



## Introduction:

The LICS Behaviour Policy is designed as a support to the LICS Vision and Mission. We aim to provide an excellent educational service for the benefit of students:

- To assist students in building strength of character and a worthwhile value system.
- To encourage students to think for themselves, so that they can make decisions and accept responsibility for those decisions and their consequences.
- To encourage freedom from prejudice and understanding of other peoples' traditions, point of view, differences and individuality
- To provide a flexible disciplinary approach with the aim of developing students into self-disciplined individuals.

## Behaviour Goals

<ul style="list-style-type: none"> <li>*The pursuit of excellence</li> <li>* A positive attitude</li> <li>* Courtesy and respect</li> <li>* Reliability and honesty</li> <li>* Constructive critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>* Punctuality</li> <li>* Sportsmanship</li> <li>* Co-operation and participation</li> <li>* Understanding and goodwill</li> <li>* Adherence to school uniform guidelines</li> </ul>
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## Jurisdiction

**On school property** at all times, both in and out of uniform.

- At all bona fide **school events** under the auspices of the school management
- At all times in **school uniform**.
- Whenever the conduct of a learner affects **fellow students or staff**
- Whenever the conduct of the student affects his/her **progress**.
- When the student's conduct brings **the school** into disrepute

## Minor to Moderate Incidences:

- Immediate intervention
- At a suitable time and in an appropriate manner, explain why behaviour is unacceptable
- Notification to parents via the diary or verbal communication to the parents if it is a reoccurring offence.

## Major Incidences:

- Immediate intervention
- As appropriate, remove and isolate the offender (or the class as necessary) to a supervised room / area for a period of time and give reprimand with explanation
- The offender may re-join the class once he / she has calmed down / understands reasons for removal and has done what it required to be done to make things right.
- Class teacher records the incident in his / her class file and notifies the Principal / Vice Principal Pastoral / SENCO

LICS: *Maximising the potential of future world citizens*

- Should an incident take place during a specialist lesson / break time / after school, the teacher in charge will complete an 'incident form' (found in the library) and hand to the class teacher for filing
- Parents are informed and discussion regarding the background to the incident and intervention methods used and strategies to prevent further incidents
- In the event that further incidents occur further discussions need to take place between teacher / parents / Principal / Vice Principal Pastoral and / or SENCO. The outcomes of these discussions to be recorded and placed in class file
- All staff to be notified of repeat offenders and who should be put on observation

### **Vice-Principal's Pastoral / Principal's Role**

When a major incident occurs and it is reported to the Principal / Vice Principal Pastoral, they shall:

- Ensure that they are aware of all incidents through incident records / consultation and discussions with all parties
- Ensure that all staff are aware of and have followed stated procedures in the management of incidents and behaviour
- Ensure that there is uniformity by all staff in the management of incidents and behaviour within the department
- Ensure that all major incidents are dealt with by the respective teacher, Principal and / or Vice Principal pastoral
- Ensure that they attend all discussions with parents pertaining to major incidents
- Ensure that all recurring major incidents and discussions with parents are documented
- Give advice to parents on management of recurring incidents and those that are escalating
- Support staff on communicating with sensitivity and comprehensively to parents on incidents
- sensitise staff on how to prevent of potential situations that could result in incidents occurring ensure all staff supervise learners in all areas at all times and are able to give an accurate account of incidents that may occur
- Ensure that all staff have basic first aid to deal with accidents that result from incidents
- Ensure that all staff are aware of the contents of the Code of Conduct matrix as in the Primary Parent Student Handbook.
- Ensure that management is aware of serious incidents and decisions pertaining to serious offenders.
- Ensure that management are informed of decisions involving suspension and/or expulsion.

### **Discipline and Sanctions**

If a student behaves in an inappropriate manner they receive corresponding warnings or sanctions according to the Code of Conduct. The class teacher determines appropriate punishment – complete work / short break- time, timeout etc.

Referrals are given for major offences and handed directly to the Primary School Principal and / or Vice Principal Pastoral to take action. When appropriate, parents will be informed.

We have an open door policy and if concerns are raised through our staff meetings or there is a pattern of misbehaviour from a particular learner, the Vice Principal Pastoral, Principal or class

teacher (after consulting with the Principal) may call parents in to discuss how to modify the learner's behaviour or attitude. The Student Support Services Department may also be brought in to offer further support and / or counselling. We always expect the highest standards of behaviour from all of our children.

### Rewards and Sanctions:

Minor	Actions and consequences
For example: <ul style="list-style-type: none"> <li>• Distracting others</li> <li>• Lack of punctuality</li> <li>• Not completing homework</li> <li>• Rough play</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher gives a look, word, action, pause, tap on desk... as a reminder to learners</li> <li>2. Teacher gives a verbal warning / reminder and their name goes up on board under the unhappy face</li> <li>3. A yellow card is issued and a 'y' goes next to their name on the board.</li> </ol> <p><b>Note:</b> Start each day on a clean slate.</p>
Moderate	Actions and Consequences
<ul style="list-style-type: none"> <li>• Refusal to comply</li> <li>• Disrespectful</li> <li>• Misuse of school or someone else's property</li> <li>• Swearing</li> <li>• Fighting</li> <li>• Bullying</li> <li>• Insolence</li> </ul>	<ol style="list-style-type: none"> <li>1. A yellow card is issued and a 'y' goes next to their name on the board.</li> <li>2. A red card is given. The offender is removed for a maximum of ten minutes to the partner class. The learner must be provided with something to do while they are out of their own class (this could be to think about their actions) Partner classes: 1A and 2A, 1B and 2B, 3A and 4A, 3B and 4B, 5A and 6A, 5B and 6B Music and Art, ICT and French. If the teacher is not in, send the learner to one of the Vice Principals.</li> <li>3. If the incident occurs at break time the offender will be sent to sit outside the Principal's office and the class teacher is informed.</li> <li>4. The Vice Principal Pastoral should be used as required to talk to individuals (pre-arranged)</li> </ol>
Major	Actions and Consequences
<ul style="list-style-type: none"> <li>• Bullying which has been logged as continuous</li> <li>• Verbal or physical abuse towards another learner or member of staff</li> <li>• Racism</li> <li>• Cyber abuse</li> <li>• Intentional damage to property</li> <li>• stealing</li> </ul>	<ol style="list-style-type: none"> <li>1. Straight to Primary Principal who will deal with the incident as appropriate</li> </ol>

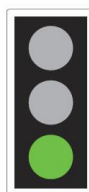
**Rewards:**

Each class must have a happy / sad face system on their board. If a learner does something good, their name goes under the happy face. If they do another good thing a tick is placed next to their name. If a learner does something they shouldn't, their name will go under the sad face. However, if they are already on the happy side, their name will be rubbed off. At the end of the day, the class teacher counts the number of ticks for each learner and records them as merits.

E.g.



OR



Kangwa ✓✓✓  
Rhianna  
Sarah ✓

Melanie  
Etienne  
Nick

Wini  
Sam ✓  
Kelvin ✓✓

Gareth  
Katie

Class teachers can select age appropriate icons as long as the system is the same throughout the school.

Specialist teachers can give a merit by handing the learner a signed piece of paper indicating one merit. Merits are also given for good work and any other praiseworthy actions.

**Date Last Updated:** August 2017