



Acacia International School

Positive Behaviour Policy

1. Introduction

Acacia International School is a friendly and welcoming school whose values are based on mutual trust and respect for all. We have very high expectations for behaviour for all members of our school community.

This policy outlines our behaviour expectations for all our community members, and details the structures in place to help children learn to manage their own behaviour. This policy is inspired by the Incredible Years®, a series of interlocking, evidence-based programs for parents, children, and teachers, supported by over 30 years of research. The goal is to prevent and treat young children's behaviour problems and promote their social, emotional, and academic competence. The programs are used worldwide in schools and have been shown to work across cultures and socioeconomic groups.

This policy will be reviewed annually.

Aims:

- to create a safe and predictable learning environment in which every member of the school community feels safe, valued and respected
- to develop children's social, emotional and academic competence to enable them to thrive
- to enable children to develop a sense of empathy, respect and tolerance for others, other ways of life and different opinions
- to ensure staff and parents are clear about the behaviour expected in order to enable them to effectively support the children's learning



2. Code of Conduct

Acacia International School has clear expectations of behaviour. These expectations are expressed in the code of conduct, which applies to all members of the school community.

Respect yourself

Respect others

Respect the environment

The code of conduct is designed to be broad and clear. Children may need help in interpreting these expectations in different contexts. Each teacher will develop a set of classroom rules to help children interpret the code of conduct and understand what is the expected behaviour within the classroom. Likewise, more context-specific rules may be developed for other situations including on the playground, during sporting events and school trips.

3. Discipline plan

Acacia International School has a clearly structured discipline plan to support staff in promoting positive behaviour and managing misbehaviour. All staff have a role in behaviour management. Staff are expected to respond to positive behaviour and misbehaviour according to the following discipline plan, which is used from age 3 to 5 onwards.

For the youngest children, we follow a developmentally appropriate approach inspired by the Incredible Beginnings© programme. This relies on building positive relationships with children using sensitive and responsive approaches.

3.1 Promoting positive behaviour

At the heart of our discipline plan are three strategies to promote children's positive behaviour and skills development. These strategies are clear expectations, active teaching and motivation.



1. Clear expectations

The code of conduct sets out the broad behaviour expectations for all members of the school community. Each teacher will create a set of classroom rules that interpret the code for the classroom context, so that children clearly understand what is expected of them.

2. Active teaching

Teachers and staff will actively model, teach and reinforce the expected behaviours. They will also help children to develop children problem solving skills to enable them to begin managing their own behaviours and dealing with challenges in a positive and respectful manner

3. Motivation

The quality of teachers attention is one of the most important factors in helping children to to build self-esteem and become motivated and successful learners. Teachers offer consistent and meaningful encouragement and praise to all learners. This reinforces positive behaviours and nurtures children's growing academic and social competence.

For additional motivation, individual teachers may choose to use an incentive system.

Positive behaviour is recognised publicly in the Friday assembly with Pupil of the Week and Learner Profile Awards for each class.

3.2 Managing Misbehaviour

Misbehaviour is managed in a calm, consistent and respectful way. The way in which staff respond to misbehaviour depends on the seriousness of the behaviour. Some minor inappropriate behaviour and testing of rules is to be expected as developmentally appropriate as children as an expression of children's desire for independence and autonomy. A consistent response to such misbehaviour will teach children that positive behaviour is expected.

More unacceptable and dangerous behaviours will be responded to with immediate consequences, in order to ensure the safety of all children and indicate that such behaviours are unacceptable. Unacceptable behaviours include physical or verbally violent behaviour, damage of property and repeated disregard of teachers' instructions.



Minor misbehaviour:

1. Subtle teacher interventions

Teachers will use a range of strategies including reminders of expectations and redirection, combined with praise and encouragement of positive behaviours. The aim of these interventions is to avoid giving children attention for the misbehaviour, and teaching that it is more beneficial to behave appropriately.

2. Warning

If the misbehaviour persists or is more serious, a verbal warning will be given to the child. This will be phrased as an “if ... then ...” statement or a choice. The teacher will explain the consequence of continued misbehaviour. If the child ceases the behaviour, this will be acknowledged swiftly, e.g. “That was a good choice, you are working hard now”.

3. Consequences

If the child continues the misbehaviour despite the warning, the teacher will implement the warned consequence. Consequences will be natural or logical, developmentally appropriate, immediate and non-punitive. Consequences will be implemented using the language of choice e.g. “You continued [misbehaviour] so you have chosen [consequence]”.

4. Time out

If a child refuses to accept the consequence, a time out will be applied. Time out will be limited to 5 minutes. Children under 6 years of age who refuse to go to time out may be gently but firmly taken to time out. Older children will have one minute added to time out, up to 8 minutes, after which a warning will be given to go to time out or lose a privilege. After the time out, the child will rejoin the class and teachers will swiftly acknowledge the first positive behaviour.

5. Individual behaviour plan

Children who struggle repeatedly with misbehaviour or who are given time out three times for similar behaviour will have an individual behaviour plan developed by the teacher, principal and parents.



Unacceptable behaviour:

1. Immediate time out

Children who display any of the unacceptable behaviours will be given an immediate timeout without a warning. The time out may be implemented in class, in another teacher's class or in the principal's office as is most appropriate.

2. Individual behaviour plan

Children who repeatedly display unacceptable behavior or who are given time out three times for similar behaviour will have an individual behaviour plan developed by the teacher, principal and parents.

No corporal punishments or threats of corporal punishment will be used by any school staff at any time.

4. Behaviour Log

Any incidents of misbehaviour that result in a time out will be recorded by the teacher in a Behaviour Log which is kept in each classroom. Two instances of time out for similar misbehaviour will result in parents being contacted. If the misbehaviour continues, parents will then be invited in help develop an individual behaviour plan for the child.

5. Bullying

Bullying is not acceptable at Acacia International School and will not be tolerated under any circumstances. Our aim is to create a safe and secure learning environment. Bullying is defined as repeated behaviour over time which is intended to hurt someone either emotionally or physically. All staff will work to keep children safe, to prevent bullying and to respond firmly to any instances of bullying.

Acacia International School takes a preventative approach to bullying by developing children's self-esteem, empathy, social skills and problem solving skills as described above. Staff are supported to identify the early signs of possible bullying. Children will be supported in speaking out if they are being bullied or if they are aware of bullying. If a teacher observes an instance of



bullying, they will intervene by imposing an immediate time out, followed by a serious talk with the bully.

Acacia International School aims to work in partnership with parents to prevent and respond to bullying. If it is discovered that students are bullying others or being bullied, the school will contact the parents concerned and ask for their cooperation in bringing about change. Parents who suspect that their child is being bullied should let their child's teacher know as soon as possible.

6. Working in partnership with parents

Acacia International School values the key role that that parents / guardian play in behaviour management as the children's first teachers. We aim to work in partnership with parents to achieve our aims of creating a safe learning environment where all children can thrive. Parents are invited to learn more about our approach to positive behaviour management which is inspired by the Incredible Years©.

Policy Date: 13th June 2017

Review Date: June 2018