Positive Behaviour for Learning Policy

Ambassador International Academy

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Principal's Message

Dear Parents,

At Ambassador International Academy, our school policies are developed keeping in mind the IB philosophies, standards, and practices. It is our goal to exhibit the principles of the IB learner profile and the IB mission in each of our policies.

Our policies have been developed through discussions with teachers, parents, and students to determine both content and layout.

Ambassador International Academy is proud to be a growing, diverse community that leads the way in international mindedness and tolerance in our region. We intentionally include and appreciate students of all identities, learning abilities and language backgrounds, with the assurances that we will cater for their needs.

In each of our policy documents, you will find the philosophy of tolerance driving the policy, our students' rights and community responsibilities. Each policy will have a description of how it promotes the IB learner profile.

With your help, our students will know their right to this education and appreciate that they have a responsibility to enable the rights of others.

Thank you, in advance, for reading these policies thoroughly.

Warmest regards,
James Lynch
Principal

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IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Ambassador International Academy (AIA) - Mission Statement

Inspire our children to be passionate global lifelong learners through an enriched holistic international curriculum that encourages them to inquire and innovate while proactively contributing in meaningful ways to the world.

Vision

Ambassador International Academy is dedicated to creating responsible universal citizens who would be bright leaders of the 21st century by laying a superior foundation though quality education.

Our Values

Accountable for children's learning, overall wellbeing and holistic development

Maintain quality standards across the entire organization

Broaden the horizons of our children's experience and knowledge

Attend to the child's individual learner potential

Safe and collaborative learning community

Sensitive to the needs of students of determination

Adopt modern instructional strategies

Documentation to make learning visible Outstanding teaching and commitment to research

Relevant real world education aligned to the child's life experience

The purpose of this document

This document will be used as a reference to ensure consistent support for student behaviour. The school may, at its discretion, use a varied, yet supportive approach to manage individual students' needs.

The aims of this document

- o To inspire pro-social behaviour by implementing proactive strategies that are beyond discipline and sanctions.

o To encourage positive behaviour through a restorative approach, maintaining respectful relationships, providing positive feedback and reinforcement.

o To facilitate students taking responsibility for positive behaviour.

o To encourage a variety of classroom management strategies to promote student behaviour.

o To use supportive language across the school to promote appropriate student behaviour.

o To provide a series of steps in response to undesirable student behaviour.

o To keep parents informed and involved through open communication and feedback regarding actions taken.

o To provide a clear structure when dealing with behaviour support.

Personnel

The people involved in the development of expectations, monitoring, support and guidance of student behaviour:

o Homeroom teacher/specialist teacher/cover teacher

o Support staff

o Inclusion team

o Administrative staff

o School counsellor

o Pastoral Team

o Head of School

o Vice Principal

o Principal

Proactive Strategies Beyond Discipline and Sanctions

At AIA, we believe that all students need to be given the opportunity to build and sustain positive relationships; and to learn strategies to repair and restore relationships if harm has been caused. Additionally, we are committed to fostering a positive school culture through proactive measures that extend beyond mere discipline and sanctions. These strategies include:

- **Positive Reinforcement**: Recognising and rewarding positive behaviour through verbal praise, awards, our house point system and certificates.

- **Student Ownership**: Encouraging students to take ownership of the Positive Behaviour for Learning Policy by involving them in the creation and implementation of behaviour expectations and procedures.

- **Restorative Practices**: Using restorative justice to address conflicts and repair relationships, focusing on empathy and responsibility.
- **Preventive Measures**: Implementing classroom management strategies such as clear expectations, seating plans, and engaging lessons to prevent undesired behaviour.

Student Ownership of Positive Behaviour for Learning Policy

Students at AIA are encouraged to take an active role in shaping and upholding the Positive Behaviour for Learning Policy. This includes:

- Participating in discussions to set behaviour expectations, both in class and outside of class.
- Leading by example and promoting positive behaviour among peers.
- Engaging in restorative conversations to resolve conflicts and understand the impact of their actions.

Preventing Absenteeism through Early Intervention

To strengthen our approach to preventing absenteeism, we will implement early intervention measures such as:

- **Regular Monitoring**: Keeping track of attendance patterns and identifying early signs of absenteeism.
- **Parental Involvement**: Engaging parents in discussions about their child's attendance and working together to address any issues.
- **Support Services**: Providing access to school counsellors and support staff to help students overcome barriers to regular attendance.

Integrating Student Well-being into Behaviour Management

Student well-being is a core component of our behaviour management strategies. We integrate well-being by:

- **Holistic Support**: Addressing the emotional, social, and academic needs of students through a comprehensive support system.
  - o **Emotional Check-ins**: Regularly scheduled one-on-one check-ins with students to discuss their emotional well-being and any concerns they may have.
  - o **Safe Spaces**: Designating areas within the school where students can go to calm down, reflect, or seek support from a counsellor or trusted staff member.
  - o **Personalized Support Plans**: Developing individualized support plans for students who may need additional help managing their behaviour and emotions.

- **Well-being Programs**: Implementing programs and activities that promote mental health, resilience, and positive relationships.
  - o **Mindfulness Sessions**: Incorporating mindfulness and relaxation techniques into the daily routine to help students manage stress and improve focus.

- o **Physical Activity**: Encouraging regular physical activity through sports, yoga, or dance classes to promote physical and mental well-being.
- o **Healthy Lifestyle Education**: Providing workshops and lessons on nutrition, sleep, and healthy habits to support overall well-being.

- **PSHE (Personal, social and health education):** Integrating personal, social, emotional and health learning into the curriculum to teach students skills such as empathy, self-regulation, resilience, decision making, respect, and effective communication.
  - o **Peer Mentoring**: Establishing peer mentoring programs where older students support younger ones, fostering a sense of community and belonging.
  - o **Conflict Resolution Training**: Teaching students conflict resolution skills to help them manage disputes and build positive relationships.

- **Support Services:** Offering a variety of support services to our students.
  - o **Counselling Services**: Offering access to school counsellors for students who need additional emotional or psychological support
  - o **Group Therapy**: Providing group therapy sessions for students dealing with similar issues, such as anxiety or grief, to offer mutual support.
  - o **Parental Involvement**: Engaging parents in their child's well-being through regular communication, workshops, and family counselling sessions.

- **Positive School Environment:** Creating a positive school environment for the entire school community.
  - o **Inclusive Practices**: Promoting an inclusive school culture where diversity is celebrated, and all students feel valued and respected.
  - o **Student Voice**: Encouraging students to participate in decision-making processes related to school policies and activities, giving them a sense of ownership and responsibility.
  - o **Recognition and Rewards**: Implementing a system to recognize and reward positive behaviour and achievements, reinforcing a positive school climate.

Restorative Justice Based Approach

Using a Restorative Justice based approach offers a way to create a school culture centered on caring relationships. As a response to behavioural issues or when harm has been caused. Restorative Justice promotes empathy, fosters inter-connectivity between staff and students, and encourages responsibility to repair harm.

It is a philosophy, in action, that places relationships at the heart of the educational experience. The key focus is working 'with' students to develop authentic relationships where students have voice and agency in their learning experience. When problems arise, distinctions between the problem and the student must be made. (Appendix)

The problem is the problem. The student is not the problem.

During a Restorative Justice conversation, three simple questions will be discussed:

1. **What happened?**
2. **What harm was caused?**
3. **How can we put it right?**

Strategies to promote positive behaviour

Positive student behaviour, both inside and outside of the classroom, is recognised with a variety of positive responses. These are appropriate to each section of the school and at the discretion of the members of staff. These will vary according to the age of the student, but may include:

- o Verbal praise (public or private), this praise should be specific to enable the student to understand exactly why they are receiving the praise.
- o Proximal praise
- o Awards such as House Points/Class Dojo points/Certificates
- o IB Learner Profile Awards

Preventing Undesired Behaviour

Undesired behaviour may involve actions, words or physical gestures that could be reasonably perceived to cause another person distress or discomfort. There are reasons which may lead to children behaving in an undesirable manner.

The following strategies should be used to prevent undesired behaviours:

- o Ensure students understand the expectations of behaviour and the Learner Profile attributes.
- o Consider the seating plan within the classroom.

- Distract individual students from undesired behaviours by providing reminders of the expectations.
- Give attention to desirable behaviours.
- Use proximal praise.
- Using school agreed scripts (I can see you might be upset; you are welcome to join the group when you are ready).
- Where a student has caused upset to another student, the emphasis should be on supporting the students to resolve the conflict.
- Monitor the level of tasks given to the student.
- Include an element of choice – student-led learning.

Levels of Consequences

Level 1	Person/s involved	Actions to be taken
o Low level anti-social behaviour o Poor behaviour in class or around the school o Class work/homework issue o Uniform issue o Electronic device misuse o Late to lesson o Lack of equipment	HRT if incident in homeroom **Specialist teacher** or **support staff** to address the behaviour	o Reminder of expectations o Restorative conversation o Reflection time o **Log L1 on iSams**
Level 2	**Person/s involved**	**Actions to be taken**
o Repeated L1 behaviour (3x) o Disrespect to staff o Repeated electronic devise misuse. o Academic dishonesty o Other mid-level concern o Name calling o Repeatedly not following instructions	HRT if incident in homeroom – Inform GLL or HOD **Specialist teacher** or **support staff** to address the behaviour, then inform the HRT GLL or HOD to agree on consequences with the HRT	o Reminder of expectations o Restorative conversation o Logical consequences agreed upon – with a focus on repairing any harm caused. - logical consequences agreed upon with the o **Log L2 on iSams** o Log to include description of behaviours and the actions taken (in line with this policy) o **Parents to be informed** o Reflection time with a Pastoral Head during part of their lunch break.

Level 3	Person/s involved	Actions to be taken
o Repeated L2 behaviour (3x) o Defiance to a member of staff o Truanting lessons o Racist behaviour o Vandalism o Excessive physical contact o High-level bullying o Violence o Theft o Possession of dangerous items o Possession of controlled substances o Possession of explicit material o Other high-level concern	HRT to be informed of incident SLT to take appropriate action	o **Log L3 on iSams and Pastoral Head will be informed** o Log to include description of behaviours and the actions taken (in line with this policy) o Removed from classroom, if the behaviour poses a threat to others or themselves o Reflection time with a Pastoral Head during breaktime/s o Meeting with parents o Team around the child (TAC) meeting if appropriate – notes taken and uploaded onto iSams o Behaviour Success plan drawn up if necessary o Behaviour contract drawn up and discussed with the student and the parents

Bus Conduct

AIA operates a 3-step system for any anti-social behaviour that occurs on the bus.

Step 1	Person/s involved	Actions to be taken
○ Not following instructions or the bus safety guidelines ○ Eating on the bus ○ The use of electronic devices on the bus ○ Disrespectful behaviour ○ Repeatedly being unkind to others	Bus attendant Head of operations Pastoral Head	○ Reminder of the expectations when on the bus ○ Bus attendant to give a behaviour slip to the Pastoral Head ○ **Pastoral Head to Log on iSams** ○ Reflection time where appropriate ○ Restorative conversation ○ Parents emailed by Pastoral Head ○ Reflection time with Pastoral Head for part of breaktime
Step 2	**Person/s involved**	**Actions to be taken**
○ Repeated Step 1 behaviour (3x) ○ Vandalism ○ Theft	Bus attendant Pastoral Head Bus manager	○ Bus attendant to give a behaviour slip to the Pastoral Head ○ **Pastoral Head to Log on iSams** ○ Where necessary, Operations Manager to obtain video footage of incident ○ Parents contacted by Pastoral Head ○ Reflection time with Pastoral Head during break time
Step 3	**Person/s involved**	**Actions to be taken**
○ Repeated Step 2 behaviour (3x) ○ Possession of a dangerous object ○ Physical abuse ○ Threatening behaviour	Bus attendant Pastoral Head Head of School	○ Bus attendant to give a behaviour slip to the Pastoral Head ○ **Pastoral Head to Log on iSams** ○ Operations Manager to obtain video footage of the incident

	Principal Bus manager	o Investigation of the incident carried out by Pastoral Head and reported to Head of School o Meeting with parents and Pastoral Head where actions will be discussed o Where necessary, exclusion from the bus for a set time

Appendix 1 – Restorative Justice Approach

A restorative approach may take may forms depending on the seriousness and complexity of the situation. At AIA, the process involves all involved parties and is guided by three simple questions which the teacher (and parents) can use for ANY situation:

1. **What happened?** This is an opportunity to identify the problem and model empathy and respect we want the student to develop. At this stage, the objective is for the student to share what happened in their own words and for everyone involved to have a common understanding of the problem, and to feel understood and heard.

2. **What harm was caused?** This question asks the students to identify what harm was caused to the relationship by their actions/behaviours. Harm to the relationship includes, but is not limited to: violating trust, school/classroom expectations, feelings and property.

3. **How can I put it right?** This question asks students to think of steps/actions necessary for this harm to be repaired so that ALL parties involved can work together to heal. This process leads to the obtaining of a commitment from the student(s) who caused the harm to actively work to repair it and replaces the "teacher-imposed punishments" of a traditional disciplinary process.

Appendix 1 – Example Behaviour Success Plan

Key concerns:

- When ……. gets frustrated and when he feels that someone has hurt his feelings he can lash out in retaliation
- …… is not able to regulate his emotions when he feels frustrated or upset
- ……. needs support to understand how his actions impact others
- ……. finds it difficult to take responsibility for his actions
- ……… is very self-directed and can find it difficult to follow instructions in class if he feels what he wants to do is more important
- …….. can become fixated on the behaviours of other students in the class even if they are not impacting on him

Key support in place:

- Ruth has put in place a strategy for ……. to spend breaktimes with her if he feels that he needs to or if he is in a heightened emotional state and he needs help to regulate his emotions
- Use the zones of Regulation language to try to help him recognise his own and others' emotions – he doesn't necessarily respond to the images but understands and responds to the language used
- Push in support in language and maths from inclusion team
- Social stories – Inclusion team to lead – ……. is very good at creating stop-go animations so he may create the social stories himself – using a personalised social story that he has had input into will be more effective
- If we know that the teacher will be absent – prep ….. and remind him of the strategies he can use prior to the absence
- If an incident occurs, ….. will have reflection session with his teacher, Ruth or a member of the Inclusion team
- If an incident occurs, a restorative justice meeting will take place once ….. is able and willing to take part
- If …… is in a heightened state of emotion, he will spend time with Ruth and/or the inclusion team to support him to regulate his emotions

Accommodations

- …… can leave the class/playground if he/she is feeling emotional and he/she needs to take a break he/she can visit a member of our Inclusion or Pastoral Team to talk it through
- Take a now and then approach to encourage him/her to complete an activity that he/she is being asked to do – when he/she has completed the task he/she can have a set time on his passion project – this will need to be timed and clearly explained to ….. as he/she may not want to stop working on his/her preferred task
- Where possible, let …… decide from two options in the way he/she wants to complete his work so that he/she feels that he/she is still in control

- In the event of …… teacher being absent ……. can be given a few choices about where he/she would feel most comfortable to complete his/her assigned tasks

Targets

- No physical incidences initiated by …… over the next 4 weeks
- …… can recognise his/her emotions when asked by an adult
- …… can recognise the emotions of others in a fictional scenario whilst ……. is in the green zone
- …… completes his work in line with expectations 3/6 times across the day
- ……. can used taught strategies, from the social stories, to recognise others' emotions from a fictional scenario

Desired outcomes

- …… can self-regulate independently
- ……. can recognise others' emotions independently and act accordingly
- ……… follows the instructions from all teachers and completes his work as expected

	Baseline indicators (Behaviours we see when relaxed)	Known triggers	Escalation (Behaviours noted that show action will increase intensity)	Behaviour crisis is reached	Post-incident recovery indicators	Possible function of behaviour
Individual attributes	**Individual** • Happy • Smiling/Laughing • Relaxed body language • Appropriate voice level **Class/staff** • Cooperative • Joining in with activities • Interacting with staff and peers **Teaching** • Verbally communicating • Following two step instructions	**Individual** • When other students comment on his behaviour/work • Triggers not always evident **Class/staff** • Attention drawn to action • Given choices which do not appeal to him • Firm expectations **Teaching** • Expectation to complete tasks that he is not interested in • Given no choice on how to complete tasks	• Shouting rather than talking • Agitated • frustration • Looking angry • Playing roughly • Leaving his seat when he hasn't been asked to • Refusing to follow instructions • Distraction techniques have minimal effect/temporary	• Hurting another student/s • Shouting over anyone that is talking to him (member of staff/student) • Shouting • Angered facial expression • Distraction techniques do not work	• Crying • Relaxed posture	• heightened emotions and distress (regulation)
Strategies to use	**Individual** • Choice of the way the activity is completed • Option given of working with a friend • Given responsibility (distraction from action) **Class/staff** • Social stories • Engaging activities that can be completed in a range of ways (not always a written task) • Do not draw attention to low	**Individual** • Class reminder of expectations of where they should be • Access to an agreed place to go if he feels that he is struggling to control his emotions • Give him a job or responsibility • Quietly talk to him to remind him of agreed expectations **Class/staff**	• Remove ..... from the class for a private reflection of his emotions • Asking ..... to take a letter to someone out of the class • Reminder of the now and then approach	• Remove .... from the situation to see Ruth or someone from the inclusion team • Give .... the space and time to calm himself down • Tell .... that you can see he is upset/angry etc and you are there to help him whenever he is ready	Reflection using the ZoR/restorative justice approach Help ..... to understand how his actions have impacted others and what he needs to do to repair the relationship	

	level behaviour and ignore action unless putting himself or others in harm's way. • Opportunities to interact with all staff • Teachers to reinforce strategies he can use when feeling his space is being invaded/strategies he can use to calm himself down when upset • Build a strong relationship with ..... so that he is aware that you care for him, and you want to support him Teaching • Visual timetable • Preparing Leo if a change in teacher/timetable occurs in advance • Consistency in approach to behaviour from all teachers • Clear expectations for all the class • Use a now and then approach	• Always keep calm, clear and cheerful • Use positive language • Continue to offer managed choices • Use calming strategies • ZOR • Reminder of optional places to go to complete tasks Teaching • Positive praise/proximal praise • Consistency from all teachers				