



BEHAVIOUR POLICY FOR PRIMARY SCHOOL

Aims & Objectives

In keeping with our firm belief in Human Values, it is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our behaviour policy is a means of promoting good relationships; it supports the school community in aiming to allow everyone to work together in an effective, harmonious, cooperative, loving and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy is designed to promote good behaviour, rather than merely deter undesired behaviour.

Positive Discipline

At Green Valley we believe in not labelling children as 'good' or 'bad' but rather focusing on 'good' or 'bad' actions and behaviours as we believe that all children can make positive changes through self-observation and empathising with others. We can teach and reinforce the good behaviours while stopping the undesired behaviours. We are actively involved in helping our students learn how to handle situations more appropriately while remaining calm, friendly and respectful. Positive Discipline is about connecting with the child to find the reasons for a particular behaviour. We follow the 'ABC' (Antecedent, Behaviour, Consequence) method whereby we encourage students to firstly understand the **A**ntecedents or root cause of their **B**ehaviour, and to then become aware of the **C**onsequences their choices may bring about for themselves and others.

Direct & Effective Communication between the School and Parents/Carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. We work closely with parents and carers to support their child's learning, and to cooperate with the school.

If the school has to implement a serious consequence with a child, we inform the parents and carers in order to work collaboratively and so parents/carers can support the actions of the school. If parents and carers have any concerns about the way that their child has been treated they should contact the relevant Director.

How do we Implement the Behaviour Policy and place it into Action?

As a school, we do not believe in punishments, rather we teach our students that every action has a consequence, where positive choices lead to positive consequences whilst negative choices naturally lead to negative consequences. The school works to ensure the school rules are respected, and to create a safe and positive learning environment for all. We employ each consequence appropriately to each situation. In the class environment the following applies:

- If a child is disruptive during a lesson, the teacher gives the child a gentle verbal notice providing the student with the opportunity to make the right choice and improve their behaviour immediately. There is no further consequence needed.
- **1st Opportunity Cloud:** if the disruptive attitude continues, we use the '*Celebrating Our Golden Choices*' sun display in each classroom and place the child's name on the '1st Opportunity' cloud. The aim is for the child to realise that their behaviour is not 'shining' and this has an effect both on their own and other classmates learning, so it is important for them to rectify and make their way back to the sun by improving their behaviour. Being on the 1st cloud and not making their way back to the sun implies a child misses 2 minutes of their next break time. This is done in order to help the student realise that it is not fair to disrupt and make others lose their valuable learning time in class.
- **2nd Opportunity Cloud:** if instead of improving, the disruptive attitude continues, then the child's name is moved to the '2nd Opportunity' cloud. The teacher will then send the student to the Head of Primary office to have a short chat with Ms. Jan or Ms. Victoria. This is done both to prevent other students' learning being impacted negatively, and also in order to talk to the child individually and privately so that they can reflect upon their behaviour and its consequences, with the aim of changing and making a better choice when sent back into class.
- **3rd Opportunity Cloud,** if after being on the 2nd cloud, and even being sent to the Head of Primary office, a student's behaviour continues to be disruptive, unfortunately their name is moved to the '3rd Opportunity' cloud. As a consequence, the student will go to the 'Reflection Room' on Friday, they will fill in a 'Reflection Form' and will get a half-green dot for constant disruptive behaviour even after being given the chance to rectify on various occasions.

Students who have had to be in the 'Reflection Room' for two weeks will have a further meeting with the Human Values Director, Ms. Raksha, and the Head of Primary or Deputy Head of Primary, Ms. Jan or Ms. Victoria during part of their lunch break. Parents will also be informed about this for their further support from home too. If after this, the disruptive behaviour continues to be repetitive, the student will be placed on a behaviour chart in order to monitor their behaviour closely, and a formal meeting will be held at school with the child's parents.

Monitoring & Review of Behaviour Incidents

The school keeps a variety of records concerning incidents of undesired behaviour, including the above situation of repetitive low level disruptions in class. In coordination with the Class Teachers and Head of Primary, the Human Values Director keeps records of all reported serious incidents of misbehaviour and those in which a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes as the staff on duty provide details of any incident so it can be followed up with and resolved.

Green Valley School Dots System

Green Dots, Silver Certificates and Gold Certificates

At the end of every week, if a child has had a good week with no behaviour incidents, a green dot is sent to the parents through the MarvellousMe App. This serves as a positive reinforcement and effective communication tool to keep parents informed about their child's behaviour that week.

At the end of the term, if a child has received only green dots every week, he/she is awarded with a silver certificate in our last school assembly of the term, with the aim of positively reinforcing their excellent and consistent good behaviour throughout the whole term.

Gold certificates are awarded at the end of the school year to all those students who have had full green dots every week throughout the academic year.

Orange and Red Dots

If during the week, a child has had bad behaviour, he/she is given an orange or red dot, depending on the seriousness of the incident. The parents are also informed verbally by the teacher or relevant Director of the incident and respective consequences, either in person at the end of the day or through a personal phone call.

Three orange dots are equivalent to a red dot, with three red dots resulting in a fixed term exclusion. A record of the orange and red dots given to all primary students is kept by the Human Values Director. A child who receives an orange or red dot during the week may not receive a full green dot at the end of the week. The aim at all times is to help students transform wrong choices into right choices, by choosing to be part of the solution and not the problem.

Further details on what actions can lead to an orange or red dot can be found in the document '*Green Dots Behaviour System*'.

Fixed Term and Permanent Exclusions

The Human Values Director, in coordination with the Head of Primary, may consider the need of a short term (1 to 3 day) suspension/exclusion from school for serious acts of misbehaviour which include bullying, physical aggression, serious verbal lack of respect towards a member of staff or student, repeated or very serious acts of anti-social behaviour, etc. This would be equivalent to three red dots. Through a meeting with parents, a strategy will be put together for reintegrating students that return to school following a fixed period exclusion, and for managing their future behaviour.

Unfortunately, if the situation repeats itself after a short-term suspension and is not resolved, a second fixed-term suspension will be applied. After a second fixed-term suspension, GVS has the right to decide to not renew their admission for the following year. This action is only taken after all possible solutions have been attempted and after agreement with the whole Senior Leadership Team.

Miscellaneous

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another child, the class teacher records the incident and an adequate consequence will be given to the student after informing the relevant Director and parents/carers. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. In a conscious and determined attempt to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

