcement

- Non-verbal approval (thumbs up etc)
- Verbal approval/acknowledgement
- Smiley face/stars/stickers/written comments
- Sent to colleagues for praise
- Note home/phone call/email to parents acknowledging achievement
- Visit Head or Deputy Head for effort to be recognised
- Sharing of success with peers
- Sharing of success with parents
- Through Students' Voice e.g. in Class Councils and House meetings
- Feedback to parents

Addressing unacceptable behaviour and wrong choices:

Unacceptable behaviour at ISIB includes the school building, school grounds and when students are taking part in an educational visit/trip).

We divide unacceptable behaviour into three broad bands. It must be noted that each incident is dealt with individually and subject to the professional discretion.

Level One:

Unacceptable behaviour that can be effectively managed within a classroom environment.

Level Two:

More serious unacceptable behaviour that is not so easily managed within a classroom environment. The teacher may involve parents. Notification of other staff. Involvement of Homeroom Teacher, Deputy Head and parents.

Level Three:

Very serious unacceptable behaviour or persistent Level Two misbehaviour. Formal involvement of the Head and/or Deputy Head and parents.

Important notes:

1. There is no corporal punishment in our school. Use of corporal punishment by a member of staff will result in immediate dismissal.
2. All teachers and Assistant Teachers are responsible for all our students. If unacceptable behaviour is witnessed by a member of staff, it is that person's responsibility to act. The Homeroom teacher and Deputy Head (Pastoral) must be made aware of Level 2 and Level 3 unacceptable behaviour, and documented accordingly.

Unacceptable behaviour described (examples for guidance purposes only):

Level One	Level Two	Level Three
<ul style="list-style-type: none"> • Not on task • Disrupting another student/chatting in class • Distraction, interruption • Answering back • Not taking instruction • Telling lies/getting others into trouble • Minor verbal or written insults, minor inappropriate language • Unsafe movement around the school classroom • Unsafe behaviour • Careless damage • Break/lunch time incident 	<ul style="list-style-type: none"> • Persistence of Level One • Incomplete tasks (deliberate) • Refusal to work • Defiance • Deliberate destruction of another student's piece of work • Deliberate damage to property (first time) • Removing someone's property/intending to remove someone's property without their permission • Direct verbal and written insults • Racial or religious insults • Aggressive behaviour • Isolated incident of physically hurting someone (minor) • Bullying, persistent name calling <p>(Note: Parents/Guardians must be informed and incident recorded)</p>	<ul style="list-style-type: none"> • Persistence of Level Two • Serious or deliberate damage to property • Theft of a valuable item • Repeated incidents of bullying • Repeated bad language and verbal insults/racial insults • Serious incident of physically hurting someone • Abusive or threatening behaviour towards adults or students • Dangerous refusal to obey an instruction • Leaving school premises without consent • Smoking, use of illegal substances, including alcohol

The school uses the Positive Behaviour Process when an incident has taken place:
(The process is used appropriately according to the age of the student)

The student:

1. Writes down/ talks about what happened.
2. Explains what his/her role was in the incident.
3. Describes what went wrong.
4. Describes what he/she should have done.
5. Explains what he/she will do next time to avoid the incident.
6. Makes a plan to solve the present incident.
7. Solves the incident and reports back.

Actions/Strategies

Level 1

Dealt with by the teacher at the point of interaction. Based upon

- a. Define the action seen / discussed
- b. Seek any evidence or information relevant
- c. Talk to the perpetrator
- d. Define school rules and boundaries
- e. Seek positive behavioural change and confirm it is understood (what will you do next time)
- f. Issue a loss of break time / short term 'thinking time' away from the classroom is appropriate
- g. Make an incident report in Engage if required

Level 2

This may be a reoccurrence of Level 1 or a more serious example of Level 1. A Level 2 incident affects others either physically or mentally, it may cause a disruption to learning or to general behaviour.

- a. Stop any continued action by the perpetrator
- b. Deal with any injuries / breakages as necessary
- c. If possible, gather a witness of another member of staff
- d. Define the action seen / discussed
- e. Seek any evidence or information relevant
- f. Talk to the student and inform them that there will be an action taken. This may include loss of breaks, cleaning duties, 'thinking time' away from the class. Break duties for looking after others or equipment etc.
- g. Contact Deputy Head (Pastoral) for advice
- h. Actions must be complete within the next two days (preferably the same day).
- i. Issue and monitor the actions.
- j. Complete incident report in Engage
- k. Parents to be notified by the Deputy Head (Pastoral).

Level 3

This is a serious incident which maybe a reoccurrence of a level 2, a more serious example of level 2. It is likely to / has caused injury or damage to person or property. It may have caused serious disruption to learning or endangered others

- a. Put safety first, ensure the danger is past or has been contained.
- b. Deal with any immediate needs such as first aid etc
- c. Complete all level 2 steps; however, the student should be separated from the school body either with the Deputy Heads or Head of School until a decision on the action is taken.
- d. Deputy Head (Pastoral) to inform the Head of School and parents immediately. Student will remain separated for the remainder of the day or until collected.
- e. A formal incident report is to be raised and an investigation undertaken to the incident.
- f. Action MUST include a formal meeting and letter to parents about the incident.
- g. Actions may include 'In school exclusion' (*student is given work, but remains separate for a period of time usually two days on first offence*)
- h. Actions may include temporary exclusion (see below)
- i. Student must be interviewed before any return to class by the Deputy Head (Pastoral) to assess if the student is ready.

Exclusions

In cases of a serious behavioural event (Level Three), and where any other actions /strategies listed above have been exhausted, the student will be excluded from school. Initially, any exclusion will be for a temporary fixed term (normally a period of up to five days). Class work may be given to the student to complete during this time. If necessary, exclusions can be permanent. Any request for permanent exclusion must be made to the Head of School who will review each request with the School Board.

(Reviewed annually)