



To inspire every child to recognise their full potential, believe they can make a difference and respect themselves, others and the world in which they live.

Positive Behaviour Policy

Aim of the policy:

- To involve everyone in promoting our school vision and positive behaviour
- To set out our expectations of personal learning and behaviour
- To ensure consistency and continuity in our approach
- To provide a point of reference in managing behaviour for our iCAN community

Here at iCAN we value the development of the whole child. Equal emphasis is placed on academic, personal and international learning, and it is vitally important that our children are able to develop their personal skills to equip them for the wider world. As a school, we have clear expectations, strategies and structures to promote positive behaviour based on our iCAN personal goals. We believe behavior is a complex issue that needs to be tailored to each child's unique personality and situation so that all their needs are provided for. Whichever approach or strategy is used, it needs to be one whereby conditions are optimised to develop a child's true potential so that they may be their authentic self. When this is achieved, fear is eradicated, behavioural problems are minimised and learning can be accessed. At iCAN we recognise that social and emotional difficulties can manifest in disruptive behaviours therefore we consider an integrated approach with a focus on preventative measures.

iCAN children are learning to be:

Adaptable
Communicators
Cooperative
Enquirers
Principled
Resilient
Respectful
Risk takers
Thinkers

In order for children to learn in a happy and safe environment, we have implemented structures and strategies in order to promote these personal goals and positive behaviours. These structures and strategies are outlined in this policy.

Staff responsibilities

All staff actively promote positive behaviour by:

- Treating all children fairly and with respect, using positive language and encouragement.
 - We use a quiet, clear and calm voice when speaking with children
 - We reinforce behaviour expectations discreetly with individuals whenever possible.
 - We keep any promises made to children and remain open and honest with the

Helping all children to develop their full potential and engaged with authentic self.

- Providing a challenging, interesting and relevant curriculum.
 - We have high standards of behaviour so that learning can flourish.
- Creating a safe and pleasant environment both physically and emotionally.
 - We invest time setting boundaries and expectations.
 - We have clear class contracts formed collaboratively and displayed in each class.
 - We never use physical chastisement or punishment under any circumstances.
- Using positive and negative consequences clearly and consistently.
 - We use positive language to encourage desired behaviour
 - We separate the behaviour from the child and allow 'fresh starts'.
 - We acknowledge that to ignore unacceptable behaviour is to be seen to condone.
- Being a good role model.
 - We follow the principles of our shared vision, as outlined in our job descriptions.
- Forming positive relationships with children and their families.
- An awareness of the importance of relationships in school is prioritised to build a nurturing, caring atmosphere within the classroom.
- Recognising and valuing the strengths of all children.
 - We use Structured Cooperative Learning.
 - We acknowledge and celebrate the diversity of our school community.
- Teaching and supporting the development of the personal goals in all areas of the curriculum and throughout all school life.
- Teaching the PSHCE skills that support this behaviour policy.
- Helping learners to develop self-reflection skills, to take responsibility for their own actions and to understand what acceptable and desired behaviour is.
 - We provide children with appropriate problem solving and conflict resolution strategies.
 - We support children to develop independence when solving conflicts with peers.
 - We are pro-active in dealing with instances of bullying as soon as they are witnessed or reported.

Learners' responsibilities:

All learners promote positive behaviour by:

- Working towards our iCAN personal goals in all areas of school life. [Age appropriate personal goals](#)
- Being positive role models for others
- Being considerate of their effects of their actions on others

Families' responsibilities:

All families support positive behaviour by:

- Being aware and supportive of our expectations of behaviour.
- Working closely with us to support and implement this behaviour policy.
- Showing an interest in their childrens' learning in all areas of school life.
- Supporting the personal goals and being a role model within the community.
- Forming and maintaining positive respectful relationships with other members of the school community.

Positive Reinforcement

Whole school:

- *Positive praise*
All learning facilitators understand the importance of positive praise and use growth mindset language to encourage and motivate children to improve and develop desirable behaviours in keeping with our school ethos.
- *Team celebrations*
Here at iCAN, cooperative learning is central to our classroom strategies. We believe that our learners should celebrate team successes and children are encouraged to develop team cheers, and other ways of celebrating group accomplishments.

Primary:

- *Personal Goal Beads*
Each class will display our 9 personal goals, and when teams or individual children show behaviours that demonstrate working towards these goals, a bead will be rewarded and placed in the collective class display. This visual representation should be regularly reflected on and celebrated. Once a PG jar has been filled, a class agreed reward, linked to the goal achieved should be given. (eg. A cooperative team game if cooperative is filled)
- *Caught you being*
LSAs look out for and reward positive behaviour in the classroom, during specialists' lessons and during break and lunchtimes. Learners are given a ticket, celebrating when they have been 'caught' meeting a personal goal. This process rewards both individuals and classes and is acknowledged in weekly assemblies.
- *Together time celebration*
To promote, support and reflect on our personal goals, all learners will take part in a 30 minute together time session at the end of the week. Here learners are encouraged to choose an area that they would like to develop. The children will be mixed across their Mileposts and can choose from a variety of activities with a personal learning goal focus.
- *Weekly assemblies* celebrate the personal development and positive behaviour of iCAN learners. Within our weekly assemblies we celebrate *Star of the week*. Learning facilitators will choose a learner who has been working well during the week, celebrating their learning.
- *School environment*
Establishing peace corners in every classroom which enable children to develop the ability to solve problems and provide a quiet space. Having a dedicated nurture room for 1:1, small group sessions and whole class PSHCE sessions.

Middle Years:

- *Celebration of learning*
During assembly time achievements of individuals across subjects, sports and extra-curricular activities are recognised and celebrated.
- *Weekly Assemblies* is a weekly morning session focused on a personal disposition with time built in for reflection of how the week has gone and to celebrate and recognise learners who have displayed particular achievements both in and out of the classroom. All middle years children come together to promote cooperation and community spirit. Within this time, learning facilitators encourage children to think about, and reflect on the personal goals through discussion, current affairs stories and other mediums.
- *Role Modelling*
In the middle years the opportunity to take on responsibility roles is offered. These roles such as the role of librarian, or that of sports leader, allow them to develop leadership, self-management, and communication skills. These roles require them to help and support those younger than themselves and in so doing, develop a deeper understanding of the application of their dispositions.

Preventative measures:

At iCAN we aim to equip children with the skills to independently self-regulate and self-advocate their needs. Through these measures, learners will gain the tools to manage their emotions and develop the vocabulary to express their needs.

We achieve this by having:

- strategies that support emotional literacy
- using the *jigsaw* wellbeing curriculum
- morning meetings and set reflection times
- Mindfulness strategies
- 1:1 nurture sessions for our most preoccupied children help to acknowledge children's feelings and develop positive relationships with the use of creative arts therapies. Case studies have shown that these sessions can help to remove barriers to learning and minimize disruptive behaviours.
- It takes valuable time to develop relationships that can be difficult in the transient nature of international schools.

Consequences and Reflection:

While we strive to set clear and consistent expectations and boundaries, there will be times where children will find it difficult to behave appropriately. For these situations, we have developed a system of reflection and consequences.

The charts attached demonstrate the clear guidelines for both inappropriate and unacceptable behaviour. [Consequences systems](#)

All learning areas have clear visual displays which follow our consequence system.

- Playtime and lunchtimes

Personal learning happens in all areas of school life, and therefore our expectations of behaviour go beyond the class learning space. Personal goals are used as a point of reference for behaviour in the playground and our LSAs will follow the same strategy used within classrooms. Playground incidences will be recorded and shared with relevant staff to ensure consistency across the school.

- Specialist sessions

It is important that our expectations of behaviour are consistent across the school. Class LSAs accompany and support the learners in all their specialist subjects and learning facilitators are encouraged to collect their classes from these sessions so good, clear communication can occur between teachers. Specialists will follow the same consequence system within their lessons.

Specialist learning facilitators are invited to Middle Years weekly welfare meetings so good, clear communication can occur between learning facilitators. Specialists will follow the same consequence system within their sessions.

- Conflict resolution and compassionate communication

Here at iCAN we recognise the importance of children developing their own skills to solve problems and manage conflict during the school day and in the wider world. In order to support this we are currently developing a system of conflict resolution based on restorative justice principles which includes a 4-part apology (AAMR) 1. Acknowledge 2. Apologise 3. Make it right and 4. Recommit.

- Effective reflection

It is important that all members of the community use effective strategies for communicating their views about inappropriate behaviour in a thoughtful and respectful manner. As part of the reflection process we will be using strategies such as (OTFD) 1. Observation, 2. Thoughts, 3. Feelings and 4. Desire to support this process.

This policy will be reviewed on a regular basis to ensure it is supportive of our vision.