



# WBIS Behaviour Policy

## Rationale

We strive to foster a secure and compassionate school environment where positive behaviors are not only encouraged but also rewarded. By cultivating such an atmosphere, we aim to optimize the learning and teaching process, empowering every student to actively engage, excel, and achieve higher levels of academic attainment.

## Aims

To ensure a positive and productive learning environment, we aim to:

- **Establish clear behavioural guidelines and consequences:** This will help staff support and encourage positive student behaviour.
- **Cultivate self-discipline and responsibility:** We want students to take ownership of their actions.
- **Promote a culture of respect and positivity:** We strive to foster a school climate where students feel valued and respected.
- **Optimise learning and teaching:** By creating a supportive structure, we can maximise opportunities for effective learning and teaching to occur.

## Teaching and Learning

Positive relationships are fundamental to effective teaching and learning. To foster such an environment, staff members are expected to model positive behavior, which includes:

- **Demonstrating good behavior:** Staff will explicitly teach students what good behavior looks like.
- **Highlighting the benefits of good behavior:** Staff will emphasize the advantages of positive behavior.
- **Creating a positive classroom atmosphere:** Staff will maintain a calm and secure learning environment.
- **Implementing effective classroom management strategies:** Staff will employ effective classroom management techniques.

## Classroom Management

To establish positive classroom expectations, teachers should:

- **Collaborate with students:** At the beginning of the year, involve students in creating a set of positive class rules or agreements.
- **Use positive language:** Frame expectations in a positive way, emphasising desired behaviours rather than prohibiting negative ones.
- **Visualise the agreements:** Display the agreed-upon rules in the classroom and have students sign them to show their commitment.
- **Model good behaviour:** Discuss and demonstrate expected behaviours, both in the classroom and in common areas like hallways.
- **Establish consequences:** Clearly communicate the consequences of not following the agreed-upon rules, emphasizing that students have a choice in their behaviour.
- **Promote teamwork:** Work with students to develop expectations for effective group work and collaboration.

## Student expectations

To ensure a positive and productive learning environment, students should:

- **Be punctual:** Arrive at school and class on time.
- **Be prepared:** Come to school dressed in uniform, equipped with necessary stationery and books.
- **Be organized:** Prepare for lessons in advance.
- **Follow safety guidelines:** Wait for an adult before entering the classroom.
- **Respect property:** Take care of personal belongings, school property, and the belongings of others.
- **Be attentive:** Listen carefully to teachers' instructions and follow them.
- **Be respectful:** Show respect for teachers and classmates by avoiding disruptions.
- **Adhere to rules:** Follow school and classroom rules and prioritize safety.

## Behavioural Consequences in Primary Section

To encourage and reward positive behaviour, each teacher will implement a classroom incentive system. It's important to remember that students have the power to choose their behaviour. Teachers will initially address minor misbehaviour with gentle reminders. However, persistent inappropriate behaviour, whether in the classroom or on the playground, will necessitate more serious consequences.

**Note: In more serious behavioural incidents the primary leadership team will start at the consequence level they deem appropriate.**

### Stage-1

**Initial intervention:** Use non-verbal cues to gently redirect the student's behavior.

**Verbal intervention:** Verbally remind the student of the class expectations and refer to the agreed-upon rules.

**Choice and consequence:** Offer the student a choice: either correct their behavior or face a specific consequence. Alternatively, acknowledge and praise positive behavior.

**Parental communication:** Use the Class Dojo platform to share updates with parents, highlighting both positive achievements and minor behavioral concerns.

### Stage-2

If a student's behavior requires more serious intervention, they may be temporarily removed from the regular classroom setting.

- **Documentation:** An incident report will be filed and shared with the primary school head.
- **Reflection:** The student will complete a reflection sheet to understand the impact of their behavior.
- **Record-keeping:** The exclusion will be documented on the school's management system (ManageBac).
- **Parental notification:** Parents will be informed about the incident.
- **Behavior monitoring:** The student's behavior will be closely monitored and recorded on a weekly behavior report.

### Stage-3

A student intervention team, including the teacher, teaching assistant, head of primary, and relevant specialists, will be formed to address the student's behavioral issues. The team will investigate the underlying causes of the behavior and develop a tailored action plan. Parents will be involved in the process and asked to sign the action plan. The team will monitor the student's progress and review the plan as needed.

If the student's behavior continues to be problematic and shows no improvement, the head of school will be informed. A decision may be made regarding the student's continued enrollment at the school.

## Serious behavioural incidence

Serious misconduct, such as those listed below, may result in immediate dismissal. Please note that this is not an exhaustive list, and other actions could also lead to dismissal.

- Causing serious physical or mental harm to others
- Deliberately damaging property
- Theft
- Leaving school grounds without permission
- Severe bullying, including cyberbullying
- Racist, sexist, homophobic, or religiously intolerant behavior
- Smoking tobacco products or using e-cigarettes
- Possession or consumption of alcohol or drugs
- Possession of a dangerous weapon