



## **United School International – Primary**

### **Positive Behaviour Policy**

## **Introduction**

United School International, The Pearl 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 USI 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.

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focused approach to positive behaviour management. This will allow the pupils of USI Primary to enjoy a calm, nurturing and caring environment which will support every child to be versatile, motivated, and caring people.

### **Aims**

- To provide a clear, fair, and consistent approach to behaviour based on nurturing principles and restorative practices.
- To promote high standards of behaviour and an atmosphere where all members of the school community feel valued.
- To foster, nurture and value strong and healthy relationships, recognizing these as lifelong skills.
- Ensure an environment in which the students feel safe, secure and respected, and in which effective learning can take place.
- To provide staff with tools to equip students with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To develop intercultural understanding by recognising and celebrating the ethnic, religious, cultural and linguistic diversity of our school community and prompting these aspects as positive features; foster equality of opportunity and a sense of fairness.
- To help students take control over their behaviour and be responsible for any subsequent consequences.
- To ensure that excellent behaviour is a minimum expectation for all.



## **Guiding Statement**

The purpose of this Guiding Statement is to promote a clear focus on positive behaviour management within our school. It is to provide a consistent structure for behaviour management strategies. The use of positive reinforcement strategies will always be our default approach.

## **USI Primary's Vision, Mission and Values**

### **Vision**

We aim to inspire lifelong learners and caring global citizens, in a community where everyone feels encouraged, supported and challenged.

### **Mission**

We provide a high-quality British style international education in English, balancing tradition and innovation. Our passion is creating a positive, safe and nurturing learning environment in which everyone is valued as individuals, empowering them to be versatile, motivated and caring people. We will endeavour to create opportunities to develop creativity, collaboration and critical thinking skills through an inclusive and personalised experience.

### **Values**

**RESPECT** - We learn at school by showing respect to everyone in the community.

**EMPATHY** - We develop empathy for those around us.

**EXCELLENCE** - We strive for excellence in everything we do.

**CHALLENGE** - We embrace a challenge as it enriches our learning.

Within USI Primary, we have high expectations for all our students, we expect students to be USI ready by demonstrating our USI Values. This is recognised through weekly certificates, positive reinforcement strategies, house points (through class dojo), and recognition boards in the classrooms. We focus on the students who go above and beyond, using this behaviour to model excellence throughout the school.

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour'*

**Paul Dix**



## Expectations and Conduct

At USI, staff, students, and parents/guardians are all expected to share a collective responsibility for the promotion of positive behaviour.

### Staff

USI staff are required to:

- meet and greet every child every morning
- plan lessons that engage, challenge and meet the range of needs of all students.
- use a visible-recognition mechanism throughout every lesson (recognition board and house points)
- have **high expectations** of students' achievements, attendance and behaviour and challenge when necessary.
- follow up all behaviour, retain ownership and engage in reflective dialogue with students.
- **actively model** the type of behaviour considered acceptable.
- be always alert to signs of bullying and racist attitudes and deal firmly with such issues.
- deal sensitively with children in distress, by listening to them and dealing with any incidents appropriately.
- ensure conversations are held privately with students and not in front of other peers.
- 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 to discussion related to students.
- actively use the restorative practice to support students.

### USI Leadership Team:

Head of Year 1 – Noelle Meenagh

Head of Year 2 – Harvey Shepherdson

Head of Year 3 – Emma O'Brien

Head of Year 4 – Colleen MvVeigh

Head of Year 5 – Grainne McBride

Head of Year 6 – Oluchi Uche

Key Stage - Eleanor Duffy



SENDCO – Fiona Dixon

School Counsellor –

Monika

Assistant Head (Pastoral) -

Niamh Kuncaitis

Assistant Head (Teaching and Learning) & Deputy Safeguarding Lead – Stephanie Hopkinson

Deputy Head Teacher – Daisy Walsh

Principle of USI – Ian Temple

Our leadership team are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a united consistency in approach to our students.

Our leadership team will:

- Meet and greet students at the beginning of the day.
- Be a visible presence around school to encourage and model appropriate conduct.
- Support staff in returning students to learning by sitting in on restorative reparation meetings and support staff in conversations.
- Regularly celebrate students and staff whose efforts go above and beyond expectations.
- Make sure restorative conversations are completed.
- Ensure a transition period for students moving into a new class.
- Ensure staff training needs identified and met.
- To use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.

### **Expectations and Conduct**

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

*'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible, and highly visible.'*

**Paul Dix**

Teachers will create a welcoming environment by greeting students every morning at the classroom door. If the class teacher is not available, the teaching assistant will be there.

Each morning all students with USI Primary will do an emotional check-in with their teacher. This will be done as a whole class or 1:1 where needed. This will be done continually throughout the school day, to allow students to communicate any emotional needs/changes within the school day.

At the end of the school day, students will complete a check-out, where they will communicate/show their teacher how they are feeling at the end of the day. This is a way of students and teachers building trusting relationships, and for teachers to have a better oversight of the student's emotional well-being.



All adults within United School International, Primary, are looking out for students who are displaying the school values and going over and above. We have a range of ways that students will be recognised for doing so:

### **Weekly certificates**

Each class within USI Primary will allocate a minimum of 2 certificates per week. Students will receive these certificates as recognition of exceeding the school values and modelling this consistently through their school week. These can be awarded within assembly or in the classroom.

### **Recognition board**

A Recognition board will be used to encourage social or learning behaviours. For example, 'Kind words', 'Readiness for learning' or 'Engagement in learning' are written on the board. Adults and students in the class can nominate names for the board and there is emphasis on children working together as a team to ensure everyone's name is on the board.

There is an instant celebration when all the student names from the class are on the board, e.g. 5 minute movement break, celebration song, whole class celebration dance.

### **House points (through Class Dojo)**

Students are awarded points to reflect their commitment to our school values, these are instant and can be given by a member of staff. These points are visible to parents/carers through the Class Dojo, and they can see what they have been awarded for. These contribute to the schoolhouse points and are shared and celebrated on the screens throughout our school.

### **Phone call home / email**

A member of staff will phone or email parent (s) to share their child's success.



## Process and Consequences

### Restorative Approach

*'Punishment doesn't better behaviour, restorative conversations do'*

Paul Dix

As a restorative school, USI Primary takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

Every adult in our school can deal with behaviour incidents. If an incident occurs outside of the classroom, this will normally be dealt with by the staff who is there, using the strategies of our school. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. To minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g., releasing the class teacher to have a restorative meeting with a child.

### Restorative Meetings / Conversations

At USI Primary, we believe that nurturing and restorative practice, combined with clear and high expectations and routines, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child to realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

### Restorative Questions (Appendix 1)

These restorative questions will be used to support restorative meetings and/or conversations. For Key Stage One, the teacher will begin with the first question and will increase this when they feel it is appropriate and supportive. Within Key Stage 2, the teacher will aim to access all the questions.



### **Restorative reflective behaviour log**

To support students in moving forward after a behaviour incident they will complete a behaviour log. **(See Appendix 2 and 3)** The behaviour logs link directly to our emotional check in system for each key stage. These will be kept on file to support in building a bigger picture of the students behaviour and to find common themes.

Key stage 1 reflective log **(Appendix 2)** and Key stage 2 reflective log **(Appendix 3)** – note that this can be used for any age student if the member of staff feels it is more appropriate.

### **Consequences**

At USI Primary, we encourage positive behaviour which reflects our values. Our behaviour management approach is based upon building strong, trusting relationships between students and adults. The use of positive reinforcement strategies will always be our default approach.

We follow 4 main steps to support our students behaviour. Please note these are subject to change.

1. First incidence- Behaviour check in – reminder of expectations, encouraged to make the right choices
2. Second incidence of same behaviour- Use of their own time to complete reflection sheets, communication with parents (door and record on CPOMS)
3. Continued incidence of behaviour- second reflection sheet, formal communication parents- (Email & CPOMS).
4. Still no change in behaviour- meeting with parents in school with class teacher and other members of staff where are appropriate.

### **Electronic Devices Guidelines**

#### **1. Mobile Phones:**

Usage During School Hours: We require students to keep mobile phones switched off and safely stored in their bags during school hours.

Emergency Use: In case of urgent need, students may approach designated staff to access their phones with permission. If parents need to contact their child urgently during school hours, please contact reception.

#### **2. Watches:**

Smart Watches: To prevent distractions, smart watches with internet connectivity or calling features should be not be worn. If they are brought into school they will be put in bags during school hours.

Digital Watches: Students are welcome to wear digital watches that do not connect to the internet or make calls. However, if they are deemed a distraction to learning, we will ask them to be removed.



## **Review and Evaluation**

### **FINAL NOTE**

This Guiding Statement is not contractual and is subject to change at the discretion of the Orbital Education Group, as our Positive behaviour policy.

### **POLICY REVIEW**

This policy is to be reviewed every two years although any suggestions and/ or amendments will be considered on their merits.

Drafted and Adopted: Sept 2023

**To be reviewed:** Aug 2024





## Appendix 1: Restorative Questions

What happened?

How were you feeling?

Who has your behaviour impacted?

What would you do differently next time?

What needs to happen now?



*It is ok to feel like that, but it is not ok to do that.*

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## Appendix 2: Restorative Behaviour Reflection sheet Key Stage 1

**Reflection sheet**

مدرسة المتحدة الدولية  
United School International  
جزيرة اللؤلؤة  
The Pearl Island  
an Oxford Education School

1. What happened? (Circle)

screaming	throwing things	destroying work	grabbing clothes	hitting others
pushing others	kicking others	pinching others	biting others	spitting on others
not listening	bullying others	running away from staff	making a mess	refusing to work

2. What were **you** thinking at the time?

3. How do **you** feel now?

4. Who was affected by your actions? How do **they** feel?

Who?

5. what can I do to fix it?

say I'm Sorry

complete work

clean up

write apology note



## Appendix 2: Restorative Behaviour Reflection sheet Key Stage 2

**Reflection sheet**

مدرسة المتحدة الدولية  
United School International  
جزيرة النور  
The Pearl Island  
an Integral Education School

1. What happened? (*Write or Draw*)

2. What were **you** thinking at the time?

3. How do **you** feel now about what has happened?

4. Who was affected by your actions?  
How do **they** feel?  
How have **they** been affected?

5. What can **I** do now to make it right?