



International
School
Olomouc

Behaviour Policy


Pravidla a postupy podporující slušné chování





Behaviour Policy

(Pravidla a postupy podporující slušné chování)

School: <i>Česko Britská Mezinárodní škola a Mateřská škola s.r.o., Sokolovská 76/6, 779 00 Olomouc</i>	
Policy Leader: Mgr. Eva Pluskalová	Date & Signature:  21 st August 2018
Checked & Authorised by: Petr Pospíšil, M.A. (Dunelm)	Date & Signature:  24 th August 2018
Scope: This policy applies to the Junior & Senior School community.	
Effective from: September 2018	Effective to: August 2019

Behaviour Policy:

Date Due for review: June 2019

Distribution list:

1. Board of Directors
2. Head of Primary
3. Teaching staff
4. Parents

Policy statement

At the International School Olomouc we believe that our school is a caring community, whose values are built on mutual trust and respect for all. We aim to provide an environment in which every member of the school community is treated fairly and well, without regard to gender, disability, and ethnicity, social, cultural or religious background, so all members of the school can live and work together in a supportive way.

By stating through our school policy the expectations that we have for the way in which each member of our school community should conduct themselves, a common understanding is promoted that helps to ensure our school is a safe and orderly community of learners. A common understanding of, and approach to, agreed principles of behaviour, brings the advantages of:

- benefits to the pupils;
- guidance to staff;
- clearly informing parents;
- consistency with the expectations of other international schools and the local community;

This policy is supported by both of our PSHE and Anti-bullying Policies.

Aims

Good behaviour creates a better climate for learning.

By reinforcing good behaviour and discouraging poor behaviour we aim to foster in each child the ability to:

- behave in a considerate way towards others;
- grow in independent thought and judgement;
- take responsibility for their own actions

We aim to:

- create a community where all its members feel valued and respected and where the building of positive relationships is crucial;
- help children grow, live and work in a safe, happy and secure environment and become positive, responsible and independent members of the community;
- create an environment that is stimulating and enriching and in which effective learning and teaching can take place;
- to teach, through the school curriculums, values and attitudes as well as knowledge, understanding and skills, in order to promote responsible behaviour, self-discipline and respect for self, others, property and the world around us;

- treat all children fairly and apply this policy in a consistent way;

Objectives

To meet these aims through our Behaviour Policy we have set the following objectives.

- all members of the school community will be involved in implementing this Policy in a consistent way
- staff and children will behave towards each other with mutual respect, consideration and tolerance
- we will celebrate positive behaviour with a system of rewards
- pupils will face sanctions if they choose not to keep the Golden Rules, see below.
- the school will involve parents and carers at an early stage if a child's behaviour is a cause for concern or if a serious incident has occurred
- the school may ask parents to pay for damage to property that is the direct result of their child's misbehaviour



The Golden Rules: a whole school approach

Knowing “our ABC’s”, understanding them and applying them make the world a better place.

We provide for our learners a set of clear rules called ‘**The Golden Rules**’:

A. **BE SAFE!**

- | | |
|---------------------------|------------------------------|
| 1. <i>We walk slowly.</i> | <i>We don't run.</i> |
| 2. <i>We are gentle.</i> | <i>We don't hurt others.</i> |

B. **BE RESPECTFUL!**

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| 3. <i>We are polite, kind and helpful.</i> | <i>We don't hurt anybody's feelings.</i> |
| 4. <i>We listen.</i> | <i>We don't interrupt.</i> |
| 5. <i>We look after property.</i> | <i>We don't waste or damage things.</i> |
| 6. <i>We speak softly.</i> | <i>We don't shout.</i> |

C. **BE RESPONSIBLE!**

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| 7. <i>We are honest.</i> | <i>We don't cover up the truth.</i> |
| 8. <i>We work hard.</i> | <i>We don't waste our own or others' time.</i> |
| 9. <i>We clean up after ourselves.</i> | <i>We don't leave any mess behind.</i> |

These rules are displayed in each classroom and in the school hallway. It is the responsibility of the class teacher to ensure that the Golden rules are enforced in their class, and that their class behaves in a responsible manner. The class teachers in our school have high expectations of the children in terms of behaviour and learning; and they strive to ensure that all children work and act to the best of their ability.

The Golden rules are discussed with pupils at the beginning of the school year, as part of the PSHE programme, in Circle times, in assemblies and on a daily basis when the atmosphere or situation in class requires it. We expect all members of our community to become familiar with these rules and apply them in their everyday life.

Golden Time: the underlying principles

Golden Time is a privilege that is available to all children if they follow The Golden Rules. Golden Time is a fixed amount of time (15 minutes) set aside each week during which children may undertake individual, paired or group activities of their own choice.

At the end of each half term (i.e. every 6th or 7th week) children can win a medal (or any other reward) if they have not lost any of their Golden Time over the past 6 or 7 weeks. The children are praised and medals/rewards are handed out to them at assemblies. Those who have not lost any of

their Golden Time throughout the whole school year are given a gold cup (The Best Behaved Kid of the particular school year) at the end of each school year, those who have lost it ONCE within the school year are given a silver cup (The Well Behaved Kid of the particular school year), and those who have lost it TWICE within the school year are given a bronze cup (The Behaved Kid of the particular school year). Each classroom should have a Golden Time display showing how successful each child has been.

Class teachers may award a special prize to those pupils, who made significant progress and whose behaviour noticeably improved, although they cannot be given any of the cups according to the Golden rules. This special prize is decided by the class teacher and is awarded to motivate the child to continue with their progression.

The class teachers of Y1 and Y2 children or of children who are not able to comply with The Golden Rules to the same extent as other children might slightly and sensitively adjust these success criteria to meet the needs of these children and help them improve and achieve success.

Each adult who works with children at our school and is responsible for them should have an access to our school website (www.ischool.cz-Intranet-Behaviour Records) where all the issues are recorded and s/he should also have a master copy of *The Follow-Up Agreement*, so s/he can make copies of them when needed, fill them out together with a child and then hand them over to the particular class teacher who takes appropriate action.

Activities on offer during Golden Time are negotiable between teachers and children.

Unsatisfactory behaviour can lead to a child losing some of her/his Golden Time. Children who have lost Golden Time lose it at the start of Golden Time. They are required to complete a sanction while others are enjoying their Golden Time. When they have completed their sanction, they join the activity that they chose. Discussion with the class teacher takes place later.

No child loses Golden Time without first being warned that s/he is at risk of doing so. All the warnings are recorded by the adult who is in charge of the child at the time. This adult records the incident using the online form called *Behaviour Record* on the school website and also helps the child prevent such misbehaviour by filling out *The Follow-Up Agreement* together with the child. This adult also orally informs the class teacher of the child about her/his misbehaviour as soon as possible after the misbehaviour has taken place. If the same child breaks the same rule during the same week again, then they lose 5 minutes from their Golden Time. Continued warning and rule-breaking add other 5 minutes to the time lost. A child can lose up to 15 minutes of her/his Golden Time. Each child should experience 5 minutes of Golden Time at least.

Only in exceptional circumstances, when major problem behaviours occur (such as physical abuse, severe bullying, etc.), is Golden Time lost without prior warning. An online record is kept of all Golden Time lost by individuals, and again *The Follow Up Agreement* is filled out. The adult who is in charge follows the same procedure as with the minor problem behaviours. If further steps need to be taken, the particular class teacher deals with them.

If a child loses 15 minutes of her/his Golden Time a “win back golden time” contract will be discussed with the child. The child will be given the opportunity to “win back” up to 10 minutes of Golden Time if there has been a significant improvement in her/his behaviour.



Class teachers of children who regularly lose Golden Time will request meeting (either in person or via alternative methods – email, letter, phone) to develop Individual Behaviour Support Plan that will help the child improve her/his behaviour in close cooperation with the child's parents.

After School Club follows the same rules and a positive reward system, but it is kept separate from the school day reward system. Children who attend After School Club (ASC) do not receive any cups at the end of the school year and they do not collect any gemstones or pearls. The teacher who runs the ASC is responsible for dealing with all the minor and major problem behaviours, registering them online (using the same online form like other teachers), informing the class teachers about major problem behaviours and rewarding the children every 6th or 7th week. The ASC rewarding system is based on registering children's good behaviour and exceptional achievements by golden stars on a chart, and at the end of each 6 or 7- week period letting the individuals who have collected the most stars to choose a Golden Club Activity from a list of choices. The list may comprise such activities as e.g. a film afternoon or a drumming workshop. The chosen activity is available for all the children in the ASC and will be offered free of charge for everyone.

Circle Time: the underlying principles

Circle Times are times when the class comes together for thought, discussion, fun and celebration. Problems can be discussed openly and solved with the participation of the whole class. Each class is expected to hold class meetings or Circle Times weekly.

Everyone in the circle is equally important. The teacher is a part of the circle, and not the centre of it. If children are seated then the teacher must use the same chair. If the children are on the carpet then the teacher must sit there also.

Circle Time is a time not only for talking, but also for listening and respecting other people's rights to speak up and give opinions.

Lesson Rules: the underlying principles

Tell me and I forget. Teach me and I remember. Involve me and I learn. (Benjamin Franklin)

We encourage children to become active learners. They are not passive in the process, they have to work as hard as the teacher, and they need to appreciate this. We have high expectations of all children in terms of their behaviour and work during each lesson. The rule "*We work hard.*" was broken down into its component elements:

1. We are ready and on time.
2. We complete our homework.
3. We work well with others (talk at the right time, follow instructions, pay attention and cooperate well).
4. We use time the right way.
5. We are active and involved.
6. Our work is neat and well organized.
7. We try hard to improve our work.

8. We take 'risks' when learning.
9. We solve problems related to learning.

These Lesson Rules should be displayed in each classroom.

Children are expected to protect these rules as "their treasures". They should be introduced to the children at the beginning of the school year. Each class teacher should make sure that children understand what they mean and why they should follow them. S/he should also provide her/his class with a table into which weekly lesson performances as well as absence will be recorded.

If children are not alert all the time throughout the lesson, the teacher records which rule the child has not protected well (i.e.: -2 if the child did not complete her/his homework) and at the end of the lesson helps them realize what they need to improve on to succeed next time.

Those who protect "their treasures" well and adhere to the Lesson Rules, are praised, those who have shown an outstanding performance are given a gemstone into their treasure chest and are explained what is so exceptional about their performance. The teacher records it (i.e.: +2 if the child has handed in an excellent piece of homework). Once a child has collected certain number of gemstones (and that can differ with respect to the children's age or needs; for Y1 and Y2 children it can be 3 gemstones, for Y3, Y4, Y5 and Y6 it can be 5 gemstones – the decision lies with each class teacher but needs to be discussed with other teachers), s/he can come to her/his class teacher and exchange them for a pearl. These pearls can be traded for different items (puzzles, memory games, toys, colour pencils, markers, cards, books, etc.) at a market that takes place at the end of each half term together with the assembly. The items at the market have a different value (1 pearl item, 2 pearl items, etc.), so the more pearls the children win during the half term, the better choice at the market they have. The pre-Christmas market and the-end-of-the-school-year market can offer more valuable items.

At the end of each week particular class teachers check the weekly lesson performance table. If there are three records of poor or outstanding lesson performances, class teacher makes a record into the online form called *Lesson Rules* which is again available on the school website (www.ischool.cz-Intranet-Lesson Rules). Automated email is also sent to parents.

Teachers should actively seek opportunities to praise learners for following the lesson rules in an exemplary way. Effective praise can help children understand the expectations set by the lesson rules more clearly. If a child does exceptionally well in the lesson, a note can be sent to her/his parents about such a great performance. If a child behaves inappropriately in the lesson (i.e.: covering up the truth, exaggerated reactions, etc.), teachers are recommended to inform the particular class teacher about it and write a note about such behaviour onto the database (note in the class register, another note).

Guidance for All Staff

One of the most powerful determinants of a child's behaviour is a positive adult role model.

Positive reinforcement of good behaviour is more effective than negative punishments. Although there are agreed sanctions for children who misbehave, it is encouragement of good behaviour which is far more important. Staff should praise children who behave in a polite, helpful, considerate and sensible manner. Verbal feedback on behaviour deserves a high priority around the whole school and during off-site visits. Good behaviour and positive attitudes should be discussed in Circle Times, assemblies and with particular class teachers on a daily basis.

Staff should ensure that all learning activities are well planned, organised and resourced, as this will help the child to know what is expected of her/him. We need to teach behaviour as we need to teach other aspects of the curriculum. Classes that have well-organised lessons that are well prepared and that take into account the full range of the learning abilities, tend to have few discipline problems. A calm, controlled, learning environment is conducive to positive learning and helps to give the child a feeling of security and confidence. The climate for learning, in or out of the classroom, can promote good behaviour.

All children should be treated with sensitivity to maintain and raise self-esteem. Comments made to a child should focus on the positive and be made positively and constructively. Where disapproval is used, it should focus on the behaviour rather than the child.

Staff should, where practicable, take time to explain the reasons for a child being asked to do something. Every care should be taken to demonstrate respect and care for people and property. The child should be listened to and spoken to calmly. There should never be the intention to belittle or demean. Every effort should be made to diffuse potential problems before they arise. This may be done by discussion, good organisation, consultation and similar strategies.

Serious misbehaviour such as physical or emotional bullying, rudeness, fighting or physical violence, swearing, racist or prejudiced remarks, deliberate disobedience, stealing, deliberate damage or any violence against teachers and other staff, included verbal aggression, is never acceptable and should be dealt with when encountered.

For more information about Peer on Peer abuse and bullying please see *Child Protection Policy*.

We do not shout at children.

The use of physical punishments illegal.

The school will work with the child's parents/carers to help modify poor behaviour through approaches that are applied consistently at home and school.

The Head Teacher reserves the right to inform a parent/carer of her/his child's unacceptable behaviour, which may under extreme circumstances (physical or verbal violence against children or adults; or any other repeated anti-social behaviour that does not change despite intervention) lead to either an out-of-school suspension or a permanent exclusion. Staff should consult with the Head Teacher when behaviour becomes a concern.

Any behaviour that requires an investigation will be recorded onto the online *Behaviour Record* form which is accessible to the staff on the school Google Drive (Public-Welfare, H&S-Behaviour&Discipline-Primary-Monitoring Behaviour&Discipline), and therefore shared with relevant staff and the particular class teacher, after which an appropriate intervention will be agreed.

Guidance when dealing with issues during unstructured time

A child's behaviour is dealt with according to her/his age and level of understanding.

When disputes arise, on the playground for example, all children involved should be given the opportunity to explain their case without interruption. They should be encouraged to find a solution. No blame should be attached to one child more than another until all the facts have been determined.

Where appropriate, each child should be asked to apologize and make friends after disputes. Time needs to be put aside to repair and rebuild.

All staff should maintain high expectations for good behaviour, apply the policy consistently and fairly and set a good example of calm, polite and friendly relationships. One of the most powerful determinants of behaviour management is the example adults and older pupils set, particularly when managing conflict.

Rewarding Good Behaviour

We reinforce good behaviour and help children to feel good about themselves.

We reward good behaviour by:

- a quiet word, or smile of acknowledgement;
- written comment on a child's work;
- public praise;
- visit to another member of staff, including the Head Teacher;
- informing parent by letter or verbally;
- table with received medals on the class reward board;
- fish with coloured starfish;
- treasure chests with gemstones and pearls;
- items available at the market;
- treats;
- stickers;
- visit to other classrooms during breaks longer than 10 minutes;
- medals and cups;
- certificates;
- golden stars on a chart;

- Golden Club activities;

Dealing with Behaviour Intervention

Each child needs to learn the consequences of their own actions and take responsibility for the way in which he/she behaves.

We will always try to identify the causes of behaviour issues and promote strategies to support the child in order to modify their behaviour.

We base our intervention around three questions:

1. What has happened?
2. How do we know?
3. What can we do to stop the behaviour happening again?

If a child behaves in a way that is unacceptable, it will be necessary to use sanctions. The child will be told that her/his behaviour is unsuitable, be given the opportunity to discuss the situation and will be encouraged to modify that behaviour. Where appropriate the adult will then adhere to the agreed system of sanction.

The school employs a number of sanctions to enforce *The Golden Rules* and *Lesson Rules*, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Disciplinary procedure and sanctions:

The punishment should reflect the seriousness of the misconduct (the timescale over which these sanctions are enforced may vary):

1. **Verbal Reminder** – a child is given a verbal reminder and description of what positive behaviour is expected.
2. **Verbal Warning** – a child is warned that s/he is at risk of receiving a time out. A child may be asked to move to a place nearer the teacher, or to sit on their own, or to redo a task (in the lesson).
3. **Time Out**
 - a child sits/stays aside from the rest of the class until they feel calm enough to continue.
 - a child is sent to a buddy teacher classroom or to the Head Teacher's office until s/he calms down and is in a position to work or play sensibly again with others.
4. **Recorded Warning** – a child is warned that s/he is at risk of losing 5 minutes of his Golden Time (in the lesson and during unstructured time).
 - a. **Follow Up Agreement** – a child fills out the Follow up Agreement together with the teacher who witnessed the misbehaviour.
5. **Loss of Golden Time** – a child loses 5, 10, or 15 minutes of her/his Golden Time.



- a. **Follow Up Agreement** – a child fills out the Follow up Agreement together with the teacher who witnessed the misbehaviour.
6. **Loss of Recess** – a child stays with the teacher on duty for the lunch break. S/he is not allowed to play and may be given a sanction.
7. **Loss of Other Privileges** – a child may not participate in off-site visits, school trips, summer camps, ski camps, or any other events taking place out of school if s/he does not adhere to The Golden Rules or Lesson Rules. The class teacher records onto the database the loss of these privileges and informs the child's parents about it. The child will either stay at school or will be asked to stay at home instead.
8. **In-school Suspension** – a child stays with the class teacher or the Head Teacher after school and is given a sanction. The class teacher records it onto the database and informs the child's parents about it. If the child does not attend the after-school club, it is recommended to arrange the day for such suspension together with the child's parents, so it does not interfere with their schedule. If the child does attend the after-school club, the teacher who runs the after school club must be informed about the suspension.
9. **Out-of-school Suspension** – a child can be sent home when major problem behaviour has occurred. A child can be suspended for up to 3 days. This must be consulted with the Head Teacher who also informs the child's parents about it.
10. **Permanent exclusion from the school** – extremely serious (physical and verbal violence against children or adults) or persistent misconduct may result in the child receiving a permanent exclusion from school. This may be used as a result of all other interventions being applied and having failed and the child persisting in inappropriate behaviour. If the Head Teacher excludes a child permanently, s/he informs the parents/carers immediately, giving reasons for the permanent exclusion.

It is the responsibility of the supervising teacher to record all sanctions from the *Recorded Warning* level to *Permanent Exclusion from the school*.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

The assessment and sanction imposition in relation to a disciplinary offence committed by a **child with special needs and disabilities** are always subject to proper consideration of the type and degree of the child's disability.

Incidents of misconduct are dealt with in the following way:

Step 1 – the teacher on hand (classroom, playground, etc.) deals with the incident and imposes a sanction.

Step 2 – the teacher refers the incident to the class teacher, or the Head Teacher (if the class teacher is not available). An appropriate sanction may be imposed.

Step 3 – the class teacher informs via the school information system the child’s parents/carers if the Golden Time has been lost, or major problem behaviour has occurred.

Step 4 – if the whole Golden Time has been lost, or when major problem behaviour has occurred more than once, the class teacher arranges a meeting with the teachers and the Head Teacher or the SEN Coordinator to develop an *Individual Behaviour Support Plan* and seek to involve parents to support the plan.

Step 5 – in case a child keeps misbehaving the Head Teacher informs the child’s parents/carers in writing and seeks an appointment in order to discuss the situation together with the class teacher, with a view to improving the behaviour of the child.

Step 6 – the Head Teacher is responsible for taking the matter further and considering out-of-school suspension or permanent exclusion.

Advice and assistance for the school and the child may be sought from other professionals e.g. the school SEN Coordinator, Special Education Behaviour Specialist, Psychologist, etc. The child may be placed on the Special Needs Register. This brings increasing specialist expertise to bear on the difficulties the child may be experiencing. Additional support will be provided within school involving the use of positive targeted strategies e.g. enhanced reward systems, behaviour targets, social skills work, etc. In these cases the child concerned may have adapted / additional rewards, sanctions and guidelines for behaviour to those in the behaviour policy and these will be communicated to all staff by the particular class teacher.

Success Criteria

Indications that this Behaviour Policy is succeeding could include:

- A reduction in the number of Golden Time minutes removed.
- A reduction in the number of incidents recorded in the online forms.
- A reduction in the number of incidents referred to the Head Teacher.
- Positive feedback from teachers, support staff, parents, children, outside agencies, school trips, visitors to school, etc...
- Observation of positive behaviour in classrooms, hallway, cafeteria and playground.
- A calm, quiet and orderly feel to the school.
- Good and positive relationships in the school.
- External monitoring of behaviour is judged to be good.

Responsibilities

Staff: The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour. The Head Teacher has overall responsibility for ensuring positive behaviour.

Parents: The policy is available for viewing to all parents on the school website (later on leaflets informing the parents will be created), and we expect parents/carers to read it and support it. Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour. They must agree to support the school in actions it may take.

Pupils: Pupils must be responsible for their own positive behaviour and meet the expectations set out by the school in keeping to the Golden Rules.

Monitor and Review of the Behaviour Policy

The policy will be regularly monitored and reviewed as part of the ongoing audit of practice and development within the school.