

# La Côte International School



## Positive Behaviour Policy

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## **Goals of a Positive Behaviour Policy**

At the La Côte International School we believe that good behaviour is an essential condition for effective teaching and learning to take place. Pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. It is the responsibility of the teachers, auxillary staff, children and parents to work together to achieve this goal through consistent practices.

The underlying aim at LCIS is to create a climate in which its pupils can become aware of themselves as valued, autonomous and responsible individuals. Such a climate is based on a quiet, yet firm insistence on high standards of behaviour at all times and should permeate through all the school's activities.

Good behaviour in school means that everyone in school is:

- Kind
- Polite
- Friendly
- Helpful
- Respectful
- Tolerant
- Hard working
- Careful
- Responsible

## **Aims for good behaviour**

**As adults who work with children we will:**

- Help them develop into caring and thoughtful people who respect and value feelings, opinions, beliefs, property and differences.
- Encourage the value of good behaviour.
- Develop their self esteem.
- Develop their self discipline.
- Help them to co-operate.
- Create a positive and stimulating learning environment.

- Work with each other to ensure that the children develop socially, personally, academically and morally in preparation for a positive role in society.

## **Objectives for good behaviour**

### **We support positive behaviour in a positive environment through:**

- A consistent approach throughout the whole school both in and out of the classroom;
- Whole school planning for personal, social, health and emotional education (PSHE);
- Acknowledging and following agreed behaviour practices;
- Encouraging the children to be part of a whole school team and become responsible members within it;
- Encouraging respect and care for all belongings;
- Creating a stimulating classroom environment;
- Providing clear and positive learning experiences;
- Offering a broad and balanced curriculum that is well prepared and appropriate to the needs of the children;

### **Adults can achieve this through:**

- Firmly and consistently applying policies to promote positive behaviour;
- Being effective role models, showing good manners and setting a good example;
- Practising good behaviour towards everyone;
- Teaching appropriate behaviour and being prepared to give positive feedback when it is seen;
- Showing respect towards each individual child;
- Not accepting bullying or any other anti-social behaviour;
- Being fair and consistent;
- Responding quietly, calmly, positively, politely and consistently within all situations;
- Listening;
- Handling confidential information sensitively;
- Avoidance of labelling children.

## **Our rules at LCIS**

Each student, parent and staff member in our community has the right to be treated with respect, courtesy and consideration by all other students, parents and staff members. The school aims to develop an attitude of individual responsibility towards the quality of life in the school community. At LCIS we adopt the 'golden rule' policy which can be easily understood by all members of the school community.

### **Our golden rules are:**

- 1. Do be kind and helpful... don't hurt people's feelings**
- 2. Do listen... don't interrupt**
- 3. Do work hard... don't waste other people's time**
- 4. Do look after property...don't waste or damage it**
- 5. Do be honest... don't cover up the truth**
- 6. Do be gentle... don't hurt anybody**

- Everyone is encouraged to use appropriate language when conversing with any other person.
- Everyone is encouraged to listen to the observations, requests and concerns of others.
- Everyone is encouraged to look after any physical property whether it is personal or belongs to the school and should treat it with respect.
- Everyone should be encouraged to be sympathetic towards the needs of others and always show kindness and understanding.
- Everyone is encouraged to tell the truth in all circumstances.

## **Rewarding good behaviour**

At LCIS good behaviour will be rewarded in different ways either by the class teacher or by other staff members. These rewards will be implemented in an informal or formal basis depending upon what is the most appropriate course of action.

Informal rewards include individual positive praise, sharing good work with others in the school community, nominating special helpers for a particular occasion and individual stickers.

Formal rewards include certificates given for completed work or good progress in a subject area. These are awarded to two children from each class in the weekly assembly. Golden badges are awarded on a weekly basis to one member of each class for exceptional behaviour. The badge is worn for a week before being passed on to the next recipient. A record is kept of Golden Badge winners during the course of the academic year.

### **Golden Time**

At LCIS we promote "Golden Time." This is a period of time usually allocated to each class. It provides the opportunity for the children to choose an activity to play with or use in the classroom. "Golden Time" is given to every member of each class but can be lost if individuals consistently break LCIS 'good behaviour rules' after being reminded of their significance. At LCIS we feel that this encourages each child to assume responsibility for his/her actions and that poor behaviour has individual consequences.

## **Consequences of breaking a rule**

At LCIS we operate a six-point sanction programme which allows a child the time to reflect upon the situation. However every effort should be made to diffuse potential problems before they arise through positive discussion, good organisation and consultation.

The first 3 stages are class-based and will be administered by the teacher or a member of the LCIS staff. The final three stages will involve the teacher/s, senior management. The child's parents will also be informed depending on the circumstances and severity of the behaviour.

### **1. First Verbal Warning**

A verbal warning is given to a child when a situation of unacceptable behaviour arises. At this point the member of staff may decide to withdraw a playtime or reduce golden time.

### **2. Removal of Golden Time**

Depending on the circumstances a child/group of children could lose from 1 to 5 minutes of golden time. With this, staff should explain and reiterate that this loss is in direct consequence of a continuation of the negative behaviour which preceded the first verbal warning. Children must also understand that their behaviour is solely responsible for this loss of golden time.

### **3. Time Out**

This gives the opportunity for the child to be removed from a group, class task or playground activity by the teacher to an area close to but away from the rest of the class/children. The length of time is dependant upon the age of the child and the circumstances. During this time the child will have the opportunity to reflect upon the situation. The time should never exceed 10 minutes for older children and 5 minutes for younger children. Time out must never be given as a punishment, but rather a chance to calm down. It could occur outside the classroom, however the child must always be monitored. Staff must ensure that the child remains in view.

### **4. Second Verbal Warning**

If the problem persists a member of the senior management team will be informed and the child will receive a second warning.

### **5. Third Verbal Warning**

Should the problem/s not be resolved, the child will receive a third warning and the parents will be informed. The parents will be asked to attend a meeting with the child, teacher/s and a member of the senior management team. Together, strategies will be set out to prevent the

problem reoccurring. At LCIS we believe that it is important for the child to see that all the adults concerned work together to help solve the problem.

Certain behaviour, e.g. bullying, rudeness, aggressive conduct such as fighting, and swearing, is never regarded as acceptable at LCIS and will be dealt with appropriately by the class teacher, senior management team and the parents. **Where behaviour of this kind occurs, parents will be consulted immediately.**

## **6. Exclusion**

In rare circumstances problems cannot be resolved and it is at this point that the school reserves the right to exclude a child for a period of time. This will only ever be considered after all other avenues have been explored.

Any child returning to school following a period of exclusion is helped to behave appropriately through discussions with staff and parents.

### **Individual Education Plans**

From time to time children with identified Special Educational Needs (SEN) or who exhibit particular concerns are provided with an Individual Education Plan (IEP).

An IEP is designed to highlight an individual child's specific needs and the educational strategy best suited to meeting them. An IEP is written as a collaborative document between class teachers, the SEN co-ordinator, other educational staff and parents.

An IEP may detail behaviour and behaviour management strategies that lie outside this general policy but have been agreed in advance as appropriate. Similarly repeated behaviour that cannot be managed using the steps outlined in this policy may be a trigger for a move to an IEP for an individual child.

For further information see our SEN policy document.

*This policy will be reviewed by all staff on an annual basis to ensure it best meets the needs of the children in our care. Parents are welcome to request a copy of the policy.*