

# IRIS School Behaviour Policy

**Effective Date:** Sep 2025

**Review Date:** Sep 2026

## 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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| <b>Rewards</b>                 |                                                                                                                                                                                                                                                                                                   |
| <b>Verbal Recognition</b>      | <b>Praise:</b> Regular verbal acknowledgment from teachers and staff for displaying positive behavior. <b>Public Recognition:</b> Highlighting students' achievements and good behavior in front of their peers during class meetings or assemblies.                                              |
| <b>Certificates and Awards</b> | <b>Certificates of Achievement:</b> Providing certificates for specific behaviors, such as "Most Respectful Student" or "Outstanding Contributions to Class."<br><b>Monthly/Term Awards:</b> Recognizing students as "Student of the Month" based on their positive behavior and contributions.   |
| <b>Incentive Programs</b>      | <b>Point System:</b> Implementing a point or token system where students earn points for good behavior that can be redeemed for rewards. <b>Behavior Bucks:</b> Distributing "behavior bucks" that students can use to "purchase" items or privileges at a school store or during special events. |

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| <b>Events and Celebrations</b> | <b>Reward Days:</b> Organizing special days (e.g., “Fun Day”) where students with good behavior can participate in games, crafts, or movie screenings. <b>Class Parties:</b> Hosting end-of-term or end-of-month parties for students who meet behavioral expectations. <b>Field Trips:</b> Offering opportunities for students demonstrating consistent good behavior to attend special field trips. |
| <b>Stickers and Tokens</b>     | <b>Stickers:</b> Using positive reinforcement with fun and themed stickers for students who demonstrate acceptable behavior. <b>Tokens or Chips:</b> 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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| <b>Disruptive Behaviour:</b>                    | Talking out of turn during class. Interrupting the teacher or fellow students. Making excessive noise during learning activities.                                                                              |
| <b>Defiance and Disrespect:</b>                 | 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.             |
| <b>Bullying and Harassment:</b>                 | 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. |
| <b>Vandalism and Property Damage:</b>           | Defacing or damaging school property, including desks, walls, or textbooks. Stealing or vandalizing the belongings of others.                                                                                  |
| <b>Disrespecting School Authority:</b>          | Challenging the authority of teachers, administrators, or other staff. Refusing to cooperate with staff while they are executing their duties.                                                                 |
| <b>Inappropriate Use of Electronic Devices:</b> | Using mobile phones, tablets, or other devices during class without permission. Accessing inappropriate content or engaging in online activities during school hours.                                          |
| <b>Insubordination:</b>                         | Ignoring reasonable requests from staff members. Engaging in behavior that directly undermines the authority of school staff.                                                                                  |

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

### Consequences for Unacceptable Behaviour

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

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

### 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.