

GLS POSITIVE BEHAVIOUR POLICY

Rationale:

A good foundation is the key to success. At GEMS Legacy School, we believe in teaching not for school, but for life. We understand that students learn best in a safe, caring and inclusive environment that clearly outlines expectations of work and behaviour. We aim towards providing an environment that will not only guide them to achieve their true potential, but will also be a mindful and responsible world citizen.

Principle:

The Positive Behaviour Policy is based on the principle PERMAH model of wellbeing that provides a holistic approach to learning and build stimulating learning environments that foster children's physical, personal, social, emotional, intellectual, cultural and spiritual wellbeing

The PERMAH model of wellbeing was introduced by Professor Martin Seligman (2011) in which wellbeing is understood as being more than experiencing positive emotions and feeling happy.

This model underpins our Positive Education philosophy and acknowledges the five elements that are necessary to develop positivity namely:

- Positive Emotion
- Engagement
- Relationships
- Meaning
- Accomplishment
- Health

Through this, we intend to nurture and nourish the core values of school that is in the form of acronym PRIDE. The values are:

- Perseverance
- Respect
- Integrity
- Discipline
- Excellence

With these values and the PERMA model of wellbeing, we hope to see our children grow not only as successful individuals but, also compassionate human beings.

Aim:

This policy aims to:

- Create a caring, stimulating and secure environment in which everyone can work and socialize safely.
- Accept that the maintaining of good behaviour within a school is the shared responsibility of every member of the school community.
- Promote high expectations of positive behaviour through modelling and positive reinforcement.
- Develop a sense of self-discipline and an acceptance of responsibility for actions and encourage pupils to value the school environment and its routines.
- Value the rights of the individual, promote, and develop empathy and respect for self and others.
- Ensure that everyone has the right to be treated fairly and with equity.
- Empower all staff to determine and request appropriate behaviour for everyone.
- Ensure that good behaviour is always recognized and rewarded.
- Raise pupils' self-worth through positive engagement and relationships.
- Develop a culture in which we accept the child and not the poor behaviour.
- Ensure the policy is fully understood, is consistently implemented throughout the school and that effective mechanisms are in place for the monitoring and evaluation of this policy.

Roles and responsibilities of all staff:

All staff are expected to understand and recognize that in their interactions with the students it is the behaviour and not that student which is being addressed.

In addition to this, the entire GLS staff are encouraged and expected to:

- Lead by example.
- Share high expectation of pupils through the class charter
- Be consistent in dealing with the students.
- Facilitate the development of Core Competencies.
- Promote high expectations within the community.
- Meet the educational, social and behavioural needs of all students.

The Role and responsibilities of Parents:

We always consider our parent community as equal partners in our continuous endeavours towards achieving this goal.

For this, the school:

- Collaborates actively with parents, so that children receive necessary support and guidance on demonstrating positive and desirable behaviours.
- Discuss the school rules and expectations during parent orientation.
- Set clear expectations with respect to the parental support in their child's learning and progress.
- Build a working and supportive dialogue between the home and the school to communicate any concerns observed related to their child's welfare or behaviour.

Rewards:

In line with our approach to creating positivity and happiness, good behaviours are actively encouraged and rewarded. The school celebrates student's success and achievements to boost their self-esteem and confidence.

The school has outlined following reward system to acknowledge and encourage positive and desirable behaviour at all times:

- Specific praise from members of staff and other students highlighting good work, effort or behaviour.
- Reward systems in form of points acquired through Class DOJO, house points, smileys, stickers, class charter etc. on classroom walls.
- Certificates, rewards and acknowledgement at class level to students' team work and morale.
- Celebrating good behavior in class and assemblies.

Sanctions:

Most examples of undesirable behaviour can be dealt with informally by the class teacher member of staff and the child.

The sanctions may include:

- Reminder of class rule being broken and choices of behavior
- Reminder of appropriate behaviour and cautioning of possible consequence.
- Discussion with child at appropriate time e.g. end of lesson.
- 'Time-out/cooling off' period in the classroom.
- Quiet time and reflection with the teacher/counsellor

- Withdrawal of Privileges- Loss of part or whole of playtime

If the above sanctions are not working and a child persists in behaving inappropriately, a more formal procedure is employed. The student, teacher, parent, counsellor and the supervisor work in tandem to help the child in his/ her behavior modification.

A Staged Approach:

The staged approach followed by the Positive Behaviour Policy is intended to achieve a consistency of approach in dealing with the wide range of issues a large school organization faces.

The cornerstone of good contact is based upon the quality of relationships we endeavour to build.

At GLS, we strive to show our students that we are in charge of conduct (and therefore attainment) in our classrooms. Each teacher takes efforts to build and establish a relationship with both parents and students that helps embed the core values and a holistic approach that encourages positivity and wellbeing.

Each step in the behaviour policy is intended to support this.

In the Kindergarten we continue to follow positive behaviour strategies using:

- Constant praise
- Modelling behaviour expected
- Proximity praise
- Visual reminders
- 1:1 attention/explanation/eye contact

The parents are involved at every step in one or more ways through frequent discussion, correspondence, through the planner, telephone calls.

| Examples of Behaviour | Steps to be taken by Teacher |
|---|--|
| Talking in class Distracting the class Not equipped for lesson Late for lesson | Use Class DOJO to reduce points. Note in student planner –acknowledged by parents Parents informed by telephone If problem exists across subjects inform the Supervisor Referral to Supervisor |
| Improper uniform | Reminder in the planner Parents informed Parent teacher conference |
| Distracting the class | If behaviour continues, move child away from other children within class. |
| Chewing gum | Inform parents (A phone call or a note in the student planner which requires acknowledgement). |
| Misbehaviour on the bus. | Inform parents, session with the school counsellor, reflection sheets |
| Bullying or fighting | Verbal warning Telephone contact made with parents and Counsellor informed Reflection Sheets to be filled |
| Truancing from lessons Vandalism Graffiti | Incident slip forwarded to Supervisor SLT determine action (to include parents) SLT informed of outcome |

Recording of Behaviour:

The recording of any incidence or inappropriate behaviour is logged in using the Phoenix portal.

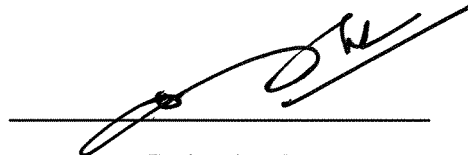
GLS Positive Behaviour Policy respects and accepts the individuality of each student and aims to create an environment of positivity, learning and growth.

Links with other Policies:

This Policy is integral to all school policies. It has key links with policies such as:

- GLS Inclusion Policy
- Child Protection
- Anti-Bullying Policy
- Attendance Policy

This policy will be reviewed annually.


Principal

Date: 18.09.2023

To be reviewed by: 1.06.24

