

**RGS Muscat**  
**Behaviour Management Policy**



<b>Written by</b>	
<b>Approved by</b>	
<b>Review date</b>	

## **Introduction:**

Staff at RGS Muscat are expected to nurture a positive and collaborative climate which fosters supportive and meaningful relationships. The school promotes positive behaviour strategies (see below) which help to develop a purposeful and happy learning environment. RGS Muscat works within the following evidence based framework:

- 1. Consistent, calm adult behaviour - at all times in all classrooms**
- 2. First attention to best conduct - recognising desired behaviours**
- 3. Relentless routines - ensure consistency and fairness**
- 4. Restorative follow up - encourage reflection and positive relationships**

Students have an agreed Classroom Code of Conduct and clear guidelines for behaviour in class which have been developed with student leaders.

## **The Positive Rewards System:**

Positive reinforcement being offered verbally by members of staff and other adults within the school community should be supported with extrinsic rewards:

- Green dojos
- Stickers
- Certificates
- Star of the Week
- Email to parents
- Cards home
- Presentations in assemblies
- Newsletter entries /Appointments to positions of responsibility
- Head of Junior School Commendation

## **Classdojo:**

Classdojo is the school behaviour management system. It highlights the desired behaviours that we expect to see around school. Students are awarded green dojos for displaying positive behaviours. and amber and red for less desirable behaviours. While green dojos are a celebration with the class, amber and red dojos should be handled 1:1 to avoid any student being humiliated in front of their peers. It is essential that all teaching staff including specialist Teachers have full access to the Class dojo positive behaviour system.

- Positive behaviours align with the RGS values and should be used frequently as a recognition of positive efforts and actions
- Certificates will be awarded for students who reach the dojo milestones of 25 and all multiples of 50 thereafter

- Parents should all be given access to their child's Class dojo accounts
- Negative amber dojo points should only be given out following a warning of a specific minor behaviour
  - Exceptions to this include when a behaviour is of medium or serious severity, as outlined in behaviour policy and is therefore considered a red dojo
  - No student should be in negative points overall
  - Children who receive 5 negative dojos in a week are to attend a Restorative reflection session using the key questions with the Head of Key Stage

### **Assemblies:**

Certificates are awarded regularly to students for outstanding effort and attainment, for excellent attendance and punctuality, for sporting endeavour and for services to the school.

### **Parent Communications:**

Certificates, cards and emails home together with positive phone calls, are encouraged to support student progress and promote positive relationships.

### **School Rules and expectations:**

Stonyhurst International School students are expected to demonstrate the Jesuit Pupil Profile virtues and embody the 4 C's of the School's vision.

School rules and expectations will be on display and appropriate to the environment in the following areas:

- Classrooms/Corridors
- Cafeteria
- Playgrounds

### **Sanctions and Restorative Practices:**

Restorative practices offer an opportunity for all people affected by an action to have a dialogue, reflect on how to make things right and restore the classroom and wider school community. Restorative conversations are typically quick and easy conversations when harm is caused that doesn't require formal intervention. Restorative language helps shift the focus away from blame and shame to root cause and repair (see below for restorative questions).

When behaviour is repeated and has continual negative consequences, students will be required to complete the Restorative Justice Junior Student Reflection Form with the respective teacher which will be filed.

Where behaviour is persistently negative and shows no improvement, the School should also consider whether the continuing disruptive behaviour might be the result of unmet educational

or other needs. At this point, the school should consider whether an external referral or multi-agency assessment is necessary.

## **DO**

### **RGS Muscat Positive Behaviour Strategies:**

- Do tell the students what you expect, right from the beginning. 'Show me good sitting, good listening, hands up, no shouting out' etc
- Do repeat these expectations every day
- Do be patient and democratic
- Do avoid power struggles
- Do move towards non-verbal instructions, using tidy up songs, signals, clapping hands, shaking a bell, hands in the air, symbols and visual prompts to support your expectations
- Do praise and reward students frequently, using the reward systems
- Do use 'proximity praise' - praise students either side of a student - '\_\_\_\_ and \_\_\_\_ are showing me excellent listening'
- Do show consistency and be fair in your actions
- Do create exciting lessons - make use of resources that will draw students into the lesson
- Do use countdown to obtain silence, clapping hands, shaking a bell, hands in the air etc
- Do use humour (that is at the students level), if you can
- Do be reflective on your practices

## **DON'T**

- Don't raise your voice or shout
- Don't give out whole class detentions or sanctions
- Don't use open-ended questions when addressing a situation, as this gives the student scope for further bad behaviour
- Don't leave your classroom untidy at the end of a lesson - expect all students to tidy up after their learning

- Don't run your lesson right up to the last minute and then have to rush because you will be late for assembly, lunch etc.

**RGS Muscat Restorative Follow Up Strategy:**



**Restorative Justice Effective Questions for Dealing with an Incident:** *(modified for lower Junior school levels)*

1. Reasons for my behaviour: How were you feeling? What were you thinking? What did you want?
2. What choice did you make?
3. Consequences of my behaviour: How are you feeling now? How did your behaviour hurt others? How did your behaviour hurt you?
4. Two ideas for ways to fix this: To make this problem better, I could.... Or, I could....
5. What will you do differently next time: Next time I will.... Why would a different choice be better? I will make a better choice so that.....

**Key Stage 1 and 2 Behaviour Procedures**

Type of Incident - With Examples	Suggested Sanctions	Follow Up Action
<b>Minor Incidents</b> <ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Being off task</li> </ul>	<b>The following actions are to be taken:</b> <ul style="list-style-type: none"> <li>• Verbal reprimand</li> <li>• Moving seat</li> </ul>	<b>If the child is sent to The Head of Key Stage</b> <ul style="list-style-type: none"> <li>• Incident must be recorded on Education by class</li> </ul>

<ul style="list-style-type: none"> <li>● Calling out</li> <li>● Not following instructions</li> <li>● Incomplete class or homework</li> <li>● Distracting other children</li> </ul>	<ul style="list-style-type: none"> <li>● Time out in a quiet space in the classroom</li> </ul> <p><b>If the child exhibits such behaviour 3 times in a day the following action is to be taken:</b></p> <ul style="list-style-type: none"> <li>● Time out in a neighbouring classroom</li> <li>● Completion of the Restorative Justice Student Reflection Form</li> <li>● Amber Dojo point at teacher's discretion</li> <li>● Email or phone call to parents at class teachers discretion</li> </ul> <p><b>On returning to the class the child is to be reminded of the behaviour expectations at RGS. If there is 1 further incident in the same day the following action is to be taken:</b></p> <ul style="list-style-type: none"> <li>● Child to be taken to the Assistant Head</li> <li>● Email or phone call to parents by class teacher</li> <li>● Reflection time the following day</li> </ul>	<p>teacher or specialist teacher</p> <ul style="list-style-type: none"> <li>● Parents should be informed by phone or email of the incident and agreed sanctions if minor incidents persist.</li> </ul>
<p><b>Medium severity incidents</b></p>	<p><b>The following actions to be taken:</b></p>	<ul style="list-style-type: none"> <li>● Incident must be recorded on Education by class</li> </ul>

<ul style="list-style-type: none"> <li>● Injuring another child through inappropriate behaviour, but 'unintentionally/accidentally'.</li> <li>● Rudeness to staff or arguing with staff</li> <li>● Refusing to do work</li> <li>● Verbal insults to another student</li> <li>● Being continually off-task and continually disruptive</li> <li>● Repeated shouting out or interrupting the class</li> <li>● Using bad language</li> <li>● Inappropriate use of technology</li> </ul>	<ul style="list-style-type: none"> <li>● A verbal reprimand from Assistant Head of School</li> <li>● Red or Amber Dojo point at teacher's discretion</li> <li>● Contact with parents by phone or email by class teacher</li> <li>● Head of School to be informed of the incident</li> <li>● Removal to the class/office of the Head of Key Stage if deemed necessary in cases of extreme behaviour</li> <li>● Reflection time and completion of the Restorative</li> <li>● Completion of any unsatisfactory work until it meets the required standard</li> </ul>	<p>teacher or specialist teacher</p> <ul style="list-style-type: none"> <li>● Teacher must inform parents by phone or email.</li> <li>● Teacher to inform Head of School</li> <li>● It may be decided that there needs to be a meeting with the parent and a member of management depending on the severity of the incident.</li> </ul>
<p><b>Serious incidents</b></p> <ul style="list-style-type: none"> <li>● Extreme rudeness to staff</li> <li>● Aggressive verbal behaviour</li> <li>● Physical inappropriate behaviour with other children or staff</li> <li>● Fighting with another child</li> <li>● Disrespecting the personal beliefs or</li> </ul>	<p><b>The following actions to be taken:</b></p> <ul style="list-style-type: none"> <li>● A verbal reprimand from the Head of Pastoral Care</li> <li>● Red Dojo point</li> <li>● Parents to be informed by phone and invited to meet with the Head of School and</li> </ul>	<ul style="list-style-type: none"> <li>● Incident must be recorded on Education by class teacher or specialist teacher</li> <li>● Assistant Head of School completes investigation</li> <li>● Head of School to meet parents</li> <li>● Head of School will complete</li> </ul>

<p>opinions of other eg religious beliefs</p> <ul style="list-style-type: none"> <li>● Refusal to comply with instructions given by the teacher</li> <li>● Refusal to work or comply with instructions</li> <li>● Intentionally injuring another children</li> <li>● Repeated incidents of bullying</li> </ul>	<p>Pastoral Care at the earliest opportunity</p> <ul style="list-style-type: none"> <li>● Removal of the child to Head of Junior School</li> <li>● Parents requested to take the child home in cases of fighting or extreme behaviour as decided by the Assistant Principal</li> <li>● Subsequent loss of privileges as agreed by Head of Junior School and Head of Key Stage</li> <li>● Completion of any incomplete work</li> </ul>	<p>'follow-up action' box in Education</p> <ul style="list-style-type: none"> <li>● ● Head of School to monitor behaviour of the child on return to class</li> </ul>
<ul style="list-style-type: none"> <li>● Making false allegations about other children or staff</li> <li>●</li> </ul> <p>Theft</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Vandalism</p>	<ul style="list-style-type: none"> <li>● Removal to another classroom for extended periods of time</li> </ul>	<ul style="list-style-type: none"> <li>● Possible suspension/exclusion</li> </ul>



