



# English International School

## Moscow

an Orbital Education School

### EIS Moscow Primary Positive Behaviour Policy

#### **Introduction**

The English International School Moscow is a community of resilient, respectful lifelong learners which offers a safe, supportive and stimulating learning environment where every member of the community is encouraged to strive for excellence.

At EIS we are committed to providing all learners with high quality learning experiences that lead to a consistently high level of student achievement and attitude. This policy summarises our expectations and common working practices, which reflect the aims and objectives of the School and support its Vision Mission and Values.

#### **Vision, Mission and Values**

##### Vision

To provide an excellent British education in an international setting ensuring all students are happy, safe, and challenged in their learning.

##### Mission

The English International School offers the best of British education by providing high quality, innovative teaching to an intercultural community. EIS students experience a wide range of opportunities and make excellent progress, whatever their starting points. EIS ensures that every child feels safe, challenged and happy during their learning, preparing them to be confident resilient global citizens.

##### Values

- Safe - Maintaining a safe and supported environment for all students through a holistic approach to education that nurtures, moral, spiritual, social and cultural well-being.
- Challenged - Empowering children with the knowledge, skills and attitudes necessary to challenge themselves and to serve the local and global community through engagement in meaningful learning, now and in the future.
- Happy - Developing a sense of belonging and a love of learning within a diverse community of confident, resilient students where achievement is acknowledged and celebrated.

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 Behaviour policy. Students need to be clear about behaviour expectations and the implications through rewards and sanctions of appropriate and inappropriate behaviour.

This Policy outlines practices to meet these expectations of high standards and the disciplinary processes which are used when circumstances make it necessary to go beyond the usual positive reinforcement strategies. It should be considered, in conjunction with, and with reference to:

- EIS Vision, Mission and Values
- EIS Anti-Bullying Policy;
- EIS Staff and Student Handbooks;
- EIS Concerns & Complaints Policy;

### **Aims of the Policy**

At EIS we aim to

- promote high standards of behaviour and an atmosphere where all members of the school community feel valued;
- ensure an environment in which the students feel safe, secure and respected, and in which effective learning can take place;
- develop a moral framework within which initiative, responsibility and sound relationships can flourish;
- enable students to develop a sense of self-worth and a respect and tolerance for others;
- develop intercultural understanding by recognising and celebrating the ethnic, religious, cultural and linguistic diversity of our school community and promoting these aspects as positive features;
- foster equality of opportunity and a sense of fairness;
- encourage all students to always give their best, be it in the classroom or in other school activities and life opportunities.

We are supported in reaching these aims by a clear code of conduct, the Golden Rules, and expectations of students, staff and parents/guardians. Our expectations for behaviour and managing behaviour are framed by the following principles:

- Positive behaviour should be acknowledged and rewarded, where possible.
- The purpose of any sanction applied is to require **reflection** upon the consequences of inappropriate behaviour or attitudes, with a view to ensuring that the likelihood of a repeat offence is reduced;
- The student must **understand** for what offence they are being disciplined;
- Disciplinary processes should follow as **swiftly as possible** after the offence;
- The disciplinary consequences should be **appropriate** to the offence;
- Staff use their professional discretion, utilise a broad range of behaviour-management strategies, as appropriate to the circumstances and the age of the individual students;
- Authoritarian models of behaviour control are not acceptable and **corporal (physical) or**

### **humiliating punishment may never be used at EIS;**

- Consequences should always be given and taken politely and respectfully. Staff and students should ensure that appeals should always be in private.

## **Expectations and Conduct**

### **Staff**

EIS staff are required to:

- have **high expectations** of student's achievements, attendance and behaviour and challenge when necessary;
- **actively model** the type of behaviour considered acceptable;
- always be alert to signs of bullying and racist/sexist attitudes and deal firmly with such issues.
- deal sensitively with children in distress, by listening to them and dealing with any incidents appropriately;
- actively establish positive relationships with students, parents and the wider community;
- recognise the students' achievements, academic or otherwise;
- provide opportunities for the students to demonstrate responsibility;
- maintain a professional approach in discussions relating to students.

### **Parents/guardians**

Parents/guardians have a vital role in promoting good behaviour in school and at home. We consider liaison with the school very important.

We encourage parents to:

- work actively in partnership with staff and follow school policies;
- ensure students come to school properly dressed, correctly equipped and prepared to work;
- respond to concerns raised by members of staff;
- inform us of any distress which may affect their child's performance or behaviour at school (e.g. a loss in the family, separation, moving home, parents traveling, illness, etc.)
- inform us of any behaviour difficulties students may be experiencing at home.

## **Behaviour Expectations**

### **Students**

In the Foundation Stage, 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 'think time' from an activity to remind students of our expectations.

In Key Stage 1 and 2 behaviour expectations are linked to Golden Time. This should start 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.

Students should be aware of, and follow, the Golden Rules.

### **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 and to teachers.
- 4 We take responsibility for our actions and look after the equipment we use.
- 5 Good manners and politeness are expected at all times.

The Golden Rules are designed to be as meaningful and child friendly as possible and were devised in conjunction with the Student Council. 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;

### **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. (Students should be made aware of the reasons why they line up and need to act 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 the buses is calm, quiet and controlled following the School Bus Safety policy.
- Behaviour that puts at risk any passenger on the bus is unacceptable.
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**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.

**We listen carefully to each other and to teachers:**

- 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 listen attentively and quietly to another student's contributions.
- Students do not seek another teacher to gain permission for a request that has already been refused by another teacher.

**We take responsibility for our actions and look after the equipment we use:**

- 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 error and work hard to correct it.

**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 behave appropriately at the table in the canteen. They should use table manners and respond to any correction given.
- Students should not run inside the school building.
- Students should safely and carefully ascend and descend the stairs, staying to the right.
- Students should not engage in racial or sexist behaviour.
- Students should be aware that swearing is not tolerated.
- Students should not harm another person either physically or emotionally.
- Any form of bullying is totally unacceptable and will not be tolerated.

## Rewards and Sanctions

The rewards and consequences used in the primary school must be clearly visible and understood by all the children at the beginning of the year. Teachers inform children directly about the House Point system, how house points are awarded and what they are working towards. Teachers also inform children about the Golden Rules, the system of Golden Time and the steps that staff will take when a student's behaviour falls below the expected level.

Positive reinforcement should be used by staff to highlight to a student which behaviours they are getting right. Without positive reinforcement a student will not learn how to behave in an acceptable manner.

Positive reinforcement could include, but is not limited to, the following:

- Praising a student when their behaviour follows the golden rules (a student should not be praised all of the time, but should be praised when they are setting a good example to others or if they have modified their behaviour).
- Presentation of certificates in Primary and whole school assemblies, such as Star of the Week/Term/Year and the Head Teachers Award.
- Certificates can be given for behaviour as well as personal and academic achievements.
- Other positive reinforcement strategies such as 'marbles in a jar.'
- Awarding of House Points for consistently following the Golden Rules.

When a student's behaviour does not meet the school's expectations, i.e. it is unacceptable, a range of strategies and/or consequences may be used to correct this. Infringements of the school's behavioural expectations are dealt with on a progressive scale:

### In the first instance:

- It is the responsibility of subject teachers to deal with **minor incidents** which occur in the classroom, utilising their own personal behaviour management strategies.
- Staff calmly caution students that should the behaviour persist then they are progressing towards an official warning, all cases other than 'serious' offences with an opportunity for the student to reflect and think about their actions on others.
- Not use a loud or aggressive command or direction, use two-way conversation to give the student the choice and opportunity to be involved, the focus being on **two-way** engagement. Focus on positive reinforcement and student acknowledgement.

Phrases that can be used to help a student understand why a behaviour they are displaying does not follow the Golden Rules:

|   |
|---|
| Example of sentences to use to encourage reflection:    |
| Why shouldn't you do that?                              |
| Why did you do that? How can this impact others?        |
| What can you do in the future? How can you help others? |

Whilst we try to look at each day as "A Fresh Start", repetition of an offence will result in consequences imposed by the teacher, appropriate to the offence. Teachers will clearly utilise the words when a student reaches a Step. E.g. 'Step 1.' A repetition of the offence will be recorded in the Wellbeing Tracker.

| Steps | Description and consequences  | Staff actions   |
|-------|---|---|
| One   | Clearly say 'Step 1'. Remind the student they need to think of others and their actions as this is important for them to <b>understand</b> .  | Calm/polite.<br>Highlight what they have done to help them 'understand' their actions.  |
| Two   | Clearly say 'Step 2'. Make it clear that they will go for Thinking time that day – or the next if after lunch.  | Calm/polite.<br>Help the student to understand why this is not acceptable 'we need to continue this conversation about ....'<br>Students have an opportunity to discuss and reflect on their behaviour during Thinking time.  |
| Three | Clearly say 'Step 3'. It should be made clear to the student that they will lose their Golden Time on a Friday afternoon and that their parents will be contacted.  | Calm/polite.<br>Explain that the repeated actions are not acceptable.<br>Record it in the Wellbeing section of iSams.<br>Specialist teachers should notify the class teacher who will contact the students parents.   |
| Four  | <b>In most incidents step four will not be necessary. However, when it is, it is important that the previous three steps have already been followed.</b><br><br>Clearly say 'Step 4' and send them with another trustworthy student to SLT. The student may then be withdrawn from the class for a period of time. The student will also lose their Golden Time on a Friday. The incident should be recorded on the Wellbeing Tracker in iSAMs. | Calm/polite.<br>The student should take ownership of their behaviour by creating an apology letter to show their <u>reflection</u> .<br><b>Parents are contacted by the Form tutor.</b><br>'What I have done' and 'What I should do differently next time', this should be set out correctly, include date, signed by student. In some cases the teacher might send the apology letter home to the parents for signing by them. |

Please note: In the case of serious incidents (where a child has been hurt) staff may have to proceed straight to step four and complete an incident form and contact parents. SLT should be notified as soon as possible.

## **House Captains**

Students who have consistently followed the Golden Rules may be rewarded as a House Captain when they enter Year 6. The Year 5 teachers in consultation with the Head of Primary/Senior Teacher will appoint House Captains to act as role models.

The house system operates for inter-house activities and competitions, academic achievements, good behaviour and other activities as required. There are four Houses: Bears, Wolves, Eagles and Tigers.

Students are allocated to a House on enrolment at the school starting with Nursery and will remain in that House throughout their years at the school. Siblings who join the school at a later time will be allocated to the same House. Each House will be allocated a House Captain (as above) and supervisory teachers who will monitor the House.

## **House Points System**

The awarding of House Points is at a teacher's discretion. There can be no real formula of when, where and for what activity House Points should be awarded, however, the awarding of House Points can be linked to the Golden Rules. Students should recognise that the giving of House Points is for a positive reason to reward work or effort that they have put in.

Students will be awarded House Points for positive social behaviour, competitions and academic achievements. House Points may also be awarded for individual or group achievements.

To maintain equality throughout the school, a maximum of three House Points can be given for any one task, but these need to be awarded for work completed or effort displayed beyond the expectations for that child or activity, therefore one House Point at a time will be the normal award.

On no account should House Points that have been awarded be taken away.



## Serious Incident

- If the offence is committed after the strategies above have been applied to help reflection and ownership of their actions, or if a serious offence has taken place, the relevant Head of Primary/Secondary or Senior Teacher will be informed.
- The Head of School will be informed, and may be consulted with regard to appropriate sanctions, which may be:
- **Individual Action Plan** or a **Weekly Report Card** monitored by the Class Teacher or by the Head of Primary/Secondary/Senior Teacher;

Whilst it is very unlikely that a serious incident resulting in suspension from school will occur it is nonetheless important that the behaviour policy covers such incidents. Suspension from school can be both internal and external:

| Type     | Length  | With |
|----------|---|------|
| Internal | 1 – 3 days  | SLT  |
| External | Any external suspension of a student from school (temporary or permanent) will be decided upon by the Head of School, in conjunction with the Regional Head of Schools. |      |

- **External Suspension** (between 1 and 3 days, depending on severity). Student and parents must meet with the Head of Primary/Secondary/Senior Teacher or Head of School on the day of return, prior to the student being permitted back in class;
- **Indefinite Suspension** is an exclusion from school for an unspecified period. This is usually used to enable further investigations into serious incidents to take place. The same rules will apply as for external suspension.
- **Permanent Exclusion** (expulsion) is the ultimate sanction.
- The Head of Primary/Senior Teacher will contact the parents/guardian, by telephone or e-mail, to inform them of the situation or incident and will arrange a meeting with the student, the parents, and the Class Teacher (and with the Designated Safeguarding Lead, if necessary). These meetings should also include the Head of School.
- The appropriate sanction will be explained at the meeting and subsequently implemented.
- Some offences, where it is the duty of the school to report particular incidents, may lead to Police involvement in order to safeguard the school community.
- AT ALL TIMES THE HEAD OF SCHOOL WILL FOLLOW THE RELEVANT SECTION IN THE DELEGATION OF AUTHORITY MANUAL REVISED 2021.

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**APPROVED BY:**

This document is to be reviewed **annually** and updated as and when changes occur.