

IRIS School Behaviour Policy

Effective Date: October 2024

Review Date: October 2025

1. Purpose

The purpose of this Behaviour Policy is to outline the expectations for student behaviour at IRIS School, fostering a positive and conducive learning environment. This policy aims to instil values of respect, responsibility, and integrity among students while addressing behavioural issues fairly and consistently.

2. Scope

This policy applies to all students, staff, parents, and guardians at IRIS School and during any school-related activities, including field trips, extracurricular activities, and events.

3. Policy Statement

IRIS School is committed to creating a safe and inclusive environment that promotes high standards of behaviour. We believe that a structured approach to behaviour management encourages students to take responsibility for their actions, respect others, and engage fully with their education.

4. Aims and Objectives

The aims of the Behaviour Policy include:

- To establish clear and consistent expectations for student conduct.
- To promote a positive school culture through the recognition of good behaviour.
- To provide support for students exhibiting challenging behaviour.
- To implement fair and effective consequences for breaches of the behaviour expectations.

5. Code of Conduct

All students at IRIS School are expected to uphold the following principles:

- **Respect:** Show consideration for the feelings and rights of others.
- **Responsibility:** Take ownership of their actions and their consequences.
- **Integrity:** Act honestly and fairly in all situations.
- **Perseverance:** Strive to achieve their personal best and support peers in doing the same.

6. Behaviour Expectations

To maintain a positive learning environment, the following behaviours are expected:

- Adhere to classroom rules and guidelines as set by teachers.
- Engage respectfully with staff and peers.
- Attend school regularly and arrive on time.

- Follow directions and participate actively in learning activities.
- Demonstrate good manners and respect for school property.

7. Promoting Positive Behaviour

To encourage a culture of positive behaviour, IRIS School will implement strategies including:

- **Recognition Programs:** Reward systems to acknowledge and celebrate positive behaviour, such as ‘Student of the Month’ and merit points.
- **Character Education Programs:** Integrate programs that teach values, social skills, and conflict resolution.
- **Parent Involvement:** Engage parents and guardians in promoting and reinforcing positive behaviour at home.

8. Behaviour Management Procedures

8.1 Intervention Strategies

- **Tiered Approaches:** Utilize proactive classroom management techniques to prevent behaviour issues.
- **Restorative Practices:** Employ restorative practices to address conflicts and repair relationships.
- **Teacher Support:** Teachers will receive training on effective behaviour management techniques.

8.2 Consequences for Misbehaviour

When expectations are not met, the following tiered response may be implemented:

- **Level 1:** Verbal warning and redirection.
- **Level 2:** Written warning and reflection time.
- **Level 3:** Meeting with the student to discuss behaviour and involving parents, if necessary.
- **Level 4:** Temporary removal from the classroom or participation in an alternative learning environment.
- **Level 5:** Suspension or expulsion, if the behaviour poses a significant threat to safety or well-being.

9. Support for Challenging Behaviour

For students who frequently exhibit challenging behaviour, IRIS School will:

- **Conduct Assessments:** Determine any underlying causes contributing to the behaviour.
- **Develop Support Plans:** Create individualized support plans involving parents, teachers, and counsellors.
- **Provide Counselling and Mentoring:** Offer access to school counsellors or mentoring programs to support student needs.

10. Parental Involvement

Parents and guardians play a crucial role in reinforcing school behaviour standards. IRIS School will:

- Foster open communication regarding behaviour expectations and incidents.
- Encourage parental participation in behavioural interventions and support plans.
- Provide workshops or resources on positive discipline and behaviour management.

11. Review and Appeals

Students and parents have the right to appeal decisions regarding disciplinary actions. The appeal process shall include:

- **Written Request:** A request submitted to the school administration outlining the grounds for appeal.
- **Review Process:** An investigation conducted by an impartial party, with findings communicated promptly.

12. Monitoring and Evaluation

This Behaviour Policy will be evaluated regularly to assess its effectiveness:

- Gather feedback from students, staff, and parents.
- Review behavioural incident data and trends.
- Adjust the policy as needed based on evaluations and changes in the school community.

13. Review and Approval

This policy will be reviewed annually by the school leadership team and approved by the governing body to ensure it remains relevant and effective.

14. Conclusion

At IRIS School, we are dedicated to nurturing a learning environment where positive behaviour thrives. This Behaviour Policy aims to guide our community in promoting respectful interactions, supporting all students, and maintaining a safe and welcoming school for everyone.

Appendix 1

| Acceptable Behaviour | Detail |
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| Respect for Others | Treating teachers, staff, and peers with kindness and consideration. Listening when others are speaking and allowing them to finish. Using polite language and greetings. |
| Responsibility | Completing assignments and homework on time. Being prepared for class with necessary materials (textbooks, notebooks, pens/pencils). Taking responsibility for one's actions and admitting mistakes. |
| Cooperation and Teamwork | Working effectively with classmates during group activities or projects. Supporting peers in their learning and celebrating their successes. Sharing resources and ideas openly. |

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| Following Directions | Listening carefully to and following the instructions given by teachers and staff. Asking questions if unsure about something rather than ignoring instructions. |
| Positive Participation | Engaging actively in class discussions and activities. Raising hands to speak instead of interrupting. Contributing thoughtful ideas and respect differing opinions. |
| Promptness and Attendance | Arriving on time to school and classes. Attending school regularly and being focused during lessons. |
| Personal Cleanliness and Hygiene | Practicing good hygiene, including regular handwashing and cleanliness. Wearing appropriate school attire as outlined in the dress code. |
| Respect for Property | Taking care of school property, such as desks, books, and supplies. Respecting the property of others, including classmates' belongings. |
| Adhering to School Rules | Following the established rules and policies of the school community. Being aware of and adhering to the school's code of conduct. |
| Seeking Help When Needed | Asking teachers or staff for assistance when in need of clarification or support. Utilizing available resources such as tutoring or counseling services. |
| Demonstrating Self-Control | Managing emotions and reactions appropriately, even in stressful situations. Practicing patience and not engaging in impulsive behaviors. |
| Maintaining a Positive Attitude | Approaching challenges with a growth mindset and resilience. Encouraging others and promoting a supportive classroom environment. |
| Engaging in Safe Behaviour | Following safety protocols during school activities (e.g., emergency drills). Avoiding running or rough play in hallways and classrooms. |
| Digital Responsibility | Using technology and electronic devices appropriately and respectfully. Following the school's guidelines regarding internet usage and social media. |
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| Rewards | |
| Verbal Recognition | Praise: Regular verbal acknowledgment from teachers and staff for displaying positive behavior. Public Recognition: Highlighting students' achievements and good behavior in front of their peers during class meetings or assemblies. |
| Certificates and Awards | Certificates of Achievement: Providing certificates for specific behaviors, such as "Most Respectful Student" or "Outstanding Contributions to Class." Monthly/Term Awards: Recognizing students as "Student of the Month" based on their positive behavior and contributions. |
| Incentive Programs | Point System: Implementing a point or token system where students earn points for good behavior that can be redeemed for rewards. Behavior Bucks: Distributing "behavior bucks" that students can use to "purchase" items or privileges at a school store or during special events. |

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| Events and Celebrations | Reward Days: Organizing special days (e.g., “Fun Day”) where students with good behavior can participate in games, crafts, or movie screenings. Class Parties: Hosting end-of-term or end-of-month parties for students who meet behavioral expectations. Field Trips: Offering opportunities for students demonstrating consistent good behavior to attend special field trips. |
| Stickers and Tokens | Stickers: Using positive reinforcement with fun and themed stickers for students who demonstrate acceptable behavior. Tokens or Chips: Giving out tokens that can be collected and exchanged for various rewards, experiences, or privileges. |
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Appendix 2

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| Disruptive Behaviour: | Talking out of turn during class. Interrupting the teacher or fellow students. Making excessive noise during learning activities. |
| Defiance and Disrespect: | Refusing to follow directions or instructions from staff. Using inappropriate or disrespectful language towards teachers or peers. Showing a lack of respect for classroom rules and expectations. |
| Bullying and Harassment: | Verbal abuse, including name-calling, teasing, or threatening others. Physical bullying, such as hitting, pushing, or any form of violent behavior. Cyberbullying through social media or messaging platforms. |
| Vandalism and Property Damage: | Defacing or damaging school property, including desks, walls, or textbooks. Stealing or vandalizing the belongings of others. |
| Disrespecting School Authority: | Challenging the authority of teachers, administrators, or other staff. Refusing to cooperate with staff while they are executing their duties. |
| Inappropriate Use of Electronic Devices: | Using mobile phones, tablets, or other devices during class without permission. Accessing inappropriate content or engaging in online activities during school hours. |
| Insubordination: | Ignoring reasonable requests from staff members. Engaging in behavior that directly undermines the authority of school staff. |

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| Substance Abuse: | Possession or use of illegal substances (e.g., drugs, alcohol) on school property. Smoking or vaping within the school premises. |
| Fighting and Aggression: | Engaging in physical altercations with other students. Making threats of violence or engaging in intimidating behavior. |
| Disruptive Behaviour During Assemblies or School Events: | Talking, laughing, or engaging in loud behavior during presentations or assemblies. Failing to participate respectfully during school activities. |
| Lack of Participation and Engagement: | Refusing to participate in classroom activities or assignments. Showing a lack of effort or commitment to completing homework or schoolwork. |
| Tardiness and Absenteeism: | Consistently arriving late to class or school. Unexcused absences without appropriate documentation or communication. |

Consequences for Unacceptable Behaviour

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| Verbal Warning | First Response: A gentle reminder about expected behavior may help students understand their mistakes without further escalation. |
| Time-Out or Reflection Time | Temporary Removal: Allowing students to take a short break from the classroom or activity to reflect on their behavior and its impact on others. |
| Behaviour Contracts | Agreement: Developing a behavior agreement that outlines expected behaviors, the specific behavior issues, and potential consequences if the behavior continues. |
| Parent Notification | Communication: Informing parents or guardians about their child's behavior and discussing strategies for improvement. |
| Loss of Privileges | Short-Term Restriction: Removing certain privileges (e.g., recess, participation in special events) for a specific time period in response to misbehavior. |
| In-School Suspension (ISS) | Supervised Consequence: Allowing students to remain in school but in a separate supervised setting where they complete work while addressing the behavior. |
| Detention | After-School or Lunch: Requiring students to spend additional time either after school or during lunch to reflect on their behaviour. |

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| Behaviour Intervention Plans | Individualized Support: Creating structured plans that outline strategies and supports for students exhibiting chronic unacceptable behavior. |
| Restorative Practices | Repairing Harm: Engaging students in conversations with those affected by their behaviour to help them understand the impact and work towards repairing relationships. |
| Referral to Counselling | Support Services: Connecting students with school counsellors or psychologists to address underlying issues contributing to their behaviour. |
| Out-of-School Suspension (OSS) | Temporary Removal: For serious infractions, temporarily removing students from the school environment while ensuring they can maintain academic progress. |
| Expulsion | Long-Term Removal: In extreme cases of violence, drug use, or other severe misconduct, a long-term removal from school may be necessary, following the due process. |

Guiding Principles for Implementing Consequences

1. **Consistency:** Ensure that consequences are consistently applied across all students to maintain fairness and trust in the system.
2. **Clarity:** Clearly communicate expectations and consequences to students at the beginning of the school year, so they understand the repercussions of their choices.
3. **Proportionality:** Ensure that the consequences are proportional to the behaviour exhibited. More serious behaviours should result in more significant consequences.
4. **Supportive Approach:** Use consequences as a learning opportunity rather than just punitive measures. Help students understand why the behaviour is unacceptable and how to improve.
5. **Encouragement of Positive Behaviour:** Alongside consequences for unacceptable behaviour, also recognize and reward positive behaviour to create an overall constructive atmosphere.
6. **Focus on Rehabilitation:** Strive to support students in changing their behaviour, rather than solely punishing them. This can help foster long-term positive change.
7. **Involvement of Parents and Guardians:** Engaging families in the conversation about behaviour helps create a consistent approach at home and school.