NORTHVIEW
INTERNATIONAL SCHOOL
LEARNING TOGETHER TO CREATE A BETTER WORLD

Behavior Policy

We seek to create an environment in which effective teaching and learning can take place. Our positive behavior policy will serve to ensure clear expectations with regard to behavior as well as rewards and sanctions. The school will evolve, and review annually, a set of rules and regulations to guide its participants and these rules will reflect a balance between the responsibilities and rights of the pupil and the responsibilities and rights of the group. They will promote an environment conducive to effective and efficient learning, mutual respect, and cooperation between and among all segments of the school community.

The policy is based on developing positive and proactive discipline and will focus on the development of self-discipline that will express itself in responsible and appropriate behavior. The implementation of the policy will be fair and consistent, and all pupils will be made aware of the consequences of irresponsible and inappropriate behavior. Careful evaluation of the individual situation will be made so the school's response to the pupil will be appropriate. In all cases the goal of any disciplinary intervention is to help the child deal with the situation more responsibly and appropriately in the future. Self-discipline is learned behavior and needs to be taught in the home, school and community. The children learn through experience and imitation of those around them and the ultimate goal is internalization of discipline so little external enforcement is required.

Creating a learning environment, which promotes excellent learning and progress depends on the positive behavior of pupils and the involvement of all teachers.

Pupils have the right to education in an environment conducive to learning. They are expected to do the following:

- attend school regularly and engage positively with learning;
- behave in a courteous and considerate manner towards all members of the school community;
- adhere to the school dress code;
- learn without disruption;
- not cause anyone else emotional or physical harm;
- foster a respect for the right and property of others.

Parents have the right to expect the school to address the learning needs of the child in an equitable way, respecting the individual differences of children. The parent has the right to be informed of the child's progress and of areas where home/school cooperation may be needed. Parents are expected to do the following:

- send the child to school regularly, on time, and prepared to work;

- respond to communications from the school pertaining to the child;
- cooperate with school staff in solving behavioral problems;
- understand and support the school rules and policies.

Teachers have the right to work in an atmosphere that fosters satisfaction in their work with the support and guidance of the Senior Leadership Team (SLT) in maintaining high professional standards. Teachers are expected to do the following:

- Deliver engaging lessons and work with pupils so they understand the objectives of the lesson, effectively managing behavior and modelling positive behavior through professional standards and courtesy.
- Help pupils realize the importance of being responsible to themselves and others.
- Encourage and help pupils to understand and support the rules of the school and to participate in formulating rules relating to their roles in the school.
- Know and enforce consistently and fairly the rules and policies of the school.
- Use procedures appropriate for age, background, and level of maturity in dealing with pupils.
- Seek conferences with parents and other personnel in an effort to help pupils who present behavioral problems.
- Ensure the behavior policy is applied consistently and fairly.
- Support other staff if they are experiencing difficulty in promoting positive behavior;
- Recognize, celebrate and reward positive behavior;
- Discuss incidents of negative behavior and setting goals for improvement;
- Referring pupils displaying repeated negative behavior.

The SLT has the right to expect cooperation of staff, pupils and parents to facilitate the fulfilment of the school's function as an educational institution. The SLT is expected to do the following:

- Make known and interpret to pupils, parents and staff the school behavior policy.
- Implement specific plans for effective pupil, parent and staff participation in the formation and review of the policy.
- Support staff in maintaining appropriate and effective discipline and ensure the policy is applied consistently across the school.
- Be available for conferences with staff, pupils, parents and others on discipline matters.
- Provide support for teachers in dealing with serious situations.
- Identify the line of authority in the building when he/she is not in the building so disciplinary matters are handled as expeditiously as possible
- Oversee any suspensions and exclusions, with final approval by the Principal;
- To give rewards across the school.

In order to create the ethos in which pupils are keen to attend school, behave well and work hard we will:

- Make learning relevant where pupils are more engaged in learning and take an active involvement in their own learning, by providing an appropriately structured curriculum with thorough planning for the needs of individual pupils.
- Create a classroom code of conduct developing a common understanding of positive and negative behaviors. Teachers and pupils will agree that this code will dictate the behaviors that are appropriate for their classroom, displaying mutual kindness and respect.
- Teach positive behavior for getting along with others, taking responsibility for own actions, taking pride in all that they do and being honest with oneself regarding effort, attitude and behavior.
- Reinforce positive behaviors with recognition and praise, both informally and formally.
- Instil a positive attitude amongst staff and pupils

Sanctions

Sometimes, even the most carefully applied positive behavior policies fail and pupils misbehave and there is the need for sanctions.

The majority of misdemeanours will be dealt with by individual staff members. Speaking to a pupil about negative behavior is the first option, with reminders of school expectations. If appropriate, a note for parents and tutor may be entered in the pupil's planner, which parents are asked to check regularly and to sign, as checked, each week this being one key point of contact between school, home and pupil. Parents may also be informed through email or a phone call.

More serious or recurring misdemeanors will be referred to the pupil's class teacher or escalated to the Progress Leader and suitable action will be considered. Any apparently significant disciplinary matter will be investigated thoroughly before any sanction is imposed.

Possible sanctions include:

- Removal of privileges
- Time Out during lesson or at break time
- Lunchtime detention
- After school detention
- Internal suspension
- Parent-pupil-teacher conference
- Temporary suspension

Suspension, pending inquiry, will be authorised only (and rarely) by the Principal for severe disciplinary breaches such as bullying, or for a repetition of less serious offences, any one of which, on its own, may warrant a lesser sanction but which, taken together, form a more serious picture. As with any apparently significant disciplinary matter, the case will have been thoroughly investigated before any disciplinary action is taken. This will normally include the offender and other relevant parties being

interviewed. Parents will also be contacted by senior leaders and invited into school for consultation. Written confirmation of the school's action will be sent to all parties.

Advice and guidance will be sought from the MOEHE in all extreme cases of negative behavior that may lead to exclusion. The school will seek to obtain parental support for sanctions, and internal suspension is seen as more suitable for most misdemeanours. It is not our school's policy to exclude pupils except in very extreme cases, we believe that pupils behave badly for a reason and we will strive to discover the reasons and support the pupil as well as protecting other pupils. Our expectations on parents are high and we aim to involve them at every stage of any discipline process. The behavior, rewards and sanctions policy will be issued to all parents and reviewed regularly.

The school expressly prohibits corporal punishment and does not sanction the administering of corporal punishment by any member of the school community, including parents, to enforce discipline at the school.

Kindergarten

Children in Kindergarten need similar clarity on behavior expectations as older children, although these will be simpler. These will address the most important issues such as safety and how we treat each other and will be given in positive language. Young children will be told the school's expectations and daily routines in class will be clear and children will know what is expected of them.

Strategies used in KG include:

- Anticipating potential difficulties and planning programs and routines around these.
- Understanding the limits of young children's ability to wait, to share, to appropriately express feelings (e.g. anger, sadness, fear) to cope with tiredness / disappointment.
- Positive reinforcement and encouragement for appropriate behavior.
- Redirection / distraction, early intervention to avoid escalation of conflict.
- Praise to motivate and encourage positive behavior
- Ignoring mild negative behavior

- Privilege rewards or removing privileges – short periods only (maximum 20 minutes)
- Time-out – maximum 4 minutes
- Teaching of communication and problem-solving skills that encourage self-awareness and self-discipline.
- Logical consequences linking misbehavior to consequence*
- The consequences of any negative behavior will reflect the dignity and rights of the child at all times, for example:
- There will never be any physical, emotional or verbal punishment
- Children will not be isolated for any length of time
- Any 'thinking time' will be supervised (1 minutes for every year of child's age)

Rewards

Rewards should be used frequently to reinforce good behavior, effort and achievement. The associated Procedures gives a list of rewards commonly used in schools.