



AIS Behaviour Policy

Introduction:

Our approach to behaviour management and discipline derives from the Mission of our school, which describes a safe and caring learning environment.



At AIS, Our mission is to...

- **Care** for ourselves, each other and the **world** around us
- Be confident, reflective, **global** citizens
- Think **curiously**, **creatively**, and **critically**
- Challenge ourselves to be our **best**
- **Enjoy** lifelong learning



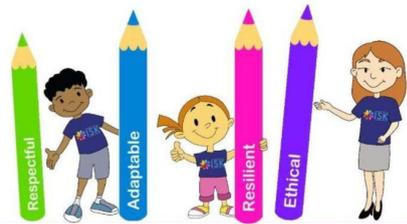
ATHERTON INTERNATIONAL SCHOOL
에서튼국제외국인학교



Steps to success

In order to achieve our mission we:

- **focus** on learning.
- are **safe** and **healthy**.
- are **internationally** minded.
- **develop** the AIS personal goals.



To become

A Passionate Learning Community

Throughout the school we promote personal development through the use of the Personal Goals and other means designed to support the children. At AIS we all have a responsibility towards all the children, all of the time, to ensure that standards

of behaviour are maintained, that children are treated with respect and fairness and that our expectations of children are consistent.

All children have the right to develop their potential and be safe and happy. We are committed to providing a caring environment for all, where positive behaviour is promoted and encouraged so that effective learning and teaching can flourish and the children have every opportunity to succeed. Having high expectations of good behaviour is an essential component of the educational experience and contributes to the happiness and well-being of children while in school.

Policy Aims:

- To clarify a code of behaviour and the range of rewards and sanctions available to staff in order to support and encourage expected behaviour
- To develop students' sense of self-discipline and understanding of responsibility for their own actions

Contributing Factors:

At AIS we believe significant factors that contribute to good behaviour are as follows:

- All staff having high expectations of students' behaviour
- The active involvement of children in their own behaviour management
- A consistent and positive approach towards rewards and sanctions

Negotiated Classroom Rights and Responsibilities:

Guided by the classroom teacher, children work at their own class rights and responsibilities during the first week of each school year. These class rights and responsibilities are displayed in all classes (this could also be done across a Milepost or Year group). The aims of this are:

- To inform/reinforce the whole school mission statement
- To enable children to contribute to the classroom culture
- To use as a reference point to use for behaviour management
- To have a form of classroom guidance for any rewards/sanctions.

Promotion of Positive Behaviour:

At AIS, we believe that the most effective way of achieving our aims is *to encourage and praise positive behaviour*. The following are the underlying principles we wish to nurture throughout our school:

- Care for each other and the world around us
- Treat all members of the school community with consideration and respect
- Have an understanding of the difference between right and wrong
- Be polite, co-operative and friendly
- Understand the school has rules which must be followed for the safety of all
- Appreciate the school environment and respect the property of others

- Value other people, their work and their opinions
- Treat others as they wish to be treated themselves

Behaviour Expectations

The rules or codes of behaviour are essential for maintaining expectations. At AIS we developed a comprehensive, but not exhaustive, list of age appropriate behaviour expectations and consequences for the classroom, playground, cafeteria, hallways and corridors. Expectations and consequences are age appropriate.

Children with additional needs

The codes of behaviour below are the aim for all students, however we accept that students with additional needs may need an individual plan to support their development and may be working towards these expectations. In these cases Individual behaviour plans will be completed in consultation with student support services and parents and shared with all teachers to ensure consistency in expectations across the school for the children.

1. Classroom Expectations

Early Years - Year 2 - Classroom Expectations

It is expected that:

- Classrooms will have a purposeful learning environment with no low level disruption.
- Children will learn engagingly with a clear understanding of what they are learning.
- Children will be taught to tidy away equipment, resources, toys and leave the classroom as they found it.
- Unless there is an emergency, children will be encouraged to be active listeners and respect who is talking.
- Transitions will be carefully managed to ensure children move around the school calmly.
- Everyone will be respectful to teachers, learners, our equipment and environment.
- Everyone will use appropriate voice levels.
- Toileting and drinking water should be done as much as possible during break and lunch times.

Early Years - Consequences for Disruptive Learning Behaviour

Verbal warning 1

Verbal warning 2

Verbal warning 3

Sit on a chair next to the mat

Move the chair further away from the mat

Teacher to talk with the child

Y1 & Y2 - Consequences for Disruptive Learning Behaviour

Verbal warning 1 - Teacher ensures eye contact and 1 finger raised. (Unless violent behaviour in which case go straight to 2.)

Verbal warning 2 - Teacher talks to the child reminding them of learners' rights and responsibilities and explaining that if they choose to demonstrate the behaviour again they will be moved.

Child to be moved within the classroom - a teacher-child discussion to follow a few minutes later where the situation can be explored (If a child reaches this point in a specialist class, this knowledge will be passed on by the specialist teacher to the class teacher.)

After the teacher-child discussion, the slate is wiped blank and the child returns to their regular place to continue learning. If the child then moves through the above 3 stages again, the teacher, after discussing with the child, will send the child to the Principal.

Years 3-6 - Classroom Expectations

Students are to:

- Do your best at all times
- Ask for help if you need it
- Be happy to make mistakes
- Listen to your peers / teachers / all staff
- Be an active learner
- Be on task
- Be respectful and purposeful in the working environment, without any low level disruption
- Be respectful of all learning environments and resources, keep tidy
- contribute to class discussions appropriately by putting up your hand
- Move safely and respectfully around the classroom and when entering / exiting classrooms

Years 1-6 - Recognition of Positive Learning Behaviour

Students often need recognition to reinforce good learning behaviour and promote self-esteem. This leads to successful learning at school. A positive approach to learning behaviour is desired, the recognition that children will receive for achieving the school rules are as follows:

- House Points are given out to children who demonstrate the school's Personal Goals paying particular attention to the Personal Goal of the month. Resources - On a House Point chart in each primary Classroom
- Students receive regular verbal praise for good work and behaviour either individually, or as a group or as a whole class
- Students receive personal goal stickers. Resources – Personal Goals stickers in each classroom

- Teachers provide positive feedback to parents/guardians in the form of Bloomz parent messages or email and WOW Learning Certificates given out during the Learning Showcase Assembly. Resources – Wow Learning Certificates

Years 1-6 - Positive Learning Behaviour Strategies

The strategies described below are designed to support personal growth mindset and to enable children to adapt their behaviour to ensure that student Rights are achieved:

1. Right to be safe
 2. Right to respect
 3. Right to learn
- A use of a non-verbal signal to gain the class attention – ‘Give Me Five’ all class raises hand.
 - Model all expected positive learning behaviour, repeat until you have the desired outcome and be consistent throughout the year. Praise every time students achieve what you expect.
 - Model transitions around the school, e.g students line up without talking if instructed to do so.
 - Model how to tidy away, share, play, settle to work refer to classroom expectations and physical boundaries within the classroom
 - Use non-verbal signals to stop the class e.g. a clapped rhythm, ‘Give Me 5’ hand in air
 - Model all expected behaviour, repeat until you have the desired outcome and never allow behaviour to slip, be insistent. Praise every time children achieve what you expect
 - Notice and praise expected behaviour
 - Tell children you will ignore all calling out. Ignore anyone who calls out with an outstretched palm, take response and praise those with their hands up
 - Model transitions around the classroom; line children up one at a time, send groups to work one group at a time, tables/groups to tidy away one group at a time
 - Model how to tidy away, share, play, settle to work in terms of expectations and physical boundaries within the classroom
 - Use a positive behaviour chart which in no way shames students or de-motivates them from modifying their behaviour

Years 3-6 - Consequences for Disruptive Learning Behaviour

For students' rights to be maintained, students have to take on the responsibility of following the 4 B's - rules, in all areas of the school. If Learning Behaviour rules are not followed, students must understand that they have chosen to do this and therefore must accept the consequences of their actions.

Verbal Warning 1 - Teacher ensures eye contact and 1 finger raised and **points to the classroom rule not being followed.**

Verbal Warning 2 - Teacher ensures eye contact and 2 fingers raised and **points to the classroom rule not being followed.**

Verbal Warning 3 - Teacher ensures eye contact and 3 fingers raised and **points to the classroom rule not being followed.** The student then moves to the Reflect Time out table to complete Reflective Learning Behaviour Log. At the teacher's discretion the student will be invited to rejoin the Classroom learning if they are ready to follow the Classroom Learning expectations.

If they continue to be disruptive to other students' learning then they will be moved to a buddy class with work. When a student has been moved to a buddy class the teacher needs to inform a senior leader via email which will then be logged. A discussion with the teacher will take place about the next stage.

The student can be invited back to their classroom by their Class teacher, once they are ready to follow the Classroom expectations.

If a student is disruptive to other students' learning whilst in a buddy class, the buddy class teacher needs to notify a member of SLT so they can come and remove the student.

If a student receives 5 warnings during the course of a week, they are to complete a reflection in the class Reflective Learning Behaviour Log and a member of SLT will be informed and log this. It is important therefore that all subject teachers alert homeroom teachers of every warning given.

Secondary Years 7+ - Classroom Expectations

Students are to:

- Be focused on learning
- Be mindful of others' learning
- Demonstrate a growth-mindset
- Use equipment appropriately and safely
- Be polite to the entire school community
- Follow instructions
- Ask permission to leave the classroom
- Be prepared for class with all necessary equipment
- Be prompt for class

Secondary Years 7+ - Recognition of Positive Learning Behaviours

1. Teachers are to record positive learning behaviours in the student's *Learning Behaviour File*. Besides allowing teachers to see the positive contributions students are making in other classes, this can be used as a discussion starter

to give teachers alternative strategies when working with students in the secondary school (What is working well in our class?)

2. As Homeroom teachers and class teachers are monitoring *Learning Behaviour Files*, the staff are encouraged to find ways to promote positive learning behaviours. This can be done in multiple ways and even in consultation with students. However, the focus should be of **acknowledgement/recognition** and not necessarily rewarding.
3. Ways to recognise are, but not limited to:
 - Postcards/emails home
 - Learning Showcase recognition
 - Newsletter Recognition
 - Additional leadership responsibilities within the school community
 - Additional ways to promote positive behaviour throughout the school community.

Secondary Years 7+ - Consequences of Disruptive Learning Behaviour

Teachers in the secondary school have outlined a series of events that should take place in order to promote positive behaviour in each classroom. This is intended to be a consistent approach that promotes learning.

Every class will have a shared *Learning Behaviour File*, where teachers will be able to log both positive and disruptive student behaviours toward learning. The following steps are meant to improve learning in AIS's secondary school.

1. Teachers use multiple strategies to engage and maintain focus amongst students.
2. If the student is unable to be redirected back to a learning focused attitude the teacher should have a respectful conversation with the student, away from their peers.
3. Teacher will record/document (not a video or audio recording) this conversation and the multiple strategies used during class, in the student's *Learning Behaviour File*.
4. All teachers will have access to an individual student's Learning Behaviour File. Tutor teachers will regularly check these files to observe student behaviour in all classes and discuss with SLT if there are multiple entries.
5. Based on the frequency and severity of behavioural incidents, the Tutor Teachers, class teachers and SLT will discuss why there are consistent issues with certain student behaviours. **Alternative strategies and interventions** will be suggested, implemented, and recorded in the student's *Learning Behaviour File*.
6. Again, based on the frequency and severity of disruptive learning behaviours, Homeroom teachers will contact guardians to make them aware of the

behaviour patterns and discuss strategies that can be helpful to student behaviour. This again will be recorded in the student's *Learning Behaviour File*.

7. Based on the agreements made, and the frequency and severity of behavioural incidents, all of which have been placed in the *Learning Behaviour File*, parents will be contacted by the Homeroom teacher and asked to come to school to discuss further **alternative learning strategies** that can help improve student learning behaviours.

Secondary Years 7+- Alternative Learning Strategies and Interventions

- Student counselled
- Parent contact
- Community service
- Loss of privileges - participation in ASAs, field trips, school socials, and any other activities sponsored by the school
- In-school suspension
- Monitoring student learning behaviour
- parent/student/teacher conference - students will be asked to explain their actions and they feel should be suitable follow-up measures
- Out of school suspension

2. Playground Expectations

Students are to:

- take their breaks (no finishing off work or loitering in hallways)
- refrain from rough play, play fighting, bumper cars, piggy-back, arm-wrestling etc
- refrain from bringing toys onto the playground
- observe all playground boundaries
- ask for permission to go to the toilet (Children using small field only)
- use any equipment safely
- stay out of the equipment shed
- avoid dropping litter and pick up litter if present
- treat school property and equipment with care respect and return when finished
- treat plant and animal life with care and respect
- refrain from throwing stones, dirt, sticks, snowballs, grass beads and picking flowers
- refrain from name calling and teasing
- be inclusive
- use respectful clean language (no offensive or obscene words or gestures in any language)
- demonstrate fair play

- follow staff instructions
- share equipment if provided
- refrain from climbing fences, trees, walls, buildings, buildings etc
- keep their shoes on at all times
- refrain from shouting at/to students in adjacent school
- use soft balls to play football on the small field

Small Playground - Dealing with inappropriate behaviour

Below follows the steps to be taken when a child shows inappropriate behaviour on the Infant playground.

1. Teacher to have a chat with the child and ask why they did what they did.
Return to play.
2. Teacher to issue a warning. Return to play.
3. Child to sit on the 'Thinking Bench' (Early Years 3 mins, Y1&2 5 mins - *Link to PG Thinker*). Return to play.

Small Playground - Dealing with relationship upsets

Restorative Practice - linked to PG Communicator

1. "What happened?" Teacher establishes the facts
2. "How are you feeling?"
3. "How are you going to solve this?"

Small Playground - Dealing with Loneliness

Have a friendship table or bench on the small playground.

Big Playground - Playground Consequences

1st Intervention -

Teacher investigates and if the student/s have not followed the Playground Expectations, then they will be asked to sit on the Personal Goals seating to reflect on their behaviour, for 2 minutes.

2nd Intervention

A discussion to remind them of the Playground Expectations and then they will be asked to sit on the Personal Goals seating to reflect on their behaviour for 5 minutes. The person on duty needs to contact the teacher via email to inform them of their student's behaviour.

Primary School teachers will get their students to record in the Reflections of Learning file, which will be kept in the classrooms.

3. Cafeteria Expectations

Students are to

- enter quietly in single file, orderly manner
- queue quietly and patiently
- walk at all times
- be polite and respectful to kitchen staff (say thank you and please, Korean desirable)
- use a small amount of hand sanitizer provided or wash hands before eating
- sit at assigned table after collecting food (Rec to Year 4 only)
- sit on the stools and chairs provided (no kneeling or standing)
- avoid moving from table to table, remain at assigned table where applicable
- remain quiet / speak in conversational tones / use inside voices
- take only what can be eaten
- respect cafeteria property (plates, cutlery, trays, equipment, tissues etc)
- refrain from touching others' food
- eat school food only if it has been paid for
- use the microwave if eating a home lunch only (adults to help younger students)
- raise hand if assistance is required
- ask permission to use the toilet / leave the cafeteria
- return all dirty plates and cutlery to designated washing area on 1 visit if possible
- remain seated until asked to line up
- remain silent when given the signal (Give-me-5)
- ensure tables and floors are left clean before lining up
- leave quietly in single file when called on to do so

4. Hallways and Corridors Expectations

Students are to

- walk at all times and stay together as a class group (keep gaps to a minimum)
- walk in single file (two lines at the discretion of teachers)
- refrain from cutting across other lines of children
- be quiet and respectful of students in other classes who may be working
- keep to the right in hallways and corridors
- keep hands and feet to themselves
- keep to the right when on stairs (use both sides when entering building in the morning etc)
- face forwards on the stairs
- refrain from overtaking on the stairs
- take one step at a time on the stairs
- hold the handrail on the stairs with one hand only
- refrain from reading on the stairs or engaging in other distracting activities

- line up and wait outside classrooms until invited to enter
- avoid leaning against and touching walls with hands and feet

Reward and Recognition

Teachers have different ways of doing this, according to the age of the children. Children often need rewards to reinforce good behaviour and promote self-esteem. This leads to success at school. As a positive approach to behaviour is desired, the rewards that children will receive for keeping the school rules are as follows:

- House Points are given out to children who demonstrate the school's Personal Goals paying particular attention to the Personal Goal of the month.
- Children receive regular verbal praise for good work and behaviour either individually, as a group or as a whole class
- Children receive stars or coloured stickers
- Teachers provide positive feedback to parents/guardians in the form of written and/or verbal communication
- Rewards such as candy are not permitted

Sanctions and Consequences

There is a need to register disapproval and ensure that effective learning and teaching can take place. This is essential for the stability, security and success of the school. Unacceptable behaviour will not be ignored. It is of the utmost importance that children understand fully that it is the behaviour which is unacceptable and not them.

If a child chooses not to follow the school rules, the hierarchical consequences are clearly displayed on the school's Disciplinary Procedures.

For their rights to be maintained, children have to take on the responsibility of following the rules. If children break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions. At AIS we believe sanctions should be:

- **Appropriate**

Whenever possible the sanction should 'fit the circumstances.' There should be a logical connection to the misbehaviour. For example, a student who damages something should repair or replace it. A student who hurts someone's feelings should help that person feel better.

- **Predictable**

Students need to know exactly what will happen if they choose to misbehave. Staff need to be able to refer to the sanction if a student is in danger of incurring it. For example – A teacher will say "If you continue to.....then you know I will have to remove you from the group."

- **Immediate**

As with rewards, sanctions are most effective if given immediately. Students have short term memories and are unlikely to associate an action with an incident that occurred a week ago. This is especially true for younger members of the school.

References

For the benefit of staff and parents, the following are examples of books and research that inform and support the AIS approach to behaviour development.

Marzano R., Pickering D. (2003). Classroom Management That Works. Association for Supervision and Curriculum Development, ASCD.

<http://www.ascd.org/publications/books/103027.aspx>

Action	Date	Responsible
New behaviour policy created through whole school consultation.	August 2016	All teachers, led by Head of Infants (Dan Slevin), Head of Juniors (Diane Williams), Head of Middle (Paul Boland) and Assistant Principal Pastoral (Colin Haddow)
Updated sections to reflect change of SLT structure	August 2017	Dan Slevin
Amendment to Junior section for students who receive multiple warnings over a week	January 2018	SLT (David Lowder, Daniel Slevin & Amanda Brost)
Amendment to reflect change from Middle to Secondary School	September 2018	Colin Gear
Updated Mission and Vision and changed language away from Infant and Junior Sections of the School	February 2019	Dan Slevin
Reviewed for accuracy	September 2020	KH
Reviewed for accuracy and added to PD schedule for Autumn 2021	September 2021	KH
Additional paragraph added for Children with additional needs as a result of staff feedback	October 2021	KH
Change of name and logo updated	September 2022	Graham Horton