Name of Policy:	Behaviour
Applicable to:	Whole School
Written by:	Tracy Connor & Kevin Rossall
Contributors:	
Approved on behalf of the ELT	October 2018
Effective date:	October 2018
Date of next review:	September 2020

Behaviour Policy

NCBIS Mission Statement

To provide a learning environment that supports academic achievement whilst promoting personal growth through the attributes of the IB Learner profile, within a caring international community committed to the traditional values of honesty, courtesy, respect, integrity and fair play.

Purpose and Scope of Policy

Aims
- To create a culture of exceptionally good behaviour through an ethos of mutual respect amongst all members of the community
- To ensure the safety and emotional well being of all students
- To promote community cohesion through improved relationships
- To refuse to give learners attention and importance for poor conduct
- To ensure a fair and consistent approach to behaviour management across the school
- To provide a shared guidance for staff, students and parents to enable good learning to take place
- To ensure students understand how their behaviour impacts on the school community
- To help learners take control of their behaviour and be responsible for the consequences of it
- To use the principles of restorative practice to underpin behavioural and disciplinary matters

Scope of Operation and Context

The school is responsible for the welfare and safety of all students during the course of all school-related activities, and as such this policy is inclusive of the journey to and from school, extra-curricular events organised by the school such as sports trips, residential trips and field trips, and/or any such occasion where a student may be representing the school. We expect that students will be good ambassadors for the school in the wider community.

This policy links with other related policy documents, e.g. health & safety policy, anti-bullying policy, safeguarding policy, attendance and punctuality policy, learning & teaching policy, Student and Parent handbook and the home school agreement/essential agreement. Individual policies or statements may be appropriately included as appendices at the end of the policy itself, where relevant.

Links to other relevant school policies and guidance notes
- Anti Bullying
- Bus Guidance for Parents and Pupils
- Safeguarding Children: Child Protection
- Safeguarding Children: Voicing Concerns

Recognising positive behaviour at NCBIS (see appendices 3 and 5)

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including those learners who are hardest to reach. Systems that emphasise praise are more effective in motivating pupils to make appropriate choices and to repeat the associated behaviour. NCBIS employs a range of strategies to this end. Rewards and recognition contribute because they:

● help to build and maintain positive relationships between staff and pupils and between pupils

● make the school experience more enjoyable for pupils and all staff
● encourage pupils to repeat the desirable behaviours that earned the rewards
● contribute to pupils' self esteem and confidence

What we do to encourage and recognise positive behaviours and attitudes?
- Recognise achievement, effort, improvement and attitudinal behaviours
- Instant verbal praise or written comment on work or in planners where appropriate
- Make use of essential agreements to encourage students take responsibility for their behaviour
- Share positive news with parents e.g. notes in planner, e-mails and phone calls home, gold bands
- Issue merits/house points, certificates, gold bands and stickers
- Celebrate in assemblies and Celebrations of Learning
- Class targets & agreed rewards
- Find frequent opportunities to reward behaviours by smiling, verbal praise, tone of voice,
- Assign students responsibilities and roles of leadership e.g. buddy for new student, peer supporter, prefects

Modifying poor behaviour - the restorative approach (see appendix 4)
On those occasions where pupil behaviour contradicts the school's values and expectations on behaviour, NCBIS will employ positive interventions and restorative practices to provide the pupil with an opportunity to reflect on their behaviour and to support them in recognising how they can modify and improve their behaviour and future actions.

As a school NCBIS believes that adopting a restorative approach to addressing poor behaviour is the most successful way to resolve conflict and improve behaviours.

Restorative practice aims to transform behaviour and restore and improve relationships. This strategy allows all those involved to think about the choices they have made, the impact these choices have had on themselves and others and how better choices can be made in the future. It also allows pupils to take responsibility for their own behaviour.
Restorative practice aims to achieve the following:
- A calmer, quieter and more productive learning environment
- A more respectful climate
- A shift away from sanction-based responses that aim to 'manage' behaviour, toward a more relational approach
- Better relationships amongst children and staff
- People being more honest and willing to accept responsibility
- People feeling more supported when things go wrong

In each case the parties involved will be asked restorative questions:
- What happened?
- What were you thinking and feeling?
- Who has been affected and how?
- What should we/you do to put things right?
- How can we/you do things differently in the future ?

Behaviour Support Systems
The school pastoral system provides help and advice both to individuals and to groups to regulate behaviour. The appropriate class teacher, tutor and co-tutor would usually be the first point of contact should a parent or staff wish to raise any issue or concern. The following staff may also be involved in providing behavioural support :
● Class teachers / teaching assistants / tutors & co-tutors

● Primary Middle Leadership Team / Heads of Key Stage
● Primary and Secondary Senior Leadership Team
● School counsellor
● Heads of Learning Support

Consequences and Sanctions for Inappropriate Behaviours

The school reserves the right to assign consequences deemed appropriate for each individual situation and pupil. Below is a non exhaustive list of consequences and sanctions which may be applied:

- Reflection time
- Restorative conversation with pupil(s)
- Restorative conference (could include parents, wider staff, along with the pupil)
- Behaviour Support Card (Secondary) - academic or pastoral
- Community service/payback
- Loss of privileges
- Detention
- Internal suspension
- External suspension
- Permanent exclusion

The school reserves the right to remove, without refund of fees, any pupil whose behaviour disrupts the academic programme or exerts a negative influence upon other pupils. Parents are expected to model the behaviour that we expect from our pupils, and as members of our community, support the NCBIS mission and values. When a parent's behaviour is giving ongoing cause for concern, the Principal has the authority to remove or restrict the parent's access to the school campus. A child's place can be withdrawn if a parent has behaved in a way not in keeping with the School's mission and values.

Internal suspension: A recommendation to place a pupil on internal suspension may be made by a senior leader to the Head of School. Once the decision to internally suspend has been agreed, parents are informed immediately by a member of the senior leadership team, by telephone where possible, and with written confirmation.

External suspension: A Head of School may suspend a pupil for a maximum of three days after consultation with the School Principal. The Principal may suspend a pupil for a maximum of one week. In certain cases, a pupil's suspension may be extended by the Principal until a mutually convenient appointment can be arranged between school and the parent(s) of the pupil involved. The pupil will not be readmitted until the parents/guardian have met with a member of the Senior Leadership Team. The Principal shall immediately advise the Chairman of the Board, of any external suspension.

When a pupil is to be permanently excluded from the school, the following procedures will be observed:
Permanent Expulsion from the School shall be effected on the order of the Principal. The Principal shall immediately advise the Board of any expulsion. The Principal shall inform the parents of their right of appeal. The decision of the Principal may be appealed to the Board within one week from the day on which such decision is communicated to the pupil's parents or guardian; such an appeal does not suspend the execution of the Principal's decision. (Guidance from Board Manual)

Use of reasonable force
This information is taken or adapted from the non-statutory advice from the Department for Education in the 'Use of reasonable force advice for headteachers, staff and governing bodies July 2013'.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force may be appropriate:.
- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

Telling parents when force has been used on their child
In instances where force has been used, it is imperative that the member of staff informs the relevant line manager and the relevant pastoral leader. A decision will then be made as to whether it is appropriate to report 6 the use of force to parents, taking into consideration factors such as pupil's behaviour and level of risk presented at the time of the incident, degree of force used, effect on the pupil or member of staff and the child's age.

Tobacco, Alcohol and Illegal Substances
Substance abuse in any form is treated very seriously at NCBIS: possession, purchase, sale, or being under the influence of drugs/alcohol during school hours or any school-related activity is strictly prohibited.

Dangerous Objects
Sharp or dangerous objects, weapons, and replica weapons are not allowed on school grounds.

Fighting/Assault
The school will not tolerate physical fighting (including play fighting). pupils having difficulties with conflict resolution are encouraged to seek guidance from staff.

Public Displays of Affection/Inappropriate Sexual Exposure or Activity
Inappropriate displays of affection, including kissing and/or intimate contact are not acceptable behaviours in school. Any sexual activity or exposure will be treated very seriously.
Bullying (including cyberbullying) - please refer to separate anti-bullying policy
Acceptable Use policy - please refer to separate acceptable use policy
Academic Honesty policy - please refer to separate academic honesty policy

Student responsibilities:

- Be respectful
- Be responsible
- To follow essential agreements entered into

Staff responsibilities - Procedures:
- To meet and greet at the door
- To model positive behaviours and build positive relationships
- To treat all children fairly and with respect
- To recognise that each child is an individual and to be aware of his/her needs
- To use a visible recognition mechanism throughout every lesson
- To regularly celebrate learners whose efforts go above and beyond expectations
- To establish a working partnership with parents for the best interests of the student
- To refer to 'Respectful, Responsible, Ready' and/or Learner Profile in all conversations about behaviour
- To be calm and give 'take up time' when addressing behaviour concerns; to prevent before sanction
- To follow up every time, retain ownership and engage in reflective dialogue with learners
- **Always address** any learner who is not behaving in accordance with our values, no matter where this behaviour takes place

Middle leaders will - **Procedures:**
- Be a visible presence around the site to encourage appropriate conduct
- Support staff in returning learners to learning by participating in restorative conversations when required
- Regularly share good practice
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls/e-mails
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Stand alongside colleagues to support, guide, model and show a unified approach to learners

Senior leaders will - **Procedures:**
- Take time to welcome learners at the start of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school-wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Stand alongside colleagues to support, guide, model and show a unified approach to learners

Parent responsibilities - **Procedures:**
- To be aware of the school expectations and to support the school in its mission and values
- To foster good relationships with the school
- To encourage independence and self-discipline
- To alert the school as soon as there are any concerns
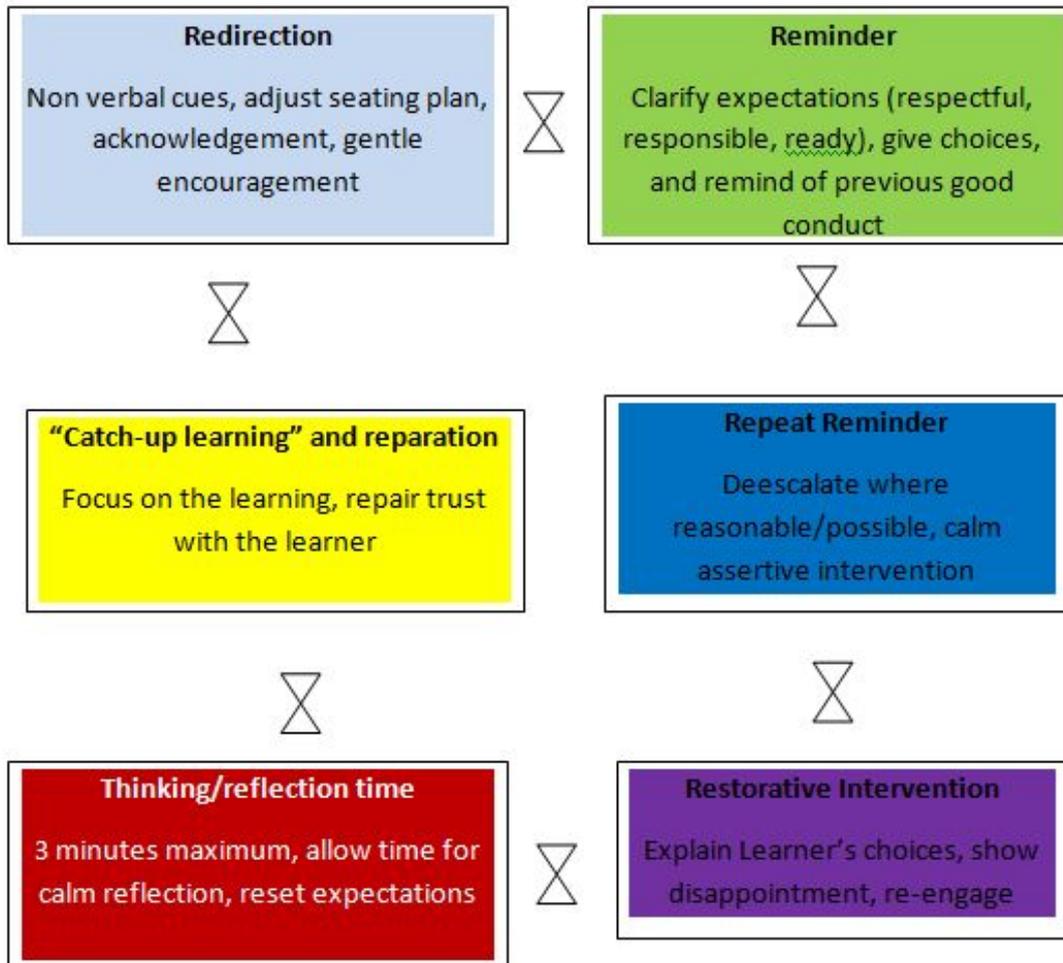
Consistency in practice staff guidance

- Consistent **language**; consistent **response**: referring to the 3 RRRs (be respectful, be responsible, be ready) and the attributes and attitudes of the IB Learner Profile, simple and clear expectations reflected in all conversations about behaviour.

- Consistent **follow up**: all individuals taking responsibility for behaviour interventions, seeking support or advice but never delegating responsibility or escalating too soon
- Consistent **positive reinforcement**: routinely reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences:** defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent **respect from the adults**: even in the face of disrespectful learners!
- Consistent **modelling of the behaviours we expect:** adults as role models for learning.
- Consistently reinforced expectations and routines for behaviour **in classrooms and around the site**
- Consistent **environment:** consistent visual messages and echoes of core values, positive images of learner.

Appendix 1 Secondary School

Behaviour and Learning management

All learners must be given "take up time" in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.

Redirection		Reminder
Non verbal cues, adjust seating plan, acknowledgement, gentle encouragement		Clarify expectations (respectful, responsible, ready), give choices, and remind of previous good conduct

"Catch-up learning" and reparation		Repeat Reminder
Focus on the learning, repair trust with the learner		Deescalate where reasonable/possible, calm assertive intervention

Thinking/reflection time		Restorative Intervention
3 minutes maximum, allow time for calm reflection, reset expectations		Explain Learner's choices, show disappointment, re-engage

Steps	Actions
1. Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2. Reminder	a reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3. Caution	A clever verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

4. Time Out	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
5. Internal referral	At this point the learner will be referred internally to another room in the department for the remainder of the lesson. All the internal referrals must be recorded on the students electronic file.
6. Reparation	A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.
7. Formal Meeting	A meeting with the teacher, learner and Head of Department, recorded on the students electronic file, with agreed targets that will be monitored over the course of two weeks.

Appendix 2 - NCBIS - Secondary - Procedural guidance for behaviour incidents

The home-school partnership is seen as vital in establishing and maintaining high standards of behaviour and appropriate conduct. It is important not to see behaviour as a separate issue. It is taken within the wider context of the school, as an integral part of the teaching and learning taking place and the overall organisation of lessons and other activities. The school's Behaviour and Rewards process is presented alongside the Behaviour Policy and one is intended to support and develop the other.

Our procedural guidance for behaviour is based on the following principle: Unwanted behaviour shows a lack of respect for others, disrupting their learning and other associated activities. Unwanted behaviour may hurt, injure or upset another member of the NCBIS community. This unwanted behaviour also includes any online activities negatively directed to others; all online negative behaviours should be referred to the relevant HOKS for action. Through the implementation of this procedural guidelines, pupils will learn the difference between acceptable and unacceptable behaviour and they will learn to take responsibility for the consequences of their behaviour choices. They will be helped to develop self-control, respect for the needs of others and respect for their own and other's property.

Incidents of unacceptable behaviour

	Within classroom	**Outside classroom**
Low Level Behaviour Choices = Response Levels 1 **Low Level Behaviour Choices = Response Levels 2** **Low Level Behaviour Choices = Response Levels 1-3**	Talking whilst the teacher is speaking to the class; failure to complete work and/or to an appropriate standard in class; not paying attention; talking persistently; not adhering to the school language policy; low level inappropriate use of technology or other educational equipment; throwing items across the class; arriving late to class without excuse; shouting/calling out and interrupting teaching and learning; arguing with members of staff; not completing homework; chewing gum	Running in the corridor; reckless/thoughtless play; pushing in the canteen queue; littering; throwing water/food in any area; poor bus behaviour; not following etiquette in assembly (e.g. whistling, talking), undirected swearing; accidental breakages/damage; arguing with members of staff.
It is expected that lower level behaviour choices (L1-3) such as those listed above, will be dealt with the member of staff who encounters them, using professional judgement.		

	Repetition of any level 1-3 behaviours	Repetition of any level 1-3 behaviours known to the Tutor, Co-tutor and/or Head of Key Stage
Mid Level Behaviour Choices = Response Levels 4 **Mid Level Behaviour choices = Response Level 5** **Mid Level Behaviour Choices = Response Levels 6**	Repeatedly violating general expectations and classroom rules; consistent poor work habits that are having an impact on the pupils' learning and that of others; deliberate damage to other pupils' work; academic dishonesty; continued uniform violations (see uniform violations guidance); belligerent behaviour including swearing; behaving in a way that is likely to cause injury to one's self or others; abusive language or racist comments against any member of the school community; inappropriate use of technology; lying; tardiness (see punctuality guidance); inappropriate public displays of affection; persistent bullying of another pupil (see bullying policy procedural flowchart); willful damage to property; repeated acts of defiance; use of intimidation, coercion or force; theft or extortion; physical assault or fighting including "play fighting"; possession of and/or use of dangerous objects/weapons; possession or use of alcohol; tobacco and/or other substances.	Inappropriate behaviour during a fire alarm, deliberate damage to school property such as graffiti (e.g. on desks); spitting; rude hand gestures; deliberate damage to other pupils' work; serious in appropriate use of technology or other educational equipment; behaving in a way that is likely to cause injury to one's self or others; truancy; smoking; misbehaviour whilst representing the school on a trip or activity, which may damage the reputation of the school.

Any persistent Level 1-3 or Level 4 behaviour choices should be dealt with by the class teacher/staff member witnessing the behaviour, with the appropriate tutor & line manager informed for information if/as necessary. For behaviours that require a Level 5 or above response, the staff member should also include Head of Department and/or Head of Key Stage in relevant correspondence.

High Level Behaviour Choices = Response Level 7	Repetition of any level 4-6 behaviours	Repetition of any level 4-6 behaviours
May lead to direct permanent exclusion	Repetition of any Level 7 behaviours, or a single act of extreme misconduct, defined by the Senior Leadership Team.	Repetition of any Level 7 behaviours, or a single act of extreme misconduct, defined by the Senior Leadership Team.

Any persistent mid-level misbehaviour and/or single acts of high level misbehaviour involving damage or risk to person or property must be referred through the Head of Key Stage, who will discuss the matter with the Deputy Head.

The final decision on a permanent exclusion from NCBIS will be made by the Principal.

Appendix 3- Secondary Rewards

REWARDS

1. It is firmly believed that all pupils respond to encouragement irrespective of their ability. Therefore a variety of ways are used to encourage or reward a student when he/she has done something which is good by his/her own standards. This may refer to effort or achievement and be for academic work, for involvement in extra-curricular activities or for meeting personal goals.

2. Such effort or achievement is acknowledged by encouraging pupils in the following ways:

> 2.1. **Verbal and Written Encouragement**. Opportunities are looked for to congratulate pupils for good work and, where appropriate, comment to this effect is made in their exercise books, coursework folders, positive notes home, emails to parents, phone call home.
>
> 2.2 **Merits- House points (Y7-Y13)** see procedure below
>
> 2.3 **School Reports** Wherever possible positive comments are written about each pupil's effort and attainment and provide constructive advice as to how improvement may be achieved. Heads of Key Stage will organise letters and certificates for students with outstanding academic attainment and attitude to learning and most improved. Click here for sample letters
>
> 2.4 **'Hot Chocolate/Glow smoothie with the head'**. The head of secondary will organise nominations for this bi-weekly award that acknowledges students that demonstrate the NCBIS values. Students will receive a certificate and their hot chocolate. click here for the nomination form
>
> 2.5 **Department Success** Department heads are responsible for recognising students' efforts and attainment in their departments and maintain an ongoing success board.
>
> 2.6 **Celebration Assemblies** Termly assemblies recognise and award effort and achievement.
>
> 2.7 **End of year Award Ceremony** School prizes are awarded annually at the award ceremony. They are given for achievement, effort and service (currently under review). The end of year award ceremony is organised by the Head of secondary school.
>
> 2.8 **100% Attendance** Heads of Key Stage are responsible for organising letters for students with termly attendance rates of 100%.

Rewards

Level 1 response	Be awarded positive comments Be awarded merits on SIMS
Level 2 response	Receive certificates for merits Receive a positive positive postcard or email home from your teacher
Level 3 response	Receive a 'Hot Chocolate with the Head award' Letters of praise following school reports (attitude to learning and high academic attainment) Letters of recognition for 100% attendance Recognition in assemblies, departments and school publications (e.g. Twitter, yearbook) Be invited to reward events and offsite visits throughout the year
Level 4 response	Be awarded in the 'Awards ceremony'

Sanctions

Level 1 response	The teacher will respond to the poor behaviour (e.g, an extended pause, a look, a verbal warning).
Level 2 response	The teacher will explicitly remind the pupil of the agreed guidance for learning – "be respectful, be responsible, be ready" - verbal reminder, redirection, repeat reminders if necessary, reset the expectations.
Level 3 response	The teacher may need to move the pupil to another seat within the room. Only in exceptional circumstances should a pupil be removed from a lesson, and this should be for no longer than 2 minutes e.g a safety risk. A restorative conversation will take place, at an appropriate point during the lesson, directly after or at a lunch or break time. It is recommended that staff keep a log of restorative conversations. The pupil will be given a final opportunity to engage.
Level 4 response	A first break (15 mins) or lunchtime detention (20 mins) will be set by the staff member. It can be repeated if/as necessary. During the detention a restorative conversation should take place.
Level 5 response	After school detention - to be served from 2.40pm - 4pm. Can be repeated if/as necessary and can be escalated to/served with the relevant line manager. During the detention a restorative conversation should take place. In conjunction with the Head of Department and/or Head of Key Stage, this may include the use of a support card.
Level 6 response	Internal (fixed term) suspension - this may be up to 3 days, at the discretion of the leadership team , and can be repeated if/as necessary. During the suspension a restorative conversation should take place.
Level 7 response	External (fixed term) suspension - this may be between 1 and 5 days, at the discretion of the leadership team, and can be repeated if/as necessary. A restorative conversation will take place prior to a pupil being readmitted to school.

Rewarding merits

Staff may award a merit to a student for outstanding academic work or a noteworthy contribution to wider School life, and are encouraged to make full use of the merit system, given that this recognition of student achievement will motivate pupils to do their best and participate more fully in wider School life.

- Staff should award students consistently and fairly; avoiding bias.
- Multiple merits should not be given for a single piece of work or performance. Other reward systems are also frequently used.
- As a guide staff should be distributing 5 merits per week per class (of 18 students).

Merits are awarded for a wide variety of reasons, including:

• improved academic performance;

• a high level of commitment to studies (especially when the pupil finds the work difficult);

• impressive effort to deal with an academic weakness;

• impressively high levels of academic achievement;

• impressively high levels of enthusiasm shown in an activity or event;

• a special contribution to an extra-curricular activity or event;

• volunteering to help the School in a significant way;

• overcoming particular personal problems and still achieving at School;

• high level of commitment shown towards the school values: honesty, courtesy, respect, integrity, fair play.

(N.B. The Merit System should be used to recognise and reward the achievement of individual student, rather than to reward groups of students collectively.)

When a member of staff awards a merit, they should inform the pupil concerned and log the award on SIMS, recording a brief explanation of how it was earned. There is also a merit log page in the School planner, so that students can keep an informal record of the award; the electronic record on SIMS is, however, the official one. A statement of the merits awarded during the course of the year will be added to a student's reports (both grade and full).

In Years 10-13 students are given golden tickets which are placed in the tombola and these will drawn at regular intervals throughout the year in assembly. If the golden ticket is drawn prizes will include lunch vouchers , glow smoothie and skip the lunch queue.

Responding to incidents of unacceptable behaviour

Level 1 response	The teacher will respond to the poor behaviour (e.g, an extended pause, a look, a verbal warning).
Level 2 response	The teacher will explicitly remind the pupil of the agreed guidance for learning – "be respectful, be responsible, be ready" - verbal reminder, redirection, repeat reminders if necessary, reset the expectations.
Level 3 response	The teacher may need to move the pupil to another seat within the room. Only in exceptional circumstances should a pupil be removed from a lesson, and this should be for no longer than 2 minutes e.g a safety risk. A restorative conversation will take place, at an appropriate point during the lesson, directly after or at a lunch or break time. It is recommended that staff keep a log of restorative conversations. The pupil will be given a final opportunity to engage.
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Level 7 response	External (fixed term) suspension - this may be between 1 and 5 days, at the discretion of the leadership team, and can be repeated if/as necessary. A restorative conversation will take place prior to a pupil being readmitted to school.

Recording incidents of unacceptable behaviour

Level 3 - restorative conversation It is recommended that staff keep a log of restorative conversations.

Level 4 response - break/lunchtime detention - NB pupils should be allowed time to eat and go to the toilet. The teacher will keep a record of behaviour concerns by writing a detention slip. A duplicate copy should be sent to the pupil's Form Tutor, subject Head of Department, and the Head of Key Stage. A note will also be placed on the pupil's electronic record.

Level 5 response - after school detention - NB 24 hours must be given for after school detentions and the transportation department must be notified by the teacher. The teacher will keep a record of behaviour concerns by writing a detention slip. A duplicate copy should be sent to the pupil's form tutor, subject Head of Department, and the Head of Key Stage. A note will also be placed on the pupil's electronic record.

Level 6 & 7 response - the relevant Head of Key Stage will notify relevant staff members, the pupil and their parents of the action and all arrangements in writing. A copy of the letter will be placed on the pupil's file.

Appendix 4 - Behaviour and Learning - restorative practice

All learners must be given "take up time" in between steps. It is not possible to skip steps or speed up steps for repeated low level disruption.
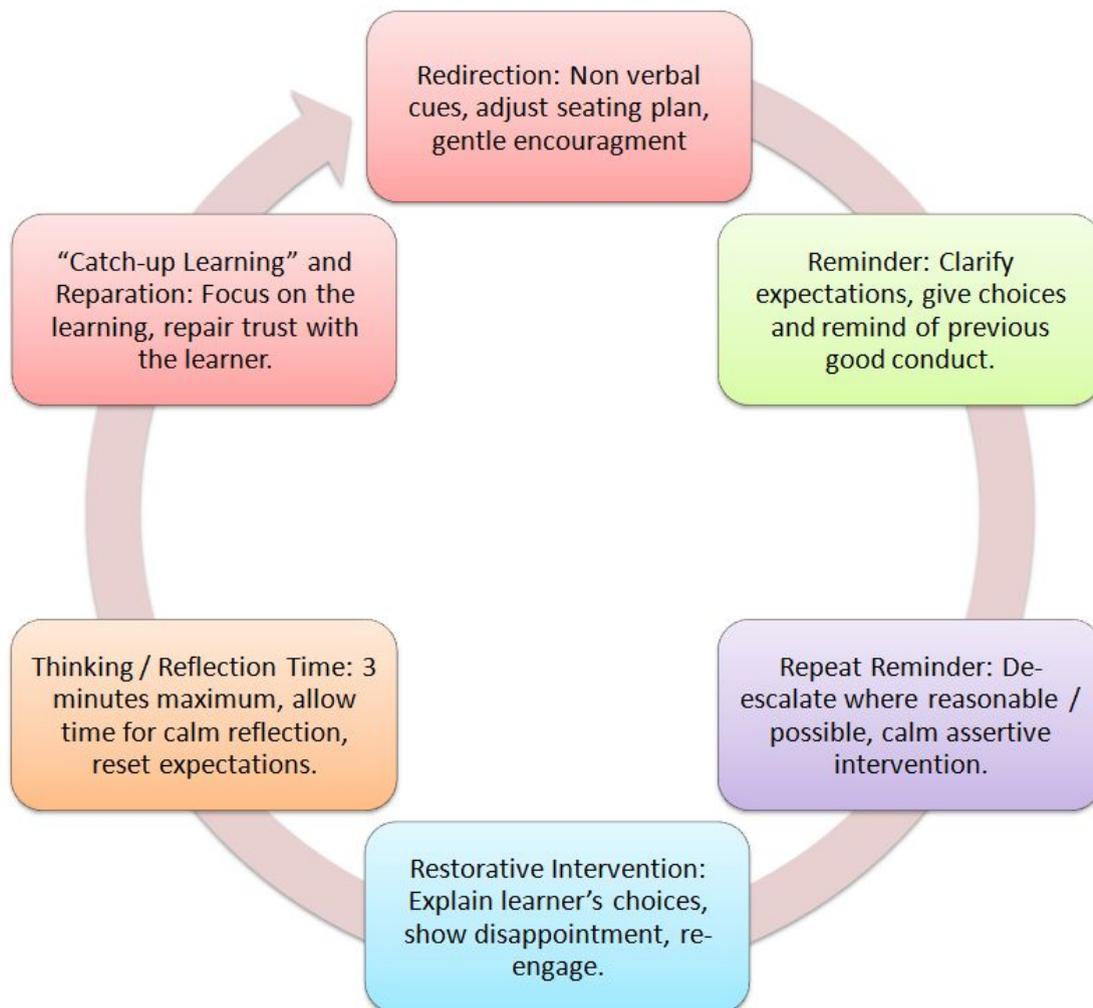
Restorative conversation question prompts:

1. What has happened?
2. Who has been affected?
3. How have they been affected?
4. What needs to be done to make things right?

5. How can we do things differently in the future?

The restorative approach leads to:

- A calmer, quieter and more productive learning environment
- A more respectful climate
- A shift away from sanction-based responses that aim to 'manage' behaviour, toward a more relational approach
- Better relationships amongst children and staff
- People being more honest and willing to accept responsibility and feeling more supported when things go wrong

Appendix 5 - NCBIS Primary behaviour choice chart

- All classrooms and learning spaces should have the behaviour choice chart **visible and in daily use**
- **Re-set levels for a fresh start each day** (more frequently in EYFS as agreed across year group)
- Please **keep the language and colour coding consistent**
- Feel free to add your own creative flair to the format of display
- Specialist teachers to use

Please see our previous presentation for some more ideas: **Rewards and consequences**

Gold	→	**Outstanding!** **Gold band + 5 house points** **Golden message/positive note home**
Silver	→	**Great effort!** **+3 house points**
Bronze	→	**Good start!** **+1 house point**
Green	→	**Ready to learn**
Grey	→	**Make the right choice**
Brown	→	**Reflection time** **Consequence**

![NCBIS - New Cairo British International School - Bringing out the best in everyone - Since 1978]

COBIS | CIS WE ARE AN ACCREDITED SCHOOL | ib Primary Years Programme | ib Diploma Programme | BSME BRITISH SCHOOLS IN THE MIDDLE EAST | NOB

Black	→	Parent contact Note home