



Clarence
International School

Behaviour Policy

v3.0

August 2025

1. Aims and Objectives

At Clarence International School, all of our pupils are valued and respected. We aim to establish an environment where every member of our school community is treated fairly and well. We operate a positive behaviour management approach where good behaviour, including kindness and politeness, is the baseline expectation. We look for it, we acknowledge it and we praise it. Through this approach we help children learn and practise good behaviour, develop their self-esteem and self-discipline and show a polite, compassionate attitude towards others.

We encourage children to be honest, kind and supportive of each other, to learn how to be a thoughtful and forgiving friend. We never accept rudeness, unkindness or controlling behaviour of any kind. Children are given verbal warnings if behaviour falls below our expectations, including unkindness to others. If behaviour issues persist class teachers will contact parents directly to agree a joint plan of action for school and home. CIS will not tolerate bullying in any form and will communicate quickly and directly with parents should any issues arise.

2. Our School Rules

At CIS, we have **four** core rules which are actively promoted throughout school. There are other rules outside of the 'core' rules, however these act as a basis for the expectation of our children.

1. We are kind.
2. We are safe.
3. We are respectful.
4. We try our best.

3. Rewards

Our positive behaviour management approach helps children to develop good learning dispositions and habits. They learn how to learn, how to seek help and how to persist even when things are challenging. Positive reinforcement, the act of celebrating positive behaviour rather than acknowledging negative, is used throughout school. Good behaviour is celebrated and used to uphold the standards of others. Positive reinforcement will be used to celebrate expected behaviours, such as good sitting, good listening, good thinking and good sharing. Staff will use verbal praise specifically related to the children's actions or behaviours e.g. "Well done, you are listening really closely."

Children that are consistently following the school rules will receive praise and rewards appropriate to the behaviour. These rewards are consistent across all classes. Alongside our positive reinforcement strategies, we celebrate positive behaviour through:

- Verbal praise around school, e.g. "Great walking, Leo!" or "Wow, I saw you walking to the park so nicely earlier. Well done!"
- Stickers for good work or behaviour.
- Verbal feedback to parents at pick-up time about examples of good behaviour that day.
- The 'Clarence Cape', which is given for exemplary behaviour that week and celebrated in the whole-school assembly, and a special 'tea party'.
- The Headteacher's award for acts of kindness, good behaviour and excellent work.
- Where appropriate, a post on BrightWheel to celebrate good behaviour.

4. De-escalation

As a school, we recognise that on occasion some children may need support with regulating their behaviour and adhering to the high expectations at CIS. Our staff are well trained in supporting children, and adapt techniques based on levels of development or age.

As a school and as a staff team, we will never:

- Use, or threaten to use, any form of physical punishment
- Use any form of physical intervention, unless this is absolutely necessary in order to prevent children from causing harm to themselves, to others or serious damage to property.
- Humiliate children

To ensure the best possible outcomes for children we will:

- Organise the learning environment so that it has a positive impact on behaviour in terms of decoration, space, access and choice of activities.
- Take a positive and consistent approach towards managing children's behaviour.
- Handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding.
- Offer children space to reflect.
- Encourage appropriate behaviour in all interactions with both classmates and staff and show that good behaviour is valued.
- Establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- Deal with negative behaviour quickly and as it arises.

To help children regulate their behaviour, staff will use de-escalation techniques to prevent escalation of behaviour. For example,

[Name], I can see that you are upset/angry etc.

I am here to help you.

Do you want to talk about it?

Come here and let's talk about it.

Use your words as best as you can.

Thank you for telling me.

5. Consequences

As a school, we always aim to celebrate and promote positive behaviour, but we recognise that misbehaviour should also be addressed. The following steps will be taken to address any misbehaviour that occurs during school, and daycare time.

1. Step 1 - Reminder
 - a. A reminder of the school rules and the importance of following these is given. Positive behaviour is reinforced.
2. Step 2 - Final reminder
 - a. A final verbal reminder delivered privately where possible. The child is reminded of school expectations, and the rules are enforced.
3. Step 3 - Reflection within class (parents informed)
 - a. The behaviour observed will result in a short reflection time. It should be used sparingly and in a way that does not feel punitive.
4. Step 4 - Reflection with SLT (phone call / meeting with parents)
 - a. If the behaviour continues even after the previous steps have been followed, the child should have reflection time with a member of the Senior Leadership Team.

Teachers need to be consistent in their approach and follow through with what they are saying. The steps should be followed carefully so that they maintain their meaning and impact.

Restorative conversations

During Step 3 and Step 4, all staff must complete a restorative conversation to help the child understand why that behaviour is not desirable. As a general rule, staff should consistently follow the restorative conversation script below:

Why did you need to have reflection time?

What happened?

(If the child is unsure) I think it may have been when... do you think this is when it started?

What could you do differently next time? Why do you think that?

I'm really happy we had this chat. I feel okay, you feel okay, it's time to go back to having fun with our friends.

6. Collaboration with parents

Children respond well when behaviour expectations are consistent between home and school. Parents should contact us if they would like to talk through strategies to use at home with their child(ren).

7. SEND

Children with identified Special Educational Needs and Disabilities (SEND) will need to be approached differently on an individual needs basis. A child may have a specific support plan with identified strategies to support their behaviour.

8. Reinforcement of the Behaviour Policy

All staff regularly discuss and remind children of the key school rules throughout the day. School rules are displayed in each classroom, and are celebrated and praised during Celebration Assemblies on Fridays. If there are incidents of misbehaviour, teachers may discuss this as a whole-class, or address it within a social story. Children should not be singled out in front of their peers.

The school does not tolerate bullying of any kind, and incidents remain low at CIS. However, if the school discovers what it considers to be an act of bullying, then immediate action is taken to address it to prevent any further incidents. The school works in partnership with parents to come to a resolution during any incidents of bullying. CIS is committed to ensuring that children can attend school happily and are free from any fear.

9. Monitoring and Review

The Senior Leadership Team will continually monitor the implementation of this policy through informal drop ins, lesson observations and conversations with staff and parents. The Senior Leadership Team also reports to the Board of Directors on the effectiveness of this policy, and works in partnership to adapt practice where necessary.

The school keeps a record of any concerning or severe incidents of behaviour. Teachers submit a *Cause for Concern* form, in line with the Child Protection and Safeguarding Policy, and this is reviewed by the Designated Safeguarding Lead, and appropriate action can be taken.

The Senior Leadership Team reviews this policy annually, however they may review it earlier in line with new regulations and best practice, or if the school receives recommendations on how to improve this policy.