**ONE INTERNATIONAL SCHOOL ELEMENTARY & MIDDLE SCHOOL BEHAVIOUR MANAGEMENT POLICY**

At ONE IS, we believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them. We believe that a behaviour management policy enables children and staff to know exactly what is expected of them, develops a learning environment built on safety and respect, allows students to feel that they are able to focus on learning without distraction and, not to forget, teachers feel that they have the right to teach outstanding lessons.

Therefore, all members of the ONE I.S. community are expected to:

* Be kind, considerate, helpful, unselfish and tolerant to all.
* Be polite and sensible and move around the building in a considerate manner.
* Respect the school environment by not dropping litter, tidying away and using equipment and resources in a respectful manner.
* Punctually attend all lessons/school events.
* Contribute actively to the school community by contributing to school events and participating in activities.
* Follow the school uniform policy/dress code and look presentable at all times.
* Consider conduct outside of school to avoid bringing the school into disrepute.
* Be self-motivated and persevere through challenging tasks.
* Be open to constructive feedback.
* Ask questions and actively explore alternative points of view in a respectful manner.
* Seek to understand, not just to be understood.

**TEACHER EXPECTATIONS:**

It is understood that in order to encourage children to display desired behaviour, children must have good role models. Therefore, here at ONE IS, teachers will be expected to help children by:

* Providing a positive model for children with regard to friendliness, care and courtesy and to offer strategies for resolving any conflict.
* Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within ONE I.S. and explained to all newcomers, both children and adults.
* Ensuring that the rules are applied consistently, so that children have the security of knowing what to expect and can build up an understanding of desirable behaviours.
* Praising and endorsing desirable behaviour such as kindness and willingness to share.
* Taking positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
* Making themselves aware of and respecting a range of cultural expectations regarding interactions between people.
* Showing zero tolerance of discriminatory language and behaviour by children, parents or any other adults.
* Demonstrating support for the victim(s), to help those responsible understand and overcome their prejudices and to make it clear that such behaviour/remarks will not be tolerated.

**PARENT EXPECTATIONS:**

To support children’s learning and their development, we also kindly expect parents/carers to support children by:

* Ensuring children attend school regularly and punctually and to provide explanations for all school absences
* Ensuring your child/ren has enough sleep at night and is provided with breakfast before starting school each day
* Sending your child/ren to school in the correct uniform, including providing your child with the correct sports uniform for PE lessons and after school sports clubs
* Being aware of school rules and encouraging acceptable social behaviour.
* Making an effort to attend all parents’ meetings
* Reading your children’s tapestry observations and responding if necessary

**CHILD EXPECTATIONS:**

At the beginning of every school year in each elementary class, the teacher will explain what behaviour is expected. Teachers will explain their expectations and outline how children are expected to behave in and around school and towards their peers and staff. This is made clear to all children through discussions and class rules are also displayed prominently in each classroom.

Each class in the elementary school has a class behaviour system that is visual reminder of how children should behave, this is displayed in each classroom and children will be introduced to how it is used. Each system is slightly different due to the different age groups we have in Key Stage One and Key Stage Two. However, every system is based around praising and exemplifying desired behaviour rather than making an example of bad behaviour.

If a child enters the class after the beginning of the school year, they will also have the system explained to them. In general, all children will be expected to:

* Treat others with care and courtesy
* Not physically hurt another individual
* Respect the individual and cultural differences of others
* Use the equipment safely and sensibility
* Move sensibly between activities
* Try to be a good role model for others
* Try their hardest in lessons
* Wear school uniform
* Avoid play with weapons. Parents will be asked to take weapons home if they are brought in.

**UNACCEPTABLE BEHAVIOUR:**

Unacceptable behaviour in ONE I.S. is viewed as:

* Disrupting other pupil’s learning
* Persistent and malicious disruptive behaviour, including open defiance
* Personal comments of an abusive or threatening manner
* Damage to property
* Offensive language
* Bullying and harassment
* Pushing, touching or other unwanted physical contact to another pupil or adult

**CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR:**

* As soon as the behaviour is noticed, staff will intervene and discuss how the children should behave, rather than telling them what not to do.
* The children will be reminded of the correct way to behave and the reasons why, up to a maximum of three times per incident.
* Where inappropriate behaviour continues after the third warning, the child will be redirected towards another activity (if possible) with continued support in learning appropriate behaviour.
* If the behaviour persists, the child will be taken away from the situation or group with a member of staff to practice and discuss appropriate behaviour. This will only happen with the knowledge and agreement of the class teacher. The child will be returned to the group within a short time.
* Any behavioural problems will be handled in a developmentally appropriate fashion, respecting individual children’s level of understanding and maturity.
* They will be given one-to-one adult support in seeing what was wrong and how to cope appropriately.
* Children will never be sent out of the room by themselves and adults will not shout or raise their voice in a threatening way.
* Corporal, humiliating or frightening punishment will never be used at ONE I.S. All adults will be expected to adhere to this policy with regard to all children – including their own – while at ONE I.S.
* Physical restraint, such as holding, will be used only to prevent personal injury to children or adults and/or serious damage to property. Any significant event of this sort will be recorded and the parent informed the same day.

**CONSEQUENCES OF PERSISTENT, UNACCEPTABLE BEHAVIOUR**

* If the same problem persists, parents/carers will be involved and their help sought in solving the problem.
* Where serious misbehaviour persists, a letter will be sent to the parents/carers signed by the ONE I.S. Head Teacher, warning of the possibility that the child may have to be removed from ONE I.S.
* Recurring problems will be tackled by the whole of ONE I.S., using objective observation records to establish an understanding of the cause.
* In extreme circumstances, the child’s parents/carers will be asked to remove them from ONE I.S. This will only happen as a last resort in situations that affect the safety of all at ONE I.S.
* In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.

**GOOD BEHAVIOUR:**

As previously mentioned, here at ONE IS, we prefer to acknowledge and concentrate on good behaviour to highlight the positive development of children. In cases of good behaviour, each classroom follows a praise system where hard work, teamwork and courteous behaviour are rewarded. This differs in different year groups, but in general, children may be rewarded with extra playtime, extra reading time, a good comment to their parents in their online observation/weekly review book or in outstanding circumstances, a small prize at the end of the term. We feel that this is an appropriate system to encourage children to display good behaviour naturally.