



## Isamilo International School Mwanza

# Developing learners Policy

Version control		
Developing Learners Policy (Behaviour management)	September 2023	Reviewed and updated to reflect how IISM helps to foster a positive school environment where learners feel safe and can flourish.

<b>Date of next review</b>	September 2024	<b>Owner</b>	Head of Primary
<b>Type of policy</b>	Primary school policy	<b>Approving body</b>	Governing Body

## **Isamilo Primary School Developing learners Policy**

At Isamilo International School we are a caring community where every member is respected and valued.

### **This policy aims to:**

- **Create a happy, safe and secure environment where we protect the right of every child to learn and of every adult to support them.**
- **Ensure that positive behaviours are modelled, explained, taught and recognised throughout our school.**
- **Provide all staff and parents with a clear understanding on how behaviour is managed in primary school.**
- **Develop a community where our children understand the impact of the choices they make, whether positive or negative.**
- **Emphasise the importance of positive behaviour reinforcement**

*'Behaviour for Learning' is the concept that our pupils at Isamilo International School are not only present and attentive but that they are actively engaging, self-motivating, self-regulating and challenging themselves throughout the day.*

### **REWARDS**

Rewards are used to recognise outstanding behaviours which are expected or go beyond the expectations of a pupil at Isamilo International School.

#### **Praise**

Praise is the first and most immediate reward. When children are praised, this reinforces the positive behaviours for learning which are being displayed. It is the action and not the child which is praised.

#### **Pupil of the Week**

Each class teacher can nominate one child each week. The teacher explains, in the Friday assembly, why they have chosen this particular child to be 'Pupil of the Week', linking to the child's attitude and behaviour for learning. The child receives a certificate to take home.

Each Pupil of the Week in Key Stage 2 is collected by the Head of Primary prior to Friday assembly and has a 'Celebratory Tea' with the Head of Primary before and during the other children arriving.

#### **House Points**

House Points are a reward system designed to encourage children to meet and go beyond the expectations of a pupil at Isamilo International School. House points will be awarded

throughout the day for outstanding learning behaviours. When a child meets a landmark number of house points they receive a certificate in Friday's assembly. During the Key Stage 2 Friday assembly, the house captains will also announce the weekly totals for each house and which house has won for that week. This creates a collective team mentality towards collecting house points as well as the individual reward. House points need to be displayed in the classroom so the children know how they are doing individually and also for their houses.

A cumulative total for each house will be kept and at the end of term the house with the largest total points will receive a reward (film, party, sports activity etc.)

### **Examples of Outstanding Behaviour for Learning**

- **Outstanding perseverance**
- **Independently supporting a classmate with their learning**
- **Challenging themselves to try something new**
- **Taking a risk in their learning**

### **EYFS Behaviour Chart**

Our children in preschool and reception classes are at a fundamental stage of their development during which they are learning about making decisions and the consequences of their actions. To help our younger children to understand the positive and negative impacts of their decisions, we use a simplified version of our behaviour chart to allow immediate praise and a move to the smiley face or a conversation about wrong choices and a move to the sad face. This immediate response allows the child to know if their behaviour was positive or negative and then a verbal conversation with the child can explain why.

### **KS1 and KS2 Behaviour Chart**

In Key Stage 1 and 2 we use a fluid behaviour chart where everyone starts the day on a positive. If they demonstrate fantastic behaviour for learning they can move up the chart and that behaviour will be explicitly praised. If a child is demonstrating a behaviour that is negatively affecting their learning they will receive a verbal warning about that specific behaviour and will be moved down a step on the chart. **As soon as the child stops the behaviour for which they were warned and are focused on their learning once more they are moved back up a step of the chart, with explicit praise from the teacher.** This quick, clear and visual response allows our children to know that an adult has seen and acknowledged their positive change in behaviour. This is essential for creating a positive learning environment within our classrooms.

If a child does not turn their behaviour around they will move down a second step on the behaviour chart. At this step there will be a consequence such as missing 5 minutes of golden time, missing 10 minutes of playtime etc. The consequence will be set by year group based upon the structure of their day and will be used consistently.

## **Consequences**

The school believes that with firm boundaries, clear expectations, and consistent praise to reinforce positive behaviour and manners that very good behaviour will be achieved. We will remember to refer to the behaviour and not the child.

Managing behaviour within the classroom is essential. Children cannot learn if they are missing the lesson and will become further disengaged from school.

It is essential that the adult's tone of voice and the way the adult communicates is aimed at the behaviour, not the child. Polite, calm language structures should be used at all times.

The consequence chosen depends on the circumstance and severity of behaviour. For example, for low level disruption in class, staff will start with a warning. If the child does not respond to the warning, then the next level of consequence is used. If more extreme misbehaviour occurs, the member of staff may start with a higher level of consequence.

## **Examples of Consequences**

- **Discussion with teacher at break time**
- **Miss 5 minutes of break time**
- **Miss 10 minutes of Golden Time**
- **Spend break time writing a letter of apology**

## Flow-Chart of Possible Consequences

Before a consequence is given a pupil should be given the opportunity to 'put right' or correct what they have done. E.g. write letter of apology, give back what has been taken etc.

This does not supersede the consequence but is an important process in aiding a pupil to understand what is and is not acceptable.

