



Positive Behaviour Policy

Agreed by Governors	June 2018
Chairman of Governing Board	Cees Uijlenhoed
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School Statement

We fully understand the influence and impact that forms of behaviour play in determining the success within the school for all pupils and adults and in the forming of the whole school ethos.

We will aim to nurture in the individual, an awareness and responsibility for their own attitudes, decisions and actions and recognition of their consequences. At The Netherlands International School Lagos (NISL) we give purpose to positive behaviour by educating each child on lifelong behaviour.

Much of what we instil in the students is derived from the eight personal goals highlighted in The International Primary Curriculum;

- Adaptability
- Communication
- Cooperation
- Enquiry
- Morality
- Resilience
- Respect
- Thoughtfulness

In the context of our school environment, our policy supports the agreement and fulfilment of school aims and set procedures that consistently insist on positive behaviour from all individuals which meet the expectations, needs, and aspirations of everyone; establishing respect, safety and opportunities for success for others and self.

We understand that schools are ever changing and recognise that there are times when we need to adapt and respond immediately to those changes as and when they occur.

1. Aims of the Policy

- To encourage a calm, purposeful and secure environment within the school
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued

- To encourage increasing independence and self discipline to enable each pupil to accept responsibility for his/her behaviour
- To have a consistent approach to behaviour throughout the school fully understood by staff, pupils, parents and governors
- To raise awareness about appropriate behaviour
- To support pupils, staff and parents to have a sense of direction and common purpose
- To make boundaries of acceptable behaviour clear and to ensure safety and welfare of all pupils and staff
- To allow pupils to distinguish between right and wrong
- To prevent the action of pupil exclusion
- To support learning and achieve high levels of school and individual success
- To ensure learning and teaching is given very high status within the school
- To protect the quality of the learning environment at all times

2. Expectations and Responsibilities

2.1 The pupils at NISL are expected to:

- Work to the best of their ability and allow others to do the same
- Treat others with respect
- Respect and carry out instructions from school staff
- Take care of the school environment
- Play a full part in the success of the school
- Make informed choices and be aware of the consequences
- Follow the rules of the school
- Agree to terms of Home-School Agreement

2.2 The staff at NISL are expected to:

- Treat all pupils fairly and with respect
- Promote pupils' self-esteem and aim to develop their full potential
- Provide a challenging and relevant curriculum reflecting the needs of pupils with varying abilities

- Create a safe and stimulating environment
- Use agreed strategies, rewards and sanctions clearly and consistently
- Form positive relationships with parents to support and develop the pupils' understanding and acceptance of acceptable behaviour
- Be a good role model and have high expectations of pupil behaviour
- Recognise each pupil as an individual and be aware of his or her needs
- Ensure planning offers learning opportunities to develop an understanding and acceptance of positive behaviour
- Respect the rights of pupils to question and learn from their mistakes
- Recognise and praise positive behaviour

2.3 The parents and carers at NISL are expected to:

- Support the school in the implemented of this policy
- Be aware and support the agreed school rules and school expectations
- Co-operate fully and work within a supportive partnership with staff
- Make children aware of appropriate behaviour in a range of situations
- Encourage their children to follow the school rules
- Encourage independence and self-discipline
- Foster good relationships with the school
- Agree to terms of Home-School Agreement

2.4 The governors at NISL are expected to:

- Set down the general guidelines on standards of discipline and behaviour and review their effectiveness. The governors support the Principal in implementing these guidelines and promoting positive behaviour
- Support and monitor the continuing implementation of this policy and evaluate its success and difficulties on a termly basis

- Support the school community to ensure policy success
- Work with staff to ensure adequate resources are in place, which support and meet the needs of all pupils in school

3. Guidelines and Strategies

As teachers we need to recognise that in general children do not misbehave and that they respect the guidance and directions given by adults. Children are very aware of issues such as fairness and consistency of approach and it is important that the school offers its pupils consistent guidelines, and rules that they understand and are able to keep.

Expectations of behaviour from our pupils must remain consistent throughout their primary school experience if we are to support their continued development and independence within a climate that is safe and respectful.

All members of staff need to encourage and model positive behaviour, manage unacceptable behaviour, recognise and be understanding of the situations that cause children to misbehave, and take appropriate action to minimise and reverse negative situations.

When dealing with behavioural issues staff at NISL can expect to receive full support when following proven school practice and procedures to redress unacceptable behaviour into positive and meaningful behaviour.

3.1 Positive behaviour should be encouraged by:

- Developing clear class rules and expectations of each other's behaviour
- Discouraging unsociable behaviour by providing mutual respect
- Involving the children through the student council in setting standards
- Encouraging pupils to take responsibility for actions and behaviour
- Setting through example, standards of positive behaviour
- Praising and rewarding positive behaviour both publicly and privately

3.2 We need to manage negative behaviour by:

- Rewarding positive attitudes, achievements and behaviour of others (positive reinforcement)
- Discussing incidents with pupils involved
- Teaching children the necessary skills and procedures to enable them where possible, to resolve disagreements themselves (conflict resolution)
- Following the agreed school sanctions and procedures where necessary
- Drawing upon the expertise and support of staff members and where appropriate outside agencies
- Liaising and working with parents/carers
- Being aware of the language of positive correction
- Helping in the process of repairing and reconciling children's relationships which may have broken down

3.3 We need to ensure that pupils are engaged in learning tasks and ensure that:

- The task is meaningful
- The level of challenge is appropriate to the learning needs of the child
- Pupils receive positive feedback leading to a growing sense of confidence and self worth
- Pupils are valued and develop a growing sense of competence
- Pupils have a sense of pride in their school and play a meaningful role in its success and development
- Pupils are given attention for success and not failure
- All pupils feel able to approach staff members and talk openly and in confidence
- Pupils are aware of their targets and what they need to do to reach them

4. Rules, Rewards and Sanctions (*ref: appendix 1 – Behaviour Management Procedures*)

Limits need to be clear and agreed in each classroom. It is common in our school for classes to devise class rules which break down the school rules into meaningful guidelines. It is important to recognise that:

- Class rules can change in response to behaviour trends
- Responses to pupils need to be clear, predictable and appropriately graduated
- Praise is the best motivator and also the best modifier of behaviour
- Good work and actions need to be rewarded
- Sanctions or rules that are unfair or inconsistent tend to be counter productive
- Blanket bans and whole class sanctions are inappropriate, ineffective and are usually unfair to many children
- Effective sanctions come through being imposed after a warning
- There is a hierarchy of sanctions/a specified procedure
- Responses to imposing sanctions need to be appropriate to the level of seriousness of the behaviour
- Shouting does not promote positive attitudes or behaviour and must rarely be used as a form of reprimand or behaviour management.
- It should be clear from our actions that it is the behaviour that is unacceptable and not the child
- There is a consistency amongst all teachers
- The aim of a sanction is to encourage children to think about the consequences of their behaviour and to discourage future inappropriate behaviour

***Staff can read “classroom procedures” (appendix 2) as well as the “behaviour management procedures” (appendix 1) to better understand how and why steps and sanctions are necessary.

4.1 Reward Systems (*ref: Appendix 3 – Reward Systems*)

- Motivational stamps and stickers are given by the teacher to reward good work in books. Children may also have their own sticker chart and rewards are given at agreed targets. All staff and

pupils are aware that stickers given can never be retrieved or taken back

- Visits to the Principal or Head Of English Stream are used as motivational rewards for good achievement and effort
- A personalised note from the Principal or Head of English Stream is sent home for particularly high achievement, significant progress or consistent positive behaviour
- Verbal praise is given at the end of each day to a particular child per Nursery Stream and Pre-Reception class with a congratulatory applause and “special moment”
- Medal for “star of the day” is taken home in Reception to recognise progress and achievement
- Certificates for “star of the week” are rewarded in Years 1-6 (for achievement, effort or behaviour)
- Many classes hold a point system via a collective class sticker chart or table point system that serves as “collective motivation”

4.2 Our Agreed School Rules

Our agreed school rules have been drawn up to ensure that we offer safety, calm, order, understanding and acceptance from all partners involved with Netherlands International School. Adults and children have been involved in the process of defining and setting the rules. We believe our school rules are acceptable and easily understood. School rules are addressed via lessons, stories, class discussions and assemblies to the pupils and are evaluated on a regular basis and discussed through governors’ forums, staff meetings and parents’ meetings with a view to continued improvement.

4.3 Personal Goals

The eight “personal goals” above mentioned form the basis of all school rules and convey clearly to staff and pupils the expectations that we have of our community.

Time is spent at the start of each academic year to ensure that all pupils and staff recognise what each word means and how they relate to everyday life at NISL. Throughout the year pupils are praised for their demonstration of the “personal goals”. Examples of inappropriate

behaviour can often be linked to not following the “personal goals” and all pupils should understand the seriousness of this happening.

4.3.1 Our rules insist that pupils:

Children behave in line with and understand the 10 Golden Rules promoted at year beginning, through assemblies, on display boards and via the parents in Newsletters

5. School Procedures and Support Strategies for Teachers

The class teacher deals with the day-to-day incidents in school. Most are dealt with very effectively, with no need for further action.

5.1 Colleague Support

When ongoing difficulties concerning behaviour in the classroom occur, teachers are advised to seek guidance from senior colleagues or KS coordinators. Advice and class tactics will be discussed with follow up meeting(s) to evaluate progress. A termly staff meeting is also allocated purely to discuss concerns about particular children about whom teachers are becoming increasingly concerned. In such meetings, teachers share past similar experiences, offer suggestions and create resources together (behaviour books, sticker charts etc). The idea behind this is to promote comradeship as well as support.

5.2 Time out

A formal verbal warning is given for inappropriate behaviour. If a pupil reaches the stage of difficult behaviour that is still interrupting their own and others’ learning and has difficulty in explaining his/her behaviour, the pupil should be offered time away from others to enable him/her to reflect on his/her actions. This ‘time out’ must be at a designated place within the classroom (eg Early years thinking chair, KS1 time out mat, KS2 time out table).

*It is **imperative** that when the child has calmed down he/she is given the opportunity to discuss the incident with an adult who will advise on the appropriate ways for managing anger and reinforce the school’s high expectations of pupil behaviour.

5.3 Student removal from the class setting

If a pupil causes **major** disruption in the classroom the individual can be removed from class and taken to the Principal or Head of English Stream. This member of Management will talk to the pupil and ensure that the individual continues his/her work in an appropriate setting. This procedure offers both the teacher and pupil time to adjust into the normal school routine alleviating feelings of anger. No pupil, under any circumstance, will be removed from class and left unsupervised outside alone.

6. Exclusions

If a student causes **major** disruption in the classroom the pupil can be removed from class and taken to the Principal or Head of English Stream. This member of Management will talk to the student and ensure that the student continues his/her work in an appropriate setting. This procedure offers both the teacher and student time to adjust into the normal school routine alleviating feelings of anger. No student, under any circumstance, will be removed from class and left unsupervised outside alone.

6.1 Lunchtime Exclusion

Where poor behaviour or incidents are confined to a specific time such as lunchtimes, a pupil may be excluded during these times.

6.2 In-school Exclusion

This type of exclusion means that a pupil will be removed from their class and placed in another class and year group for a specified amount of time. During this time, the class teacher will provide work for the pupil.

6.3 Fixed Term Exclusion

When a pupil has been given a 'fixed term' exclusion, they will be excluded from the school for a specified amount of time. A meeting with parents or carers will always take place before the exclusion and before the individual returns back to school. A formal letter is sent to parents/carers detailing the reasons for the exclusion and outlining

appeal procedures. All 'fixed term' exclusions are reported to the governors.

6.4 Permanent Exclusion

A pupil may be given a 'permanent' exclusion where there have been a significant number of 'fixed term' exclusions or the nature of a single incident has been extreme. The school governing body will make a decision whether to uphold the Principal's decision to permanently exclude. Parents/carers are invited to this meeting and can make representation if they wish. Parents have the right to appeal if the decision is upheld.

6.5 Exclusion from Outings

If the Principal identifies serious negative behaviour or a pattern of repeated behaviours, the question will be asked whether a child's behaviour can be trusted on an outing. If the safety of any group is put in question, the Principal will refuse to allow permission for that child to accompany the class.

7. Pupil behaviour outside the school gates

Pupil behaviour may still be subject to the schools' behaviour policy where the pupil is:

- Taking part in any school-organised activity or school-related activity or
- Travelling to and from school or
- In some way identifiable as a pupil at the school

8. Bullying

All reported incidents of bullying are taken seriously. Incidents are investigated and any further action required taken as soon as possible. All bullying and racist incidents are logged. (*ref: Anti-Bullying Policy*)

9. Confiscation of Inappropriate Items

Authorised school staff have the power to search and confiscate without consent prohibited items where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers,

fireworks, pornographic images, items that are identified as banned by the school rules e.g. mobile phones.

10. Malicious Allegations

Where a pupil has been found to have made a malicious accusation against a member of staff (or another pupil) the school will refer to the Safeguarding Policy guidelines and act accordingly.

11. Parental Involvement

If a pupil's behaviour gives cause for serious concern we will join in open, honest discussions with parents/family/carers.

Meetings in which parents are requested to attend will be organised by the Principal or Head of English Stream who will also be present at the discussions. Working alongside our families is important, as it will reinforce the same expectation of behaviour to the child from the school and home. Records of such meetings (and indeed the interim ones which may be held with class teachers) are logged/recorded in pupil files.

The school has a very good and fruitful relationship with its community and this procedure has proved to be successful and it enables the child to see the importance of good behaviour.

It is of the utmost importance that we remain consistent and clear in regard to high expectations of behaviour from all persons at Netherlands International School Lagos.

12. Monitoring and Evaluating the Policy

It is important that we keep the Positive Behaviour policy on the agenda and guard against slippage. We will do this by:

- The Management Team monitoring the policy within MT meetings and having a clear overview of behavioural issues in the school.
- Key Stage Co-ordinators monitoring behaviour within their Key Stage.
- Working with parents on a regular basis.
- Holding a biannual review of the policy and discussing its effectiveness with the Governing Body.
- Referring to pupil behaviour in the annual observation cycle.

- Ensuring teachers follow procedures to support positive behaviour consistently, displaying and referring to the “behaviour management procedures” poster displayed in all classes.
- Ensuring the curriculum supports pupils’ knowledge and understanding of behaviour and the effect it has on their lives.

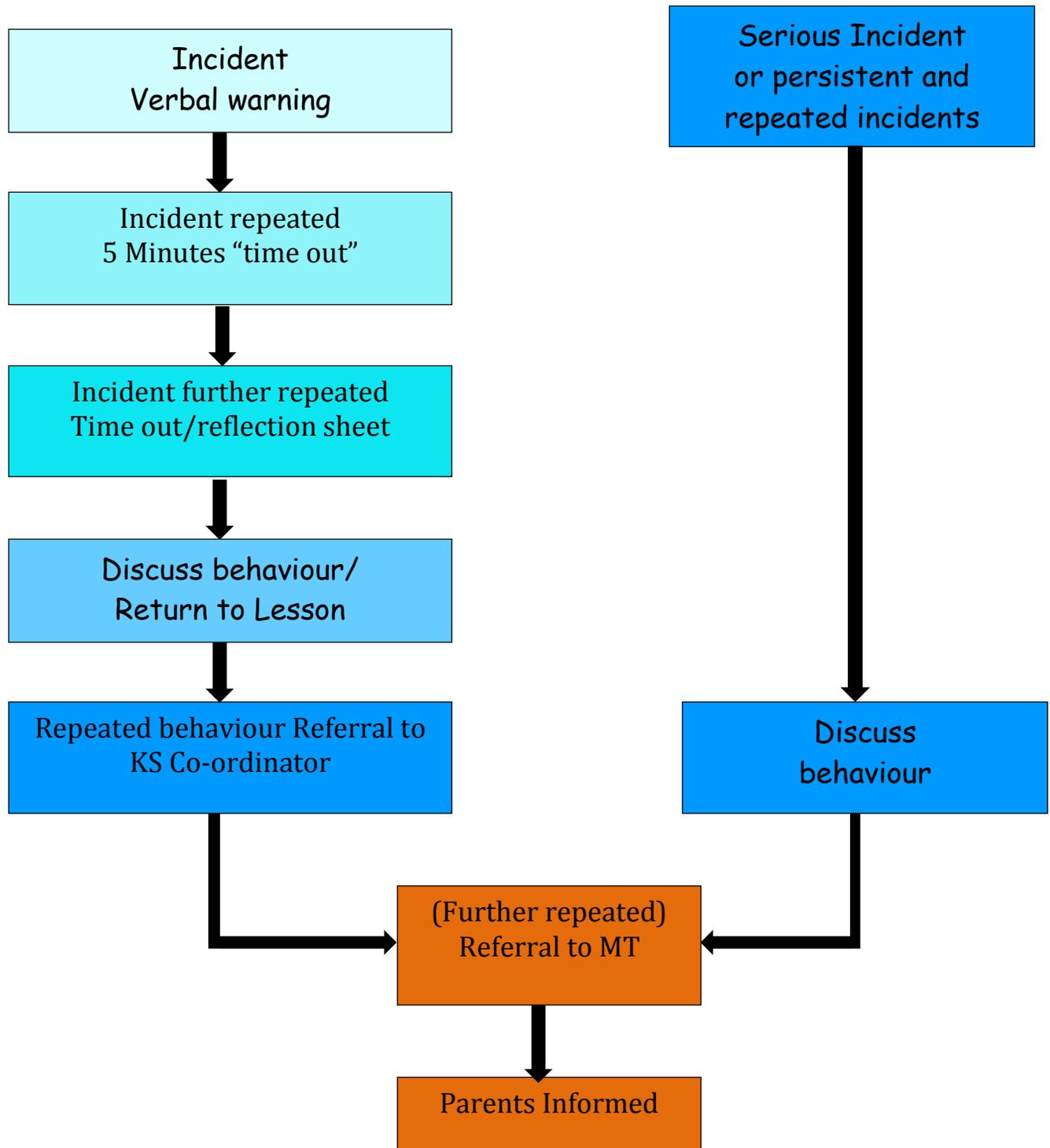
13. Criteria to Measure Success

We will know we are successful when:

- All pupils are achieving successfully in their academic, social, moral and physical development.
- Pupil attendance is high.
- Pupils have not been excluded.
- There is clear evidence in teacher planning to promote positive behaviour within the framework of curriculum delivery and wider school situations.
- Adults and children are not discriminated against.
- Our school rules are understood, accepted and effective.
- The school environment is treated with care and respect.
- When well deserved praise is heard publicly and admonishment is private.
- Members of the School Council can confirm that children feel safe and happy.
- Parents have full confidence in the ethos of the school.

---- End of Positive Behaviour Policy NISL ---

Appendix 1: NISL Behavioural Management Procedures



Appendix 2:

A. Classroom Procedures/Teacher Guidelines

Strategies for dealing with issues in the classroom might include:

- 1) Verbal warning – telling the child this explicitly “This is your verbal warning. If you ... you will have 5 minutes time out.”
- 2) Time out – 5 minutes time out on the thinking chair or time out table for example.
- 3) Explain that if they ... again, they will have another timeout. This time they will fill out a reflection sheet.
- 4) You should then discuss their behaviour with them, as soon as possible and before returning them; to their peers, their regular working table/area and the actual learning.

If the child “re-offends”, **use your professional judgement**. You can go through steps 1-4 again. If a child re-offends again, then follow the behaviour management procedures poster guidelines and send the child to KS co-ordinator or MT.

It is important that children fill out the reflection form properly: reflection forms are used as evidence when the school has to meet with parents. For serious incidents, follow the right hand side of the behaviour management procedures guidelines. Such incidents, subsequent to MT referrals will be logged in the school’s Sanction Book.

B. Promoting Positive Behaviour

Positive behaviour should be encouraged by:

- Having high expectations of behaviour
- Developing clear class rules
- Praising and rewarding positive behaviour both publicly and privately
- Praising and rewarding examples of the IPC goals
- ‘Reach for the Stars’ stamps
- Visit to the Principal/Head of Stream
- CONSISTENCY!!!

C. Behaviour Targets

If there are children in your class who have behaviour targets then you must refer to them during the lesson – be it praise for achieving them or a

reminder if they are not. They must also be filled out at the end of each session and where possible, verbal feedback given. Although this may seem time consuming initially, the children benefit from knowing if you have noticed their efforts or lack thereof. They will only progress with guidance, and if the targets are not filled in, the child may assume you don't care about them, which in turn, could lead to them not caring if they have achieved their targets. With a consistent approach, the children will start to improve. If there is not improvement with a consistent approach, then the target may need to be broken down into smaller steps, so it is more achievable. The children can then build on their success, which will motivate them to achieve the next step.

If there are behaviour issues in your class/set with particular children you need to consider the following:

- Have you seated the children appropriately?
- Are your lessons fun and engaging?
- Do you cater for all learning styles and avoid long sessions of teacher talk?
- Are your resources prepared and in working order?
- Are your expectations clear and consistent?
- Is your behaviour management consistent?
- Do you use take up time?
- Do you tactically ignore?
- Are you using time out consistently? Have you positioned the Time Out zone appropriately?
- Does the child know why they have had time out?
- Are the children clear about what they should do whilst on time out?
- Are you referring to the children's targets (if they have them)?

D. Supporting Supply Teachers

Supply teachers need to be supported in order to provide the consistency in approach that is needed to encourage a positive atmosphere for learning. To do this we must ensure that:

- They are aware of the various ways of rewarding the children
- Planning is clear
- Resources are set up prior to lessons

- General classroom resources are clearly labelled and easy to find
- Seating plans for class/sets are displayed (including table names/abilities)
- They know about children that are on targets and where they are kept
- They are aware of proven strategies that work with specific children's challenging behaviour
- The Time Out zone is clearly labelled and reflection sheets/referral forms accessible
- They know the behaviour procedures in the school – refer to flow diagram
- They are aware of strategies that we do not use e.g. writing lines

If you would like some extra support/advice for behaviour management, please see a member of the Management Team.

Appendix 3: Rewards Systems

