
POSITIVE BEHAVIOUR POLICY

I. Purpose

At AHI, we believe it is necessary and important to have a single approach to behaviour management across all classes. This means avoiding individual classroom practices.

II. Type & Scope

Type: External (Publicised)

This policy is applicable to all students and educators including teachers and learning & teaching assistants and school leaders at Anne Hill International School.

III. Policy Statement

3.1. Part 1: Communicating Clear Expectations (Our Golden Rules)

- Be Respectful
- Be Honest
- Be Kind

3.2. Part 2: Positive Reinforcement

Criteria	Method
Any desirable/positive behaviour	Green Tickets
Outstanding effort or significant progress	A visit to the vice-principal's/Head of School office for a growth mindset sticker

N.B. When acknowledging positive behaviours, it is essential to specifically describe what students are doing well and to do so as soon as possible after the event. This can be done by anyone, anywhere, at any time, at the teachers' discretion. It is also helpful to publicly acknowledge positive behaviours so that other students see what is considered desirable and can learn vicariously.

Another important principle of giving out green tickets is that it is done randomly, not predictively, so that tickets do not become an extrinsic reward whereby children only behave in a certain way to receive a ticket. If a child comments that they did the same as another child who received a ticket, but you did not observe it, a simple “thank-you” or “well done” is sufficient.

When children receive a green ticket, they should write their name on the back and put it in a ticket box in their classroom. Periodically, teachers can draw tickets and allow winners to choose from a prize box. To ensure everyone has a chance of winning, every child should have at least one ticket in the box before each prize draw. It is recommended that 3 tickets are drawn each time. The box should then be emptied of tickets. It is recommended that teachers conduct the draw once a week at the same time each week, but it can be more frequent if there is a push to improve student behaviour.

3.3. Part 3: Positive Correction

Behaviour incidents typically fall into one of three main categories and each category typically requires a different approach (outlined below).

- Tier 1 – Minor infractions
- Tier 2 – Serious incidents
- Tier 3 – Persistent behaviour incidents

Tier 1 - Minor Infractions

- **Step 1 – Reminder Warning** – If gentle reminders have not been successful, students should be given a formal warning, with reasons given, and be reminded about the expected behaviour e.g., “*You are now on your first warning because.... Please remember to....*”
- **Step 2 – Verbal Warning** – As before, students need to be told explicitly that they are on a second warning, told why, and see their **name** written on the board under a sad face. They should be reminded about the expected behaviour and informed about the consequences if they choose to continue making poor choices e.g., “*You are now on your second warning because.... I need you to.... If you continue to..., then*”. If the child’s behaviour improves, their name should be removed from the board.
- **Step 3 – Yellow Card** – For moderate or persistent behaviour issues, teachers may choose an appropriate consequence, e.g.:
 - Time-out: Allowing the student to take a short break (10 minutes) from the activity to calm down and then discuss their behaviour with the teacher.
 - Loss of privilege: Removing a specific privilege, such as bringing a toy to school for an agreed period of time.
 - Loss of classroom responsibility: Temporarily removing a classroom responsibility, such as line leader or class helper.

- Reflection – Give students the opportunity to reflect upon and explain the problem (depending on their age and language ability). This way occurs during lunchtime.
- A message home: Sending a message home to inform parents and seek their support.

N.B. Shouting at children is not permitted at any time.

Tier 2 - Serious Incidents

Red Card – For serious behaviour incidents, teachers should call or message the vice-principal/Head of School to find out if or when it is possible for the student to visit the vice-principal's office. If the vice-principal is unavailable, the deputy or year group leader should respond to the issue.

During this conversation, the four principles of effective behaviour management will be followed:

- **De-escalation** – If the student/s are in a heightened emotional state, allow them time to return to a state of equilibrium before discussing the problem.
- **Reflection** – Give students the opportunity to reflect upon and explain the problem (depending on their age and language ability).
- **Replacement** – Encourage students to suggest alternative choices next time they are faced with a similar situation.
- **Repair** – Following a behaviour incident, always give the child an opportunity to repair the situation, if you can e.g., an apology, fixing something that got broken, etc. This is an opportunity for everyone to feel as though there is closure and to move on, so that the child does not carry with them the cloud of being a 'bad kid'.

All visits to the principal's office will be recorded to track any trends over time. Communication with parents will be determined on a case-by-case basis.

Tier 3 - Persistent Behaviour Incidents

In some cases, it may be appropriate to refer the student to the school counsellor for further guidance and support in addressing the underlying causes of the misbehaviour.

In others, a behaviour contract might be designed in collaboration with the vice-principal/Head of School and/or learning support teacher and evaluated every 3 to 4 weeks for effectiveness.

Behaviour Intervention plan may be implemented for persistent behaviours that are deemed a safeguarding risk to self or others. The BIP can be implemented by Learning support/ SEN co-ordinator and class teacher. The BIP Needs to be communicated with and followed by all teachers and carers (i.e. parents, specialist teachers, coaches etc.)

Suspension and Exclusion

A fixed-term suspension or permanent exclusion is a last resort. In such cases, parents/guardians will be informed in writing about the reasons for the suspension or exclusion and their right to appeal.

IV. Roles & Responsibilities

- **Teachers and learning & teaching assistants** - Model and teach the school's handwriting style consistently.
- **Students** - Practice and apply continuous cursive to meet handwriting standards.

V. Review Cycle and Updates

The roles and responsibilities are clearly stated in the policy statement section.

VI. Related Documents, Policies & SOPs

- Anti-Bullying & Conflict Resolution Policy
- Safeguarding Policy

Previous Update(s)	N/A	Revision Date:	N/A
Current Update	Version 1	Revision Date:	15/03/2025
Next Update		Revision Date:	