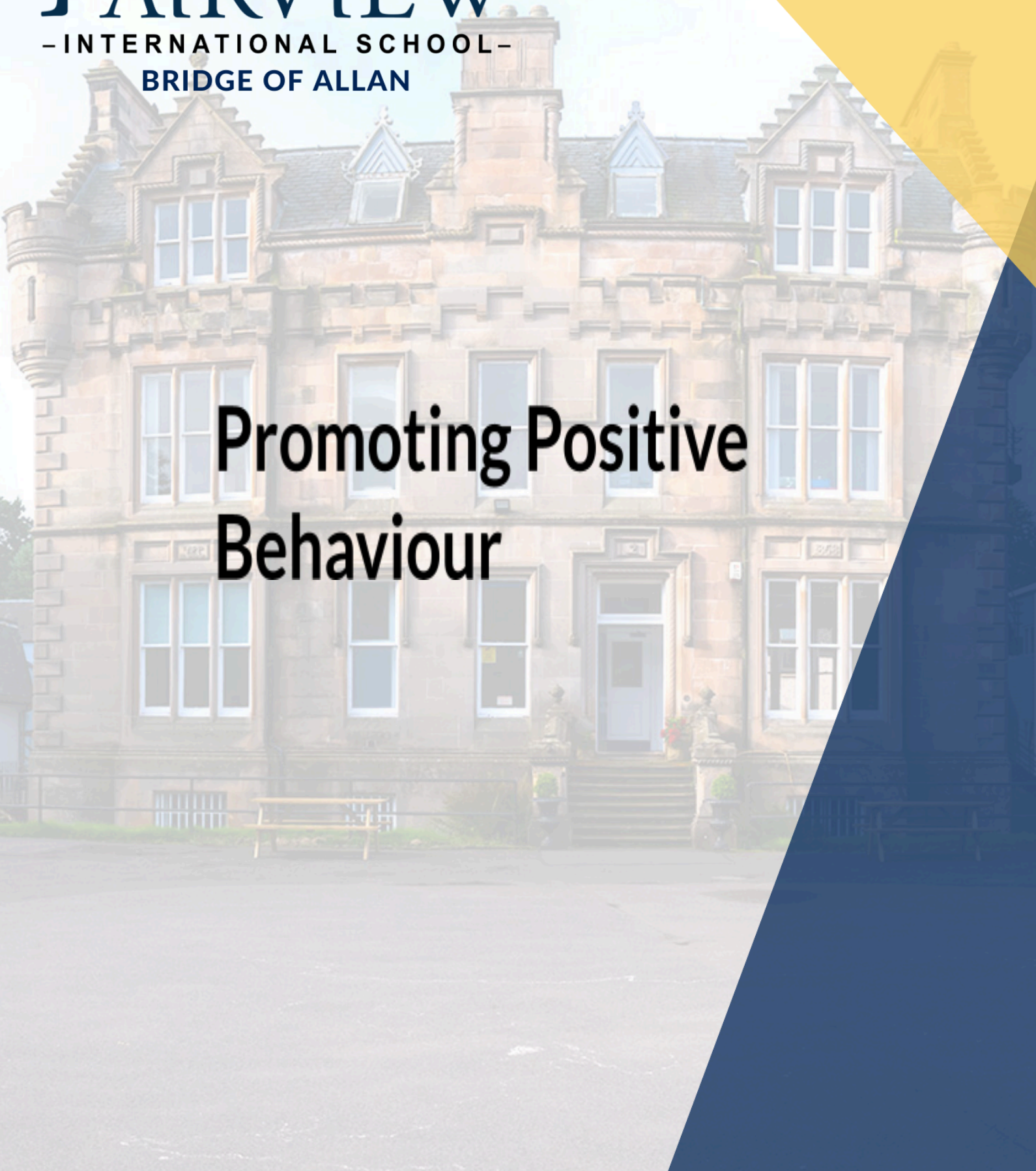


FAIRVIEW

-INTERNATIONAL SCHOOL-
BRIDGE OF ALLAN

Promoting Positive Behaviour



Promoting Positive Behaviour Policy

Content

1. Introduction

Fairview International School, Bridge of Allan has high expectations of children's behaviour and places pastoral care and emotional wellbeing at the heart of everything we do. Our goal is for students to take ownership and responsibility for their actions and choices, appreciating the link between their behaviour and its effects on others. We place a high value on developing positive relationships between students and staff members.

As an authorised IB school we expect our children to work towards developing all aspects of the IB Learner Profile (see Appendix A) within their personal character and we also expect them to exemplify the IB values. "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. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." (International Baccalaureate Organisation, 2020)

This policy is an integrated document recognising that no one area of school life is responsible for good behaviour and discipline. However, consistency by all staff in applying positive discipline is essential for the success of the behaviour policy. Children need to be given clear behaviour expectations and the implications, through rewards and sanctions, of appropriate and inappropriate behaviour.

Our School Mission:

At Fairview International School, we strive to create a welcoming, inclusive, and respectful environment where every child feels valued and motivated to learn. We believe that a positive and supportive school culture enables effective learning, high self-esteem, and positive relationships. We are a Rights Respecting School, and all our principles align with the UN Convention on the Rights of the Child (UNCRC), ensuring every child's right to be heard, protected and nurtured.

Our Aims:

1. **Promote Positive Behaviour:** Cultivate a school-wide approach to positive behaviour management that values high expectations, mutual respect and personal responsibility
2. **Provide a Safe and Supportive Environment:** Ensure that all students feel safe, respected and supported allowing them to reach their full potential
3. **Encourage Responsibility and Self-Discipline:** Encourage students to take ownership of their behaviour and understand the impact of their actions on others
4. **Engage Families in Behavioural Support:** Work in partnership with parents to encourage positive choices and behaviour at school and at home
5. **Reflect the Rights of the Child:** Uphold the rights outlined in the UNCRC, which guide our approach to respecting student's voice and supporting their wellbeing and development.

Our Core Values: The Fairview Five

Our core values, known as the 'Fairview Five,' provide a framework for positive behaviour and reflect the rights and responsibilities of every child in our school community:

1. **We are proud of our school and show it:** Reflecting UNCRC Article 29, students are encouraged to take pride in their school and contribute positively to its culture:
 - Wear a full school uniform at all times in school and on school excursions
 - On school excursions the children are school ambassadors and they should represent the school with pride
 - Clean up using bins to recycle
 - Care is taken of the physical environment of the school.
2. **We always work hard and do our best:** Aligned with Article 28, students are supported to work diligently, engage fully in their education and strive to achieve their potential:
 - Homework and class tasks are required to be completed to the best of each child's ability
 - Students should be on time for school and attend all days that the school is open unless they are ill
 - Students will take part in all activities quickly, promptly and positively
 - Instructions will always be followed.

3. **We listen carefully to each other:** Following Article 12, students are respected for their views and taught to actively listen and show empathy towards others:

- The instructions of all staff should be respected and adhered to
- Peer problems should be solved through discussion and listening to each other and respecting each other's right to be heard. A teacher's advice should be sought if this does not resolve the issue
- Students will raise their hands in class to be heard and will listen attentively and quietly to another student's contributions
- Students do not seek another teacher to gain permission for a request that has already been refused by one teacher.

4. **We take responsibility for our actions:** Article 12 also emphasises students' responsibility to recognise the impact of their choices, fostering accountability and self-awareness:

- Students are expected to be honest at all times
- Students are expected to accept correction and discipline and understand that it is part of their responsibilities to do so
- Students should acknowledge errors and strive to correct them.

5. **We respect the People who share our lives:** Reflecting Article 2, students are encouraged to show kindness, respect diversity and value everyone's rights and contributions to the school community:

- Good manners and politeness are required at all times
- Students should knock before entering a room where adults are present
- Children should safely and carefully ascend and descend the stairs, on the right
- Students should not engage in racial or sexist behaviour. Swearing is not tolerated
- Students should not harm another person either physically or emotionally
- Any form of bullying is totally unacceptable and will not be tolerated.

Role of the teachers:

- Teachers should display The Fairview Five in all classrooms
- Teachers create a positive learning environment with praise and provide students with informed choices
- All behaviour concerns from Level 1 to 4 are recorded and reported on Engage
- All concerns of Level 2 and above are shared with the parents via a telephone call or an email. All telephone calls are followed up with an email
- Teachers discuss wellbeing and behaviour issues with homeroom teachers, collaboratively supporting each other with strategies, methods, and success stories
- Teachers are positive role-models, demonstrating positive relationships with community members
- Teachers follow the policy described in the levels below in Appendix B.

Role of the students:

- Students to respect The Fairview Five
- Strive to maintain positive relationships with all members of the community
- Display calm, safe and respectful behaviour in all areas of the school and in wider school activities
- Always work towards achieving their full potential and seek support from adults in school when needed.

Role of the parents:

- The school works collaboratively with parents as partners to ensure there are consistent messages about behaviour expectations and related consequences
- Parents participate in discussions and meetings regarding their child's wellbeing and behaviour
- Parents support the school in implementing behaviour management strategies for their child which have been agreed and advised by school as necessary
- Parents support The Fairview Five and cooperate with the school to support the child's journey through social and emotional development
- Parents discuss and support the school's decision when applying consequences to deal with any specific incident/issue
- Parents formally acknowledge disciplinary procedures involving their children. This may include visiting the school.

Positive Reinforcement and Consequences:

At Fairview International School, consequences are defined as outcomes that can be positive or negative.

Positive behaviour is rewarded with a positive consequence to promote a happy and healthy learning environment for our students.

- Achievements, for going 'above and beyond' will be logged on Engage
- Homeroom teachers and/or class teachers will contact parents after 3 achievements are logged in one quarter
- A 'Student of the fortnight' award will be presented by Homeroom/class teachers.

Negative behaviour is appropriately sanctioned and acted upon (refer to Appendix B)

- Sanctions will be logged on Engage
- Homeroom teachers and/or class teachers will be responsible for taking action based on Appendix B
- Strategies will be discussed to support students with behaviour concerns.

Appendix A - International Baccalaureate Organisation, 2020

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. Each of the IB's programmes is committed to the development of students according to the IB learner profile.

The profile aims to develop learners who are:

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective.

Appendix B - Behaviour Intervention Procedures

One warning is given before negative behaviour is logged as Level 1. Levels 1-4 must be logged on Engage. Any negative behaviour logged more than three times in any quarter, is immediately logged as the next higher level.

<u>Nature of Behaviour</u>	<u>Consequences</u>	<u>Staff action</u>
<p><u>Level 1</u></p> <ul style="list-style-type: none"> • Lack of uniform/kit • Punctuality • Missing deadlines • Lack of engagement • Littering • Use of mobile phones • Not following instructions • Inconsiderate behaviour 	<p>Reflective conversation with the student discussing behaviour and alternative behaviours.</p>	<p>Subject/ class teachers</p>
<p><u>Level 2</u></p> <ul style="list-style-type: none"> • Repeat of L1 • Disrespectful behaviour • Defiance • Device misuse • Vandalism • Missing an external deadline (Y10-13) 	<p>Discuss incident with student(s).</p> <p>Inform parents via email/phone within 24 hours.</p> <p>Detention with Pastoral Team (lunchtime - 20 mins).</p>	<p>Homeroom teacher</p>
<p><u>Level 3</u></p> <ul style="list-style-type: none"> • Repeat of L2 • E-safety violation • Anti-social behaviour (including swearing at teacher) • Discrimination • Truancy • Bringing school into disrepute (whilst in uniform outside school) • Endangering others • Theft (minor) 	<p>Investigate the incident.</p> <p>Inform parents via phone or in person meeting.</p> <p>Detention with Headteacher (after school - 1 hour) or internal suspension.</p>	<p>Pastoral team</p>
<p><u>Level 4</u></p> <ul style="list-style-type: none"> • Repeat of L3 • Inappropriate material • Contraband (serious) • Assault causing injury • Theft (serious) • Aggression 	<p>External suspension or permanent exclusion.</p> <p>Headteacher to meet with parents/agents/guardians.</p>	<p>Headteacher</p>