



POSITIVE BEHAVIOUR GUIDELINES & PROCEDURES

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Rationale:

OIS has a responsibility to provide an educational and professional environment that promotes the dignity and respect of the person and therefore, aims to encourage the development of positive relationships between students, and staff, to ensure that every member of the community has the right to learn and teach.

The **Positive Behaviour Guidelines and procedures** of the school is grounded in the OIS values, which are integrity, respect, growth, commitment & service, and excellence/personal challenge.

Integrity

- We aim to act with integrity by ensuring that the dignity of all community members is upheld at all times
- We promote being principled and honest with our interactions with others

Respect

- We aim to care for, inspire and respect students and staff by providing a safe and secure school environment where the rights and responsibilities of the individuals are recognized and respected
- We respect that students & staff should be able to learn and teach without disruption caused by others inappropriate behaviour
- We promote positive attitudes towards others, free from inappropriate remarks or gestures

Growth

- We identify that inappropriate choices can be made at times, and those involved will be assisted in reflecting upon their actions
- We strive to promote the development of critical and creative thinking skills to ensure that positive choices are made
- We nurture the growth of inquirers who recognize the delicate balance of the interdependence we have with others

Commitment & Service

- We are committed to providing a caring school environment where the dignity of the individual is maintained at all times.
- We are committed to supporting the development of the whole person, through open minded communication
- We recognize those members of the school community whose exemplary behavior promotes a positive and caring school environment

Excellence/ Personal Challenge

- We strive for excellence in encouraging the school community to seek knowledge of others, their beliefs, their gender and their ethnicity; with the aim to continue to build relationships
- We challenge students and staff to take risks in condemning inappropriate and poor behaviour choices

INTRODUCTION

The development of appropriate and acceptable behaviour is a staff, parent and student responsibility. Its success is based upon the recognition of the dignity and worth of all individuals.

This Positive Behaviour Guidelines and procedures booklet is designed to be implemented across the school community. It is designed to assist in the promotion of the school Code of Conduct, ensuring appropriate student behaviour and in the prevention and management of inappropriate behaviour. It is based upon the premise that students must reflect upon and take responsibility for their own behaviour. It also requires students to make a commitment to appropriate behaviours that demonstrate the values we aspire to. When relationships break down between members of the school community, we use 'restorative practices' to restore and rebuild them.

AIMS

Oeiras International School aims to:

- Encourage the positive social development of students with the understanding that members of the school community are responsible for their own behaviour
- Promote a proactive approach to positive behaviour and wellbeing through the use of effective teaching practices, the establishment of sound classroom management practices and creation of a general school atmosphere that will be conducive to learning and co-operation
- Develop a consistent whole school proactive approach to school and classroom behaviour management
- Assist each student to reach his or her potential from participation in school experiences
- Foster communication and involvement between parents, teachers and students to ensure a safe, positive and supportive learning environment
- Create a safe and positive environment within the school and classroom so that teaching and learning can take place in harmony
- Establish a clear set of consequences for individuals who do not accept their responsibilities and act against the OIS values, so that they are encouraged to recognise the rights of others
- Maintain the dignity of the student at all times by separating the behaviour from the child
- Establish procedures so that conflicts can be resolved in a positive and non-violent manner

This policy applies:

- While on the school premises
- While in school uniform
- While attending any school based activity, school field trips, sports events, etc.
- To any other event or activity done in the school name
- To any behaviour that adversely affects the school reputation
- To any behaviour that adversely affects **the education of any student in the school**
- To all personnel i.e. Students, Staff, Admin Staff, Support Services, *et al*

For the Behaviour Management Policy to be effective, all parties involved need to be aware of the rights and responsibilities that they have within the policy

THE OIS CODE OF CONDUCT AS IT APPLIES TO POSITIVE BEHAVIOUR GUIDELINES AND PROCEDURES

RIGHTS AND RESPONSIBILITIES OF EACH MEMBER OF THE SCHOOL COMMUNITY

I have the right to:	I have the responsibility to ensure that:
I have the right to be treated with courtesy and respect	I have a responsibility to show courtesy and respect to others

RIGHTS AND RESPONSIBILITIES OF STUDENTS AND STAFF

I have a right to:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> • be treated with respect • be physically safe and to expect my property to be safe at school • learn & teach without disruption • work in and enjoy a safe, secure and clean environment • achieve my educational potential • be proud of my achievements • participate without fear of ridicule or intimidation 	<ul style="list-style-type: none"> • Others are treated with respect • Others are physically safe and the property of others is safe • There is no disruption to another person’s teaching-learning environment • We keep our environment safe, secure and clean • I develop my potential and to assist others in doing the same • My actions do not discredit the school • I am punctual and prepared for all classes • I work to the best of my ability always • My uniform/clothing adheres to the School dress code • My mobile phone is not brought onto school grounds • I am aware of and abide by the School code of conduct

RIGHTS AND RESPONSIBILITIES OF PARENTS

I have a right to:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> • Expect that my child is safe in school and that she/he can learn without disruption 	<ul style="list-style-type: none"> • I co-operate fully with the implementation of school behaviour management policy and code of conduct • My child does not engage in inappropriate behaviour

The success of the school positive behaviour management plan relies on its implementation by ALL staff on a consistent basis. Restorative practice is used in order to promote a harmonious environment and a sense of justice for all stakeholders. All staff at OIS must ensure a consistent and systematic approach to positive behaviour engagement. Underpinning our student management guidelines is the importance of **positive relationships** between members of our school community. Positive behaviour management in the classroom is based on the notions of a **supportive school environment** and a **positive behaviour management approach**.

Responsibilities

Non-Teaching Staff agree to:

- Contribute to the creation of a positive school environment through positive interactions with students.
- Report or refer to appropriate tutor instances by students that may adversely reflect on the school or affect other school community members.

The Classroom Teacher

The teacher of the class takes responsibility for positive behaviour engagement in the first instance. In this regard the teacher is expected to:

- Develop positive and productive relationships with students and parents that are based on a commitment to 'understanding all students' interests, circumstances and backgrounds
- Establish and maintain classroom routines
- Teach and model high standards and expectations throughout the year
- Plan and teach a quality and highly structured curriculum that meets the needs of *all* students in the class
- Reinforce appropriate positive behaviour through encouragement, praise and the awards system
- Apply behavioural consequences equitably and consistently
- Try to resolve conflict with students immediately. Provided "outrageous" behaviour is not occurring, resolving differences at the teacher/ student level is most effective, and builds relationships.
- Be familiar with the Positive Behaviour Guidelines and procedures and be consistent in its implementation
- Focus on the student's behaviour rather than the student. (It is the student's behaviour that is the issue, not the student)
- Endeavour to implement the proactive whole school approach to positive behaviour management and wellbeing within their classroom
- Develop and review their Student Management plan in their class
- Ensure that each student is safe, valued and recognised within his or her classroom
- Ensure that each student, regardless of ability, is given the opportunity to learn in their classroom
- Monitor changes in student behaviour and attitude with the view to recognising students at risk. Concerns for students should be communicated to relevant staff
- Ensure that there is follow up and follow through on poor behaviour issues
- Use e-Portal to communicate progress, achievements, concerns/issues
- Become practised in using restorative practices
- Where a student regularly behaves poorly, they will be referred to their tutor (**accompanied by written documentation including strategies taken to deal with the problem**). The teacher should complete a Misbehaviour summary (Appendix 4) and have the student complete a Restorative Behaviour Reflection Sheet (Appendix 5) and/or, if necessary, a letter of Concern (Appendix 6) whenever there are behavioural incidents or problems requiring resolution. These reports provide a record of behaviour and a student profile across Learning Areas for:
 - a) any parent interview; and
 - b) post-incident discussion
- In extreme circumstances the matter is to be referred immediately to the Vice Principal: Pastoral Care

Tutors

- Assist in reinforcing consistent school wide and classroom expectations, and classroom consequences for problem behaviour, involving positive social behaviours and the use of restorative practices to improve student behaviour outcomes.
- Assist individual teachers in implementing positive behaviour support and restorative practices.
- Document incidents relating to the management of student behaviour to inform decision making

- When concerns arise about a student's on-going behaviour or when a student is displaying chronic patterns of problem behaviour, implement a targeted response to address the problem. This may involve the establishment of a BSP (Behaviour Support Plan: Appendix 7)
- Tutors are responsible for disseminating information concerning student wellbeing and behaviour management to parents and/or teachers
- In conjunction with other staff, promote and organise wellbeing programs in the school
- Pass on transitional information on students as they move from year to year
- Monitor attendance and academic progress of students with the view to recognising students of concern

Senior Tutors

- Coordinate student support structures that ensure the provision of wellbeing for students at the school
- Promote and assist all teachers in the use of restorative practices
- Counsel students from a pastoral care point of view, establishing reasons for inappropriate behaviours and promoting positive behaviours.
- Liaise and work with the Student Support coordinator/ school nurse and/or Vice Principal: Head of Pastoral care in supporting "Students of concern"
- Promote prevention and early intervention programs and strategies that contribute to a positive school culture
- Oversees the behaviour management in the relevant years in line with school policies, referring to when necessary and working with relevant ELT members and support staff.
- Organise case conferences with parents and teachers and assist in the development of a BSP if required
- Provides support strategies for persistent poor behaviour where the response may include time out, coaching, mediation, weekly report, support team referral, parent contact, or BSP

The Head of Pastoral Care

- Promote a positive school environment
- Co-ordinate behaviour management and student welfare programs in co-operation with the appropriate Senior Tutor
- Monitor student behaviour and ensure appropriate structures are in place
- Manage filing of student behaviour reports, information, and/or BSP
- Work to support staff to manage student behaviour
- Organise review panels for students of extreme concern
- The Head of Pastoral Care is responsible for the management of high level behaviour issues and serious student welfare issues
- Whilst the Head of Pastoral Care is consistently kept informed by the Senior Tutors of student's progress, they become involved in matters once all of the above practices have been exhausted, unless the matter is deemed extremely serious
- Responses from the Head of Pastoral Care can include internal suspension, formal contract, support team case conference, and /or parent meeting.

The Principal

- Supports the principles of the behaviour management approach
- Promotes a positive school environment
- Manages any end-of-line" behaviour management processes (eg. exclusion)

ENCOURAGEMENT OF POSITIVE BEHAVIOUR

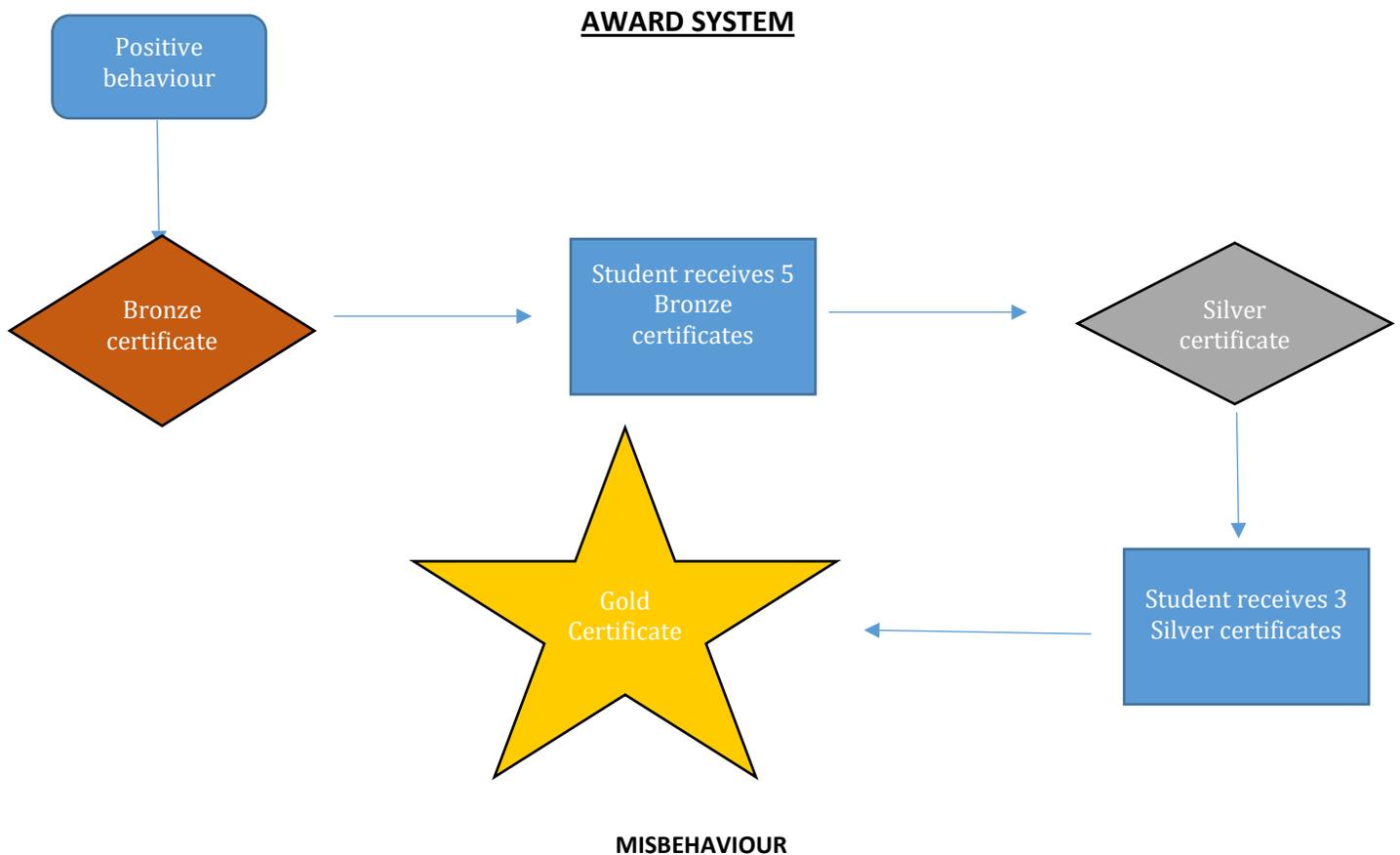
Communication is key in any relationship. Therefore, staff are advised to ensure the lines of communication remain open at all times to foster positive behaviour in their classrooms. To encourage positive behaviour, staff may act in the following manner to reduce the risk of negative behaviours developing in their classes:

- Promotion of the Awards system by issuing a Bronze Award
- Allocation of House Points when a student behaves in a manner that warrants their distribution. A teacher can award house points collectively using Type I or individually using TYPE II.
- Positive behaviour is most effective when policies, practices and resources include:
 - a healthy approach to creating safe, supportive, motivating and caring learning environments
 - behaviour being understood in the context in which it occurs and in relation to the behaviour of others
 - inclusive teaching and learning practices that cater for the differing potentials, needs and resources of all students
 - high but realistic expectations for learning and behaviour
 - focus on the whole student, including personal, social, emotional and academic elements
 - understanding and acknowledging that student behaviour and wellbeing are linked to learning
 - helping learners set goals for their learning and behaviour
 - acknowledging that fostering good relationships, particularly between students and teachers, is critical to fostering positive behaviour
 - understanding that behaviour support and change are enhanced through establishing clear and essential boundaries
 - valuing parental engagement and recognising the significant role families play in the education of their children
- The use of low key behaviour prevention strategies may assist in managing poor behaviour; e.g:
 - Proximity – moving towards a misbehaving student
 - Using the student’s name
 - Gesture – communicate expected behaviour e.g. finger on mouth
 - The look – to communicate and scan for attentiveness
 - The pause – to gain attention and communicate control
 - Ignore – to not attend to attention seeking behaviour
 - Signal to begin and for attention
 - Deal with the problem, not the student e.g. remove the distraction

To inspire positive behaviour in *all* students an award system based on promoting consistently good behaviour operates in the school. This system is outlined below, and sample templates relating to each award can be found in Appendices 5 – 7. The award will be accompanied by a certificate and relevant bangle or badge. Whilst the awards are generally awarded to students who practice positive behaviour consistently, teachers are also encouraged to award students who have shown an improvement in otherwise poor behaviour.

House Points Allocation

<u>Type I</u>	<u>Points</u>	<u>Type II</u>	<u>Points</u>	<u>Demerits</u>	<u>Points</u>
Academic Events	1 st place – 25	Helpfulness	1 point	Rudeness	- 1 point
Sporting events	2 nd place – 15	Politeness		Detentions	- 1 point
Debates	3 rd place – 10	Service		Yellow card*	- 1 point
House competitions between classes	4 th place - 5	Good academic Work		Red cards*	- 2 points
Other		Honesty			
		Other		*during tournaments	



Teachers must develop their own set of consequences to deal with misbehaviour in their classroom. Students need to be aware of the consequences that will follow if they misbehave. It is imperative that teachers are consistent with regard to their classroom behaviour management. When responding to problem behaviours, staff members should ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Suggestions for Consequences of Misbehaviour

Use low key prevention strategies such as:

- Verbal warning – identify the misbehaviour and give student the opportunity to change his/her behaviour
- Separate student - within the room to a less disrupting situation (If possible, never outside the room for an extended period of time)
- Readmission - to activity based on student agreement to class rules
- Student required to stay in after class for set period of time
- Student required to complete work during break / lunchtime
- Student given time to reflect on their behaviour by promoting the positive behaviour not followed

When misbehaviour of a student is persistent or extreme the teacher should follow the plan for referral as set out below in the ‘Process for responding to Misbehaviour’.

Process for Responding to Misbehaviour

Level	Description of behaviour	Person Responsible	Action	Example
Level 1	These are usually “one off” incidents that occur in the classroom, corridors or grounds and should be dealt with immediately by the teacher present. They often cause minor disruption to the students or other students learning and result from disengagement with the lesson or activity.	Managed by the classroom teacher or teacher that witnessed the behaviour.	<p>Action should be immediate. The student must be made clear about what they have done or are doing and what the impact of this is.</p> <p>The consequence may include (if required)</p> <ul style="list-style-type: none"> • being spoken to by the teacher and being made clear about class expectations, • being moved to another part of the room, space • being allowed to reflect for a brief time to consider their actions, followed by a discussion about the issue • an understanding of the impact their misbehaviour had • an apology may be adequate • a commitment around a change in behaviour for the future • community service, brief detention or other immediately applied appropriate consequence relevant to the behaviour. • Completion of a Restorative Behaviour Reflection Sheet 	<ul style="list-style-type: none"> • Calling out • Not getting on with work • Not having the correct equipment • Purposely making noise to gain attention • Answering back or questioning instructions • Being rude or disrespectful • Running indoors or on the bridge • Incorrect use of equipment • Playing/hanging out/eating in toilets • Minor physical contact (for example, pushing and shoving) • Not wearing correct uniform including shoes • Inappropriate use of others property (e.g lockers) • Not in the right place at the right time • Non- compliance & un-cooperative behaviour • Minor dishonesty (lying about involvement in a low-level incident) • Not removing lunch tray/rubbish from Covered area • Inappropriate language (written/ verbal) • Poor attitude • Disrespectful tone • Lack of care for the environment • Taking backpack to class
Level 2	These fall into two general categories 1. Repeated low level behaviour (level	Managed by the classroom teacher with the support of the	<ul style="list-style-type: none"> • Parents should be contacted although they may not need to attend a “formal meeting” at the school. They must be 	<ul style="list-style-type: none"> • Any repeated behaviour listed above • Throwing objects • Mobile phone use

	<p>1) that has been addressed with the student previously, but little, if any, improvement has been shown.</p> <p>2. Behaviour that is significantly disruptive to the learning of others or is deliberate and is sometimes vindictive. This behaviour often challenges the teacher’s capacity to teach the rest of the group effectively.</p>	<p>Tutor Teacher.</p> <p>The Tutor Teacher and the Senior Tutor should engage parents in discussions regarding solutions and consequences. The Senior Tutor would act as a mentor in the process.</p>	<p>made aware of what is occurring and what strategies have been put in place. This may include a letter of concern being sent home (Appendix 3)</p> <ul style="list-style-type: none"> • Student should be engaged in restorative conversations regarding their behaviour and its consequences (for them and others). • The student may be withdrawn from class for a brief period of time to facilitate a conversation with them about their behaviour and/or put in place a strategy/plan/commitment for their return to class. • Student may need to make up “lost learning time”. • The student may need to undertake some actions that demonstrate their commitment to accepting their role. This may include detention, community service, class clean up, removal of some school privileges • The student may need to be monitored for some period of time for them to be able to demonstrate their commitment to change. This may be by all or some classroom teachers or the Tutor. This should be reported back to the student and the parent. 	<ul style="list-style-type: none"> • Disrespect – e.g.challenging instructions • Refusing to work • Leaving class without permission (out of sight) • Major dishonesty that has a negative impact on others • Verbal abuse / directed profanity/aggressive or offensive language • Stealing /theft
Level 3	<p>This behaviour is characterised by:</p> <p>1. Repeated behaviour that has not responded to any of the behaviour intervention strategies (listed above in Levels 1, 2 or 3) and continues to significantly disrupt the learning of</p>	<p>Tutor provides information for the Senior Tutor who will engage the support of the Head of Pastoral Care. Parents should always be contacted and engaged in the</p>	<p>- Parents must be contacted and a formal meeting put in place to address strategies and consequences as result of the behaviour. The Senior Tutor will organise with support from the Tutor. The Vice Principal Head of</p>	<ul style="list-style-type: none"> •Serious physical aggression •Fighting •Leaving school without permission •Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on

	<p>others or the student involved</p> <ol style="list-style-type: none"> 2. A significant lack of respect for self and the rights of others to learn in a collaborative environment. It is often repeated and escalates when confronted. Students in this category may be “abusive” toward other students or to the teacher managing the class or the situation. 3. An understanding of what is “right and wrong” but an (often repeated) unwillingness to comply with request around the negative behaviour. 4. Aggressive, threatening or violent behaviour (including repeated or escalating bullying including “cyber bullying”) that displays little respect for the rights and safety of others in the school community. 5. Actions that show little respect for the rights of others including their possessions. 6. Behaviour by students that has not responded to other intervention strategies. 7. Chronic or high level disengagement at school that has not responded to other interventions. 	<p>solutions and/or consequences for these actions.</p> <p>A “referral” to the School Support coordinator may be made to enlist additional support. This may include student wellbeing and/or academic support</p>	<p>Pastoral Care may also be involved.</p> <ul style="list-style-type: none"> - Where there is an act of violent or aggressive behaviour a student may immediately need to be sent home following contact with parents. - A formal suspension (internal) from school may be appropriate following this. - Students should be provided with the opportunity to “put things right” using the “restorative practice model” both in their relationship with others and with the school. - The Senior Tutor should be involved to establish a supportive relationship with the parents and the student that assists them in identifying and reducing barriers that are preventing success at school. - A formal Behaviour Support Plan (BSP) should be established that provides a support structure and includes a framework for the student’s short and medium-term education. - Where appropriate internal or external support should be provided that allows the student achieve success at school. - A student may have significant school privileges revoked including fieldtrips, participation international trips, representing the school, attending school functions such as the ‘prom’ or other events. 	<p>the good order and management of the school</p> <ul style="list-style-type: none"> • Wilful property damage/vandalism • Major bullying / victimisation /harassment • Major disruption to class • Verbal abuse • Wilful disobedience /defiance /disrespect
<p>Level 4</p>	<p>This behaviour is</p> <ol style="list-style-type: none"> 1. Repeated behaviour that has not responded to any of the behaviour 	<p>The Senior Tutor and the Vice Principal: Pastoral Care (or Principal) will work together</p>	<ul style="list-style-type: none"> - A formal meeting with parents/ guardians will occur - A formal Registered suspension should 	<ul style="list-style-type: none"> • Danger to other students/staff • Possession/ consumption of alcohol • Possession or selling of drugs

	<p>intervention strategies (listed above in Levels 1, 2 or 3) and continues to significantly disrupt the learning of others or the student involved.</p> <p>2. High level threatening, violent or aggressive behaviour that is directed toward an individual (including staff).</p> <p>3. Behaviour that encourages or supports other students in undertaking activities that show significant disrespect to the School Community. This includes behaviour that is considered to be unlawful.</p>	<p>through this process with support from the Tutor. The Tutor Teacher will provide support information.</p>	<p>be put in place.</p> <ul style="list-style-type: none"> - Appropriate support staff should be involved dependant on the nature of the incident. - Consideration should be made of the student's past history at the school and their success in working with the school community. - If the student is to resume at school there should be a formal plan (BSP) developed that sets a clear framework of expectations for their behaviour and educational success at school. The Senior Tutor will monitor this. - NOTE-In certain circumstances it may be appropriate for the School to involve Police or other services dependent on the nature of the incident or the behaviour involved. 	<ul style="list-style-type: none"> • Possession of weapons including knives and any other item, which could be considered a weapon, brought onto school grounds
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SCHOOLWIDE BEHAVIOUR EXPECTATION MATRIX						
	ALL AREAS	Classrooms	Online	Grounds	Stairwells & corridors	Toilets
BE RESPECTFUL	<ul style="list-style-type: none"> Use equipment appropriately Keep hands, feet and objects to yourself Wear correct uniform/follow dress code at all times 	<ul style="list-style-type: none"> Walk Enter and exit room in an orderly manner Attempt all tasks to the best of your ability 	<ul style="list-style-type: none"> Participate in use of approved online sites and educational games Be courteous and polite in all online communications 	<ul style="list-style-type: none"> Participate in school approved activities Wear shoes and socks unless specified Be sun safe; wear a hat and sunscreen 	<ul style="list-style-type: none"> Walk one step at a time Keep to the right Carry items in OIS laptop bags or in hands (no backpacks) Keep passage ways clear at all times 	<ul style="list-style-type: none"> Respect privacy of others
BE RESPONSIBLE	<ul style="list-style-type: none"> Ask permission to leave the classroom Be on time Be in the right place at the right time Keep all of your possessions in your secured locker Follow all reasonable instructions immediately Ensure food and drinks are consumed in approved areas Leave mobile phone at home 	<ul style="list-style-type: none"> Be prepared Complete set tasks to the best of your ability Leave backpack in locker Eat & drink in approved areas only Take an active role in classroom activities Keep work space tidy Be honest Use computer/headphones only under teacher's directions 	<ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher/adult Post only appropriate content online 	<ul style="list-style-type: none"> Be a problem solver Return equipment to appropriate place at the conclusion of the activity 	<ul style="list-style-type: none"> Move quietly from class Stick to the right to assist with passing 	<ul style="list-style-type: none"> Use toilets during breaks Use toilets for ablutions only (no using devices or eating in cubicles)
BE SAFE	<ul style="list-style-type: none"> Respect others' personal space and property Care for equipment Clean up after yourself Use polite language Wait your turn Always maintain 0.5m distance from others 	<ul style="list-style-type: none"> Respect others' right to learn Talk in turns Be a good listener Leave backpack in locker 	<ul style="list-style-type: none"> Respect others' right to use online resources free from interference or bullying Keep any usernames or passwords private 	<ul style="list-style-type: none"> Play fairly – take turns, invite others to join in and follow rules Care for the environment 	<ul style="list-style-type: none"> Walk quietly and in an orderly way so that others are not disturbed 	<ul style="list-style-type: none"> Wash hands after using the toilet and before eating food