



INTERNATIONAL SCHOOL OF ORADEA



Behaviour Policy

Owner: Deputy Headteacher

Reviewers: SLT

Approved by: Executive Director

Date approved: August 2025

Next Review Due: August 2026

LEARN - RESPECT - SUCCEED - EMPATHY - INTEGRITY - TEAMWORK

Rights:

At ISO we believe every individual has a right to expect a level of respect and to be treated in a certain way. Below are the core rights of the different stakeholder groups which all members of our community are expected to respect at all times.

Students:

Students have the right to feel safe and secure in all areas of the school, including during travel to and from school, as well as on external trips and at external clubs. They have a right to expect to be treated fairly and with respect and to have their opinions heard by all members of the community. Furthermore, students have the right to be able to learn in a calm and peaceful environment.

Staff:

As with students, staff have a right to feel they are safe and secure in all areas of the school. They have a right to expect to be able to teach in a suitable learning environment and to be afforded respect as a member of the community. Staff should also be given opportunities to express their opinions in the expectation of being listened to and heard.

SLT:

The SLT have the right to feel safe in their own person and that the staff and students are also safe and secure. They have the right to act to ensure the wellbeing of individuals and the community while respecting the individual members of the school. SLT, also, has the right to make final decisions on issues after considering the views of all stakeholders.

Parents:

Parents should be able to feel their child is happy and safe while in school. They, also, have the right to be informed about incidents or decisions which affect their child. They should be consulted about issues involving their children and be offered an opportunity to give their own opinions.

Rules:

1. Be Kind and Respectful – Treat everyone and their belongings with care, listen to others, and use polite language.
2. Follow Directions and Work Hard – Listen to your teachers, stay on task, and let others learn too.
3. Be Ready and Responsible – Be on time, follow the dress code, and keep your hands, feet, and objects to yourself.

Responsibilities:

We recognise that all members of a community are responsible for the safety, wellbeing and happiness of everyone. These are the core roles we expect different individuals to play in supporting behaviour in our community.

Students:

1. Demonstrate self-discipline and a sense of responsibility.
2. Develop positive relationships with others, prioritizing respect, compassion, friendship and trust.
3. Recognise that poor standards of behaviour will not be accepted.
4. Be responsible for their own behaviour and regulate their own actions.
5. Keep the school neat and tidy.
6. Abide by the rules of the school.
7. Participate in school activities.
8. To do their work to the best of their ability.

Parents

1. Encourage an attitude of respect for the environment and for one another among their children.
2. Fully collaborate with the school.
3. Abide by school policies.
4. Share any concerns about their child's behaviour.
5. Ensure the regular attendance and punctuality of their child.

Site Staff (Security, Maintenance, Cleaners):

1. Support students and colleagues while fostering a positive team environment.
2. Act as a positive role model for others.
3. Recognise positive and challenge negative behaviour and notify Class teachers.

Admin Staff:

1. To pass on all information to the relevant people.
2. To act as a link for parents to communicate with the school and vice versa.
3. Act as a positive role model for others
4. Recognise positive and challenge negative behaviour and notify Class teachers.

Teacher Assistants and Classroom Support:

1. Encourage good behaviour and respect for others.
2. Lead by example, be regular in attendance and punctual and be role models for the students.
3. Be supportive of students and colleagues and demonstrate good team spirit.
4. Provide all necessary support to teachers in their endeavours to sustain high standards of behaviour.
5. Act as a positive role model.
6. Take every opportunity to promote and reward good behaviour, achievement and effort.
7. Recognise positive and challenge negative behaviour and notify Class teachers.

Teachers:

As Teaching Assistants and Classroom Support and:

1. Communicate behaviour concerns with Parents, Phase Leaders and SLT.

Phase Leaders:

As Class Teachers and:

1. Lead and advise.

2. Monitor application of good practice across the phase of learning.
3. To help build a positive working environment, make decisions and communicate with the community.

SLT:

As Phase Leaders and:

1. Monitor consistent application of good practice across all areas of the school.
2. Coordinate with external bodies as appropriate.

Rewarding Positive Behaviour

Class teachers are able to choose their own rewards to encourage positive behaviour, these may involve special events or free time, or specific prizes or certificates given in class. In addition, good behaviour is recognised through:

Housepoints

All students can earn housepoints for excellent behaviour, these are given directly to students by staff on the MyEducare platform and shared with parents. Students are given certificates to celebrate the number of housepoints they have earned during a term.

Special Awards

Students who display outstanding effort in their work or behaviour may be given a Phase Leader or Deputy Headteacher's award. A message to acknowledge this will be sent to the child's parents, a certificate presented in assembly and an award of 5 Housepoints/ Dojos will be given.

Magic Days

At the start of each term the house whose members earned the most housepoints/dojos in the previous term are given a Magic Day, planned by the House Captain and School Council, during the following term to celebrate their success.

Golden Time:

In EYFS and KS1 one lesson a week is given over to Golden Time when students are given freedom to choose their activities in recognition of their effort and behaviour during the week.

Consequences of negative behaviour:

The following steps should be followed by all staff members, the exact nature and appearance of these steps are at the discretion of the class teacher (*see Consequences section for guidance*), should be communicated with specialist teachers and any TA, and should be age appropriate.

Where any staff member has had to intervene in response to a student's actions this must be reported to the class teacher/form tutor informing them of: The negative behaviour, the time, the location and the resulting intervention.

If a student is not following the rules these steps should be followed in order and should be visibly recorded in the classroom for other teachers' reference:

For minor incidents (low-level disruptive behaviour (see Appendix A)

1. Gentle reminder of expectations
2. Reflective discussion with the teacher (quietly and privately)
3. Short Reflective Task - The Class teacher must be notified, and the incident must be logged on Toddle during the day as soon as possible.
4. Quiet reflection time with partner class (5 minutes) (see Appendix B) – parents to be informed (written) at the end of the day.
5. At this level, if it still continues, please treat it as a major incident.

Class teachers should keep a record of students reaching step 3 on Toddle – if this happens on 2 occasions in a week or 3 occasions in a half term, the phase leader should be informed, and a meeting arranged by the Phase Leader to discuss next steps with parents.

If a child reaches step 5 on 2 occasions in a week or 3 occasions in a half term, SLT should be informed and a meeting arranged by SLT to discuss next steps with parents.

For major incidents (See Appendix A):

1. Restorative conversation with a member of the Wellbeing team (Mrs Raluca, Mrs Anamaria S, Mrs Tina, Ms Diana For EY) and parents to be informed through Toddle
2. Follow up conversation with an with SLT member - (Ms Christina, Ms Salomeea, Mr Ciprian, Ms Ioana, Ms Anamaria Sz) and parents to be called in
3. Student to work individually in a different setting under staff supervision for the remainder of the day

If a student is responsible for causing a major incident on 2 occasions in a half term, or 3 occasions in an academic year, SLT should be informed, and a meeting arranged to discuss next steps with parents.

Noticing the feeling

- How were you feeling just before this happened?
- What was going on in your body (heart, stomach, hands) when you felt that way?
- Can you show me with your face or hands what that feeling was like?
- Making the connection
- What do you think made you feel that way?
- What happened right before you reacted?
- How did your choice affect you? How did it affect others?
- Finding strategies
- What could help you calm down if this happens again?
- Is there something you can do differently next time?
- Who could help you when you start to feel that way?

- Repair and moving forward
- What can we do now to make things better?
- What would you like to say to [classmate/teacher] about what happened?
- What's one thing you'll try to remember next time you have this feeling?

Short Reflective Task

Short Reflective Tasks should aim to allow the child an opportunity to reflect on or make restitution for their actions and should be given only after considering the following questions:

1. Is it reasonable?
2. Is it related to the behaviour?
3. Does it happen in a timely manner?
4. Does it respect the rights of all parties?
5. Does it maintain the relationship of mutual respect and dignity of students and staff?
6. Does the child learn from it?

Below are suggestions of possible short reflective tasks - however alternatives should be considered if they are more appropriate to the behaviour we are looking to address.

Teacher/TA:

- Teacher - Student Discussion/counselling. (Consult SSP/ Wellbeing Officer)
- Mediation - this may be between students or a student and staff member.
- Use of break/golden time for restorative conversation (this should be no more than 10 minutes for a single incident).
- Report Card consult with the Wellbeing leader
- ECHP for Behaviour (consult with SSP coordinator).
- Home School Agreement (consult with SSP Coordinator/SLT).

SLT:

As Phase Leader and:

- Amendment to student contract
- Internal Exclusion
- External Exclusion (Temporary)
- External Exclusion (Permanent)

Appendix A

The below table gives examples of minor and major incidents. Where an incident does not appear, staff are expected to use their best judgement and to consider:

1. If the act was deliberately conceived.
2. If the child was likely to be aware the act could cause emotional, mental or physical harm to themselves or others and the severity of that harm.
3. The context of (events leading up to) the event.
4. The age of the child involved.

If, after considering these, the staff member is still unsure they should discuss the incident with an experienced/senior colleague and ask for advice.

Incident Type	Examples
<p>Minor Incident –</p> <p>Repeated incidents of minor incidents after restorative steps or sanctions may be treated as Major Incidents</p>	<p>Low level chatting / Disruptive behaviour</p> <p>Failure to bring equipment on more than one occasion.</p> <p>Lack of concentration</p> <p>Lateness to lesson</p> <p>No homework submitted</p> <p>Reluctance/refusal to follow instructions after warnings.</p> <p>Rudeness to another student (not discriminatory)</p> <p>Misuse use of technology, Inc. mobile phone / iPad</p> <p>Inappropriate language or rudeness to an adult (not discriminatory or insulting)</p> <p>Incorrect uniform on more than one occasion</p> <p>Poor behaviour outside class e.g., water throwing, littering</p>
<p>Major Incident -</p> <p>Any incident where there is a realistic expectation of a risk of harm to the education, physical or mental welfare of others in the school will be considered a Major Incident.</p> <p><i>In serious cases, for example where the action breaks national/local laws or there is a serious risk of physical, emotional or mental harm to self or to others, major incidents may lead to the immediate termination of a student contract.</i></p>	<p>Repeated incidences of Minor Incidents</p> <p>Smoking, inc. shisha or e cigarettes</p> <p>Vandalism to School property / Graffiti</p> <p>Truancy</p> <p>Rudeness or inappropriate language which is discriminatory or insulting (e.g., Homophobic, Sexual or Racist insults)</p> <p>Bullying of any kind</p> <p>Premeditated or one-off assault on another student, staff member or visitor.</p> <p>Threatening behaviour towards a student, staff member or visitor.</p> <p>Theft.</p> <p>Possession/Intoxication/Dealing of illegal substances or alcohol.</p> <p>Sexual or indecent assault.</p> <p>Being in possession of an offensive weapon.</p>



Appendix B
Partner Class List 2025/2026

EYFS

Class A	Class B	Alternative
Nursery/FS1	FS2	Nursery/FS1

International Line

Class A	Class B	Alternative
Year 1	Year 2	Year 3
Year 2	Year 1	Year 4
Year 3	Year 4	Year 5
Year 4	Year 3	Year 6
Year 5	Year 6	Year 1
Year 6	Year 5	Year 2
Year 7	Year 8	Year 9
Year 8	Year 9	Year 10
Year 9	Year 10	Year 7
Year 10	Year 7	Year 8

Romanian Line

Class A	Class B	Alternative
CP	C2	C1
C1	C3	C2
C2	C4	C3
C3	C4	C2
C4	C3	CP

Alternative class should be used in the event the partner class is not present in the classroom.



Appendix D

SLT list by section:

Phase	SLT Member	Alternative
EYFS	Salomea Achim	Alexandra Sandu
Primary	Christina Donahue	Anamaria Szilagi
Secondary	Ciprian Sima	Anamaria Szilagi
Romanian Line	Ioana Stefan	Anamaria Szilagi

Alternatives should be used where the designated SLT member is unavailable or is leading the child's class at that time.

Where no member of the SLT is available e.g., during SLT meetings students should be sent to the School Secretary/Administrator who will notify the SLT of the situation immediately.

Appendix E

Consequences of negative behaviour steps:

In Class:

For minor incidents

1. Warning
2. Final Warning
3. Intervention
4. Timeout with partner class (5 minutes).
5. Timeout with Phase Leader (10 minutes)
6. Timeout with SLT (remainder of the session)
7. Student to be removed from class for the remainder of the day.

For major incidents

1. Timeout with Phase Leader (10 minutes)
2. Timeout with SLT (remainder of the session)
3. Student to be removed from class for the remainder of the day

Outside the class:

For minor incidents

1. Warning
2. Final Warning
3. Timeout in situ (5 minutes)
4. Timeout with Phase Leader (10 minutes)

For major incidents

1. Timeout with Phase Leader (10 minutes) – Child to miss remaining outside breaks or activities that day.