



**INTERNATIONAL
SCHOOL OF
ORADEA**

POSITIVE BEHAVIOUR POLICY

Owner

Deputy Headteacher

Reviewers

Deputy Headteacher

Approved by

Executive Director

Date approved

September 2022

Next Review Due

August 2023

International School of Oradea's Positive Behaviour Policy

The International School of Oradea has high expectations of children's behaviour.

We expect all children to behave in a positive and thoughtful manner that reflects the aspirations of the school's mission statement. Respect is a key component of this and is the cornerstone of the Positive Behaviour policy document.

The policy is an integrated document recognising that no one area of school life is responsible for good behaviour and discipline. However, consistency by all staff in every area of school life, in the application of positive discipline is essential for the success of the Positive Behaviour policy. Children need to be clear about behaviour expectations and the implications through rewards and sanctions of appropriate and inappropriate behaviour.

Behaviour Expectations

Children are reminded of the appropriate behaviour through positive reinforcement; for most children the intrinsic desire to please and conform is adequate to manage behaviour; very occasionally it may be necessary to enforce 'time out' from an activity to remind children of our expectations.

Behaviour expectations are linked, in EY and Primary, to Golden Time and this starts in the classroom where the children spend the majority of their time. The principle is that children should earn their Golden Time which is a reward for appropriate behaviour demonstrated through the week.

The Golden Rules are:

- 1 We are proud of our school and show it.
- 2 We always work hard and do our best.
- 3 We listen carefully to each other.
- 4 We take responsibility for our actions.
- 5 We respect the people who share our lives.

The Golden Rules are designed to be as meaningful and child friendly as possible. They allow for a wide variety of positive actions that the children should strive towards. Specific actions that should be discussed and reinforced with children through the year and as appropriate are:

1 We are proud of our school and we show it:

- Wear full school uniform at all times in school and on school excursions (as appropriate).
- Line up quickly, quietly and sensibly.
- Clean up any mess that is made – using bins and separating recycling.
- On school excursions the children are school ambassadors and they should represent the school with pride.
- Care is taken of the physical environment of the school – damage to school property and resources is unacceptable.
- Behaviour on school transport is calm, quiet and controlled following the School Bus Safety policy. Behaviour that puts at risk any passenger on the bus is unacceptable.

2 We always work hard and do our best:

- Homework and class tasks are required to be completed to the best of each child's ability.
- Students will take part in all activities quickly, promptly and positively.
- Instructions will always be followed.
- Students should be on time for school and attend all days that the school is open unless they are ill.

3 We listen carefully to each other:

- The instructions of teachers, teaching assistants and other support personnel should be followed without argument.
- Peer problems should be solved through discussion and listening to each other and respecting each other's right to be heard. A teacher's advice should be sought if this does not resolve the issue.
- Students will raise their hands in class to be heard and will listen attentively and quietly to another child's contributions.
- Students do not seek another teacher to gain permission for a request that has already been refused by another teacher.

4 **We take responsibility for our actions:**

- Students are expected to be honest at all times.
- Students are expected to accept correction and discipline and understand that it is part of their responsibilities to do so.
- Students should acknowledge errors and strive to correct them.

5 **We respect the people who share our lives:**

- Good manners and politeness are required at all times. Students should say please, thank you, sorry, excuse me and pardon at all appropriate times. Students should knock on the door before entering a room where adults are present. They should wait patiently for others rather than pushing past people.
- Students should not run inside the school building.
- Children should safely and carefully ascend and descend the stairs, staying to the right.
- Children should not engage in racial or sexist behaviour. Swearing is not tolerated.
- Children should not harm another person either physically or emotionally.
- Any form of bullying is totally unacceptable and will not be tolerated.

Rewards and Sanctions

Early Years and Primary

The rewards and sanctions used in the primary school must be clearly visible and understood by all the children and staff from the beginning of the school year (or when they join the school). Teachers also inform children about the Golden Rules and the system of Golden Time. In Key Stage 1 and Early Years this is through the use of the behaviour ladder.

The behaviour ladder has 4 sections:

- **Wow:** outstanding behaviour or work
- **Green:** on task behaviour and learning.
- **Yellow:** verbal behaviour/learning reminder has been given and the behaviour has not improved.
- **Red:** behaviour continues to be negative or deteriorates further.

All children will start every day on green and if moved “down the ladder”, be given the support to move back up to green.

If a child causes deliberate damage to property, deliberately hurts another person or deliberately damages property, they will be moved straight to red and a red dojo given. This must be recorded on MyEducare as negative comment and as appropriate parents may also be invited to meet with the teacher or member of the SLT.

When a child has been moved to red, if their behaviour improves they can move back up the ladder. However, if the behaviour continues or deteriorates further a red dojo is given and parents are informed as above.

When children receive 4 negative comments in a month, the class teacher should report this to the Student Support Programme Coordinator and a plan put in place to support the child.

In Upper Key Stage 2, if a child demonstrates negative or disruptive behaviour they will be warned and given the opportunity to amend their behavior. If the behaviour persists their names should be written on the board by the teacher of the lesson. Should a child’s name be recorded on the board on two occasions during the day, the class teacher should award a Red Dojo and contact the parents through the MyEducare app to advise them of the concern. If a child receives 2 Red Dojos in one week the class teacher should arrange a meeting with parents to discuss the behaviour and the next steps.

When children are showing exceptional behaviour or have completed work to an outstanding level, this is rewarded with a Dojo.

Secondary:

Rewards and Sanctions

The school regularly celebrates the success of all pupils in a variety of ways. We recognise that focusing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by pupils, parents and staff during the academic year.

- Verbal praise in class
- Written praise in marked work
- Work displayed around the school
- Sharing and celebrating success during tutor time
- Sharing and celebrating success in reward assemblies
- Certificates in assembly which are awarded for a wide range of reasons such as: attendance, exceptional work, and improvement in subject areas

- Awards for representing the school in extra-curricular activities
- House points awarded in lessons, through Class Dojo or tutor time for homework, good classwork etc
- Prizes/Activities for pupils who have collected milestone House points

Although the school aims to focus on positives at all times there are unfortunately times when a minority of students let themselves down through unacceptable behaviour. Students need to be aware of personal choices and take responsibility for their actions. Wherever possible, staff need to use positive strategies to avoid a further incident before giving another consequence. Sanctions/consequences should be consistent and fair.

An appropriate consequence is one which is designed to put matters right and encourage positive behaviour in the future. Consequences must therefore be:

- Selected with care and only imposed on pupils whose behaviour is unacceptable. It is inappropriate to punish whole groups for the misdemeanours of a few. In doing so, you will only alienate the pupils who we rely on to establish expectations of appropriate behaviour.
- Used immediately wherever possible.
- Accompanied by an explanation.
- Applied consistently and fairly.

In Key Stage 3, if a child demonstrates negative or disruptive behaviour they will be warned and given the opportunity to amend their behavior. If the behaviour persists their names should be written on the board by the teacher of the lesson. Should a child's name be recorded on the board on two occasions during the day, the class teacher should award a Red Dojo and contact the parents through the MyEducare app to advise them of the concern the student will also be given detention during the next breaktime. If a child receives 2 Red Dojos in one week the class teacher should arrange a meeting with parents to discuss the behaviour and the next steps.

Discipline Code

ISO believes that the components of positive discipline are well supported by the Golden Rules and the awarding of Golden Time and the ClassDojo system. However, there may be times where support is needed from the SMT when dealing with disruptive, aggressive or other inappropriate behaviour. Support will be provided after the teacher has pursued all reasonable efforts of positive discipline within the classroom.

Support will be provided by the SMT following the set out procedure:

- **Step 1** Class Teacher/form tutor meets the child's parents
- **Step 2** Seek advice from the Phase Leader or Student Support Programme Coordinator
- **Step 3** Refer the child to the Deputy Headteacher/Headteacher

- **Step 4** The child will be placed on a behavioural diary, for a maximum of 4 weeks, with parents informed by the Class Teacher
- **Step 5** Parent meeting with the Class Teacher and Deputy Headteacher/Headteacher
- **Step 6** Internal suspension for one day
- **Step 7** Parent meeting with the Deputy Headteacher/Headteacher and Director
- **Step 8** Temporary external suspension
- **Step 9** Long term external suspension

Negative behaviour will be recorded on MyEducare as a negative comment. It will also be recorded in the incident book if someone is hurt. More serious incidents may necessitate missing steps.

Inter School Competitions

ISO encourages each individual to take responsibility for their own actions and to take pride in the efforts and achievements of those within the entire school family. Inter School Competitions are part of the ISO program of academic and personal development. These competitions often operate under the school's house system to help build a sense of community.

Delegation of Responsibility

ISO believes that children should have the chance to be given responsibility at an appropriate level within the classroom. Therefore each Class Teacher and Specialist Teacher should have in place a system that gives children who demonstrate willingness and maturity to take on appropriate responsibility. This might include monitors for giving out books and pencils, line monitors etc. Being a class monitor also gives children a goal to aspire to for improving their behaviour.



info@isor.ro



www.isor.ro



+40 359 178 757



1F, Armatei Române Street
410203, Oradea, Bihor

Professional Development

ISO will take practical measures for the staff to develop the skills necessary to implement the Positive Behaviour policy effectively.

LEARN - RESPECT - SUCCEED