

| <b>BEHAVIOUR FOR LEARNING POLICY</b> |                                                                                                                                                                                            |  <b>RIS</b><br>REGENT<br>INTERNATIONAL SCHOOL<br>Inspiring Minds. Building Character.™ |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Applicable to</b>                 | <input checked="" type="checkbox"/> Schools <input type="checkbox"/> Nurseries                                                                                                             |                                                                                                                                                                          |
| <b>Teams / Individuals</b>           | <input checked="" type="checkbox"/> Academic Staff <input checked="" type="checkbox"/> Administration Staff                                                                                |                                                                                                                                                                          |
| <b>Publishing Channel</b>            | <input checked="" type="checkbox"/> Parents' VLE <input checked="" type="checkbox"/> Staff Dashboard <input checked="" type="checkbox"/> Website <input type="checkbox"/> Dept. Micro-site |                                                                                                                                                                          |
| <b>Linked Policies</b>               | Students of Determination Policy<br>Safeguarding and Child Protection Policy<br>E-Safety & BYOD Policy<br>Student Attendance & Punctuality Policy                                          |                                                                                                                                                                          |
| <b>Linked Documents</b>              | Student Code of Conduct Bylaws<br>Behaviour for Learning Procedures<br>Behaviour Risk Assessment Tool                                                                                      |                                                                                                                                                                          |
| <b>Updated By</b>                    | <b>Latest Publish Date</b>                                                                                                                                                                 | <b>Monitoring Cycle</b>                                                                                                                                                  |
| Dr Neil Hopkin                       | August 25                                                                                                                                                                                  | Annual                                                                                                                                                                   |
| <b>Version No.</b>                   | <b>Amendments</b>                                                                                                                                                                          |                                                                                                                                                                          |
| 1.0                                  | n/a                                                                                                                                                                                        |                                                                                                                                                                          |
| 1.1                                  | A Graduated approach paragraph added                                                                                                                                                       |                                                                                                                                                                          |
| 1.2                                  | Logo update                                                                                                                                                                                |                                                                                                                                                                          |
| 1.3                                  | Clarification of exclusion conditions                                                                                                                                                      |                                                                                                                                                                          |
| 1.4                                  | Code of Character & Conduct infographic                                                                                                                                                    |                                                                                                                                                                          |
| 1.5                                  | Minor formatting, staff titles                                                                                                                                                             |                                                                                                                                                                          |

## POLICY BRIEF AND RATIONALE

At Regent International School, we know that quality learning occurs when students feel that they are in a purposeful and peaceful environment. To create an exceptional classroom where learning is encouraged and embraced, a behavioural expectation is required for all students.

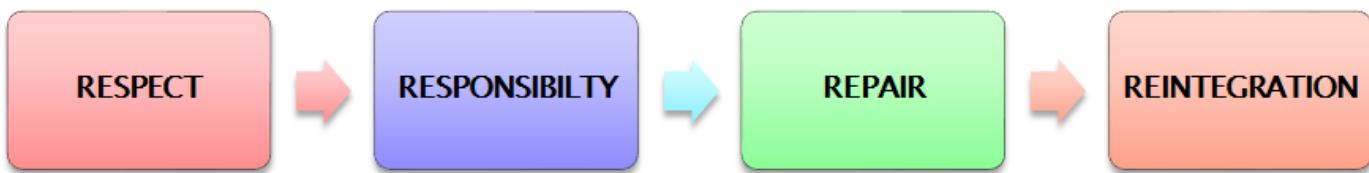
**Behaviour for Learning (B4L)** is a popular model for outlining behavioural expectations for students. This model emphasises the crucial link between the way in which students learn, their social knowledge and their behaviour.

It establishes positive relationships between self, others, and the curriculum. When these three elements are promoted and nurtured in unison in a classroom, a culture of positive learning behaviour is embraced. This model helps children develop emotionally and intellectually. B4L allows students to grasp sophisticated learning behaviours, and it enables them to learn, participate and interact with others proactively. When these positive behaviours and learning habits are introduced at a young age, students can utilise the established behavioural and learning skills to smoothly transition into new learning levels and experiences in life.

Complementary to our **Positive Education approach to wellbeing**, we adopt a **Restorative Justice (RJ)** approach to managing behavioural issues within school. This approach provides ***an alternative*** to the belief that punishment will change behaviour and achieve compliance.

Instead, a restorative approach helps students to understand how their behaviour affects those around them and teaches students to repair damage to relationships and learn how to act in healthier ways. ***Restorative practices can change behaviour by challenging core beliefs, rather than simply just managing the behaviour.***

**Restorative approaches are based on four key features:**



- **Respect** – for everyone by listening to other opinions and learning to value them;
- **Responsibility** - taking responsibility for your own actions;
- **Repair** – developing the skills within a school community so its individual members have the necessary skills to identify solutions that repair harm;
- **Re-Integration** - working through a structured, supportive process that resolves the issue and ensure behaviours are not repeated.

Restorative practice begins with recognising students' rights and responsibilities. Students and staff are engaged in the development of these rights and responsibilities, and we promote a high level of ownership by displaying them in every classroom.

| Student Rights                        | Student Responsibilities                                      |
|---------------------------------------|---------------------------------------------------------------|
| To be valued by others                | To respect others and the environment                         |
| To be treated with respect            | To listen to other perspectives                               |
| To be encouraged to learn             | To support and encourage an environment for learning          |
| To be treated fairly and consistently | To accept and support the schools' standards and expectations |

Restorative conversations, led by teachers will take a graduated approach. Where appropriate, they may be escalated in line with the school managerial structure. In rare cases, where it is felt a student's actions require additional reflection, they may be asked to complete a reflection day, led by a member of the school's senior leadership team.

## POSITIVE INTERACTIONS

Creating positive interactions in the classroom helps students invest in the **value and purpose** of classroom instruction. Students have a stronger sense of **belonging** and feel more **connected** to their teachers, which naturally leads to improved behaviour and engagement. When students feel connected and have a sense of belonging, they're naturally more motivated to achieve.

**Flourish Points** are awarded on SIMs for students going above and beyond in demonstrating:

- Positive Emotions
- Positive Engagement
- Care and Respect for Others
- Community Contribution
- Powering Body and Mind

## CENSURE OF INAPPROPRIATE BEHAVIOUR

The following staff are responsible for oversight of student behaviour ensuring that the school effectively records and deals with incidents, and that teachers spot trends in behaviour:

**David Williams (Principal)**

**Steve Dobson (Head of Secondary)**

**Sonia Fitzpatrick (Deputy Head of Secondary)**

**Matthew Flynn (Head of Primary)**

**Natalie Waterman (Deputy Head of Primary)**

**Joanne Leslie (Head of EYFS)**

**Leonie Mitchell-Holness (Assistant Headteacher – Inclusion)**

All staff are encouraged to deal with behavioural issues as and when they arise, but they can seek guidance and support whenever needed.

## EXCLUSION (KHDA GUIDANCE)

In extreme circumstances where all other options have been exhausted, and the student continues to cause a health and safety risk to others, exclusion or non-re-enrolment will be considered by the Principal, and his / her decision will be informed to the school's governing body.

The approval of the Knowledge and Human Development Authority ("KHDA") is required to permanently exclude a student from the school.

**Fixed Exclusion:** Otherwise known as a **suspension**, this type of school exclusion involves the pupil being temporarily removed from school for a set period.

Suspension cannot be for an undefined period, and it must be for a reasonable period, taking into consideration the fact that exclusions that extend beyond one to two days will increase the difficulty for the pupil to integrate back into school life.

When a pupil is suspended, the school must set and mark homework for the first five school days.

**Permanent Exclusion:** This means that the pupil is not allowed to return to the school. Permanent school exclusions should only be imposed if the student is deemed to pose a risk to other students or staff. Every child has a right to an education, and permanent exclusion must only be imposed as a last resort.

Only the Principal has the authority to exclude a child from school. The Principal may exclude a student for fixed periods, or permanently.

The Principal will discuss all planned exclusions with the Director of Education before they are communicated to parents and enacted.

If the Principal decides to exclude a child, the parents will be informed immediately, giving reasons for the exclusion; they will also be informed that they may appeal against the decision to the school Board of Directors.

### STUDENTS OF DETERMINATION

In exceptional circumstances, where a student of determination is unable to understand or comply with this policy because of the nature of their difficulties, an appropriate range of strategies, rewards and sanctions will be used.

Students on the Special Educational Needs (“SEN”) register will have their behaviour targets addressed within their Individual Education Plans. The implementation of proactive strategies, responses and monitoring will be overseen and managed by the school’s Head of Inclusion.

# Regent Code of Character & Conduct



- Show **gratitude** and share your **appreciation** with others.
- Practice finding the **positive** in all situations – good and bad.
- Be **curious** about your emotions and express them.
- It is natural to feel worried sometimes. When you do, speak to your tutor or a member of staff.
- Be **socially intelligent**, express empathy and **hope** for others.
- Take brain breaks to help you to re-focus on your work.
- Use the Mindful Moments to help you to relax and **self-regulate**.
- Forgive** others when they make mistakes. Forgive yourself too.
- Practice self-care, each day, make time for the things that you **love** doing.



- Show a **love** of learning in your lessons. Approach tasks with zest.
- Choose challenging tasks that test your **resilience** and get you in the flow.
- Arrive to your lessons ready to listen and learn.
- Be **organised** with all the equipment you need.
- Be **responsible** for your own behaviour and be a good role model.
- During class discussions be **fair** and respect other students' comments, opinions and ideas.
- Be kind with your **humour**.
- Demonstrate **leadership** with peers to achieve a shared goal.
- Multitasking reduces quality of your work, focus on one task at a time.
- Use your device at school for learning purposes only.



- Treat others as you wish to be treated.
- Words are powerful whether they are said or written on social media.
- Be **kind** and respectful to everyone you communicate with in person or online.
- Value the **perspective** of others.
- There is no "I" in a **TEAM**, practice **teamwork**.
- Value the interests, abilities, spirituality and cultures of others.
- Be able to **honestly** reflect and take responsibility for your behaviour and actions.
- Your teachers care for you, listen and follow their instructions.
- Exercise your **judgement** and report any form of negative verbal or physical behaviour by informing a member of staff.



- Wear your school uniform with **pride**.
- Greet visitors with a **smile** and make them feel welcome.
- Demonstrate **excellent attendance** both in school and online.
- Be **punctual** and arrive to school on time by 7:30am.
- Be **prudent** with time. Lesson transitions should be completed within 3 minutes in a quiet and orderly manner.
- Keep the school **clean** and **safe**, do not bring in any prohibited items to school. E.g chewing gum, dangerous items.
- Do not use mobile phones during the day unless a teacher allows it for educational purposes.
- Follow and respect all social distancing rules around the school.



- Focus on effort and **perseverance** in your work, not just on the score.
- Use growth mindset, when faced with a challenge.
- If you struggle, be brave and ask teachers or peers for help.
- Set achievable goals and manage your time effectively.
- Exercise **humility** in what you do and achieve.
- Celebrate and encourage everyone's achievements.
- Compare yourself to who YOU were yesterday. Don't compare yourself with others.
- Demonstrate **creativity** and initiative in everything you do.
- If you are organised and responsible for your work, it's ok to procrastinate sometimes to recharge your battery.
- Foster healthy habits for a healthy body and mind.
- Healthy bodies come in different shapes and sizes.
- Healthy minds struggle too sometimes.
- Remain active and encourage others to do the same.
- Complete 30 minutes of exercise a day.
- Eat nutritionally balanced meals. Learn how to cook it too.
- Be **curious** about what you enjoy – take on a hobby.
- Have between 8-10 hours sleep each night.
- Learn at least 3 techniques that help you to calm down when you feel overwhelmed.
- Learn at least 3 techniques that help you to energise your brain when you feel tired.
- If you regularly feel down and exhausted, speak to an adult about it.



All behaviour within Regent International School is rooted in our Code of Character & Conduct, as part of Positive Education Model. Teachers/Form Tutors are encouraged to refer to this whenever possible to reinforce our expectations of a Regent International School Student. There is a large wall infographic on all floors within the school. It can also be seen in all classrooms and in the student planner, for quick reference.