

Behaviour Management Policy

Queen International School wants all of its students to develop academically and as people who will make positive contributions to their families, friends and communities.

There may be times when a child is not completing work on time or to the required standard. There may also be times when a child's behaviour does not meet the high standards that QIS expects.

This policy is designed to:

- Ensure that there are early interventions when things are not going well
- Work with the student to improve matters
- Involve parents if things do not improve
- Give clear signals to students and families that more serious measures are becoming necessary, if the early interventions are not having the desired effect
- Provide a clear framework for serious disciplinary measures in the few cases where these are necessary

Stage 1 of classroom management is heavily influenced by the relationship between the classroom teacher and the students. It includes:

- Setting boundaries that are fair and consistent
- Dealing with students who breach those boundaries in a calm manner. Minor infractions should draw the following responses:
 - writing the student's name on the board
 - a verbal warning
 - a five minute time-out with the Supervisor, or the student being moved to another seat
- Praising good work, good behaviour, creativity, leadership etc

Section Heads may provide support to students and/or teachers as necessary.

Stage 2 of classroom management involves more focussed intervention with the student who is a cause of concern. It includes:

- Taking time to explain, personally, what the problem is and what needs to be done to address it. This may involve listening to any explanation from the students as to the cause of the problem
- Notifying the Supervisor of the problem so that a record is made
- Using the student's agenda to inform parents of issues that are recurring. Parents should take note if a page has been torn out of the agenda, as this may be because a student does not wish a teacher's comment to be seen at home
- Informing the SEN co-ordinator if the concern relates to an inability to cope with age-appropriate learning

Stage 3. If it becomes apparent that the Stage 2 interventions are not having the desired effect (or if a more serious disciplinary issue arises) a *Cause for Concern* form (formerly known as a 'Carelessness' form) will be filled in by the classroom teacher who has been encountering the problems presented by the student, or the member of staff who has been encountering problems outside the classroom. In the case of repeated low-level problems, it is likely that at least three entries will have been made in the student's agenda before a *Cause for Concern* form is filled in. At this stage, the following process will be followed:

- the form will be given to the section Supervisor, to be sent home to the parents. If the teacher has previously notified the SEN co-ordinator of this student, a copy of the form will also be given to the co-ordinator
- the section Supervisor will also give a copy to the school secretary to be placed on the student's file
- the school secretary will keep a list of causes for concern, to be provided to the Vice Principal and Principal weekly

Stage 4. If the problems addressed at Stage 3 have not been resolved within a reasonable timescale (or if a very serious disciplinary issue arises) the student will meet with the Principal. The student's parents will be invited to the meeting. At this meeting, the student will be placed on probation and may have to serve a period of exclusion from the school. The student, and his/her family, will be given a specified time period in which to address the issues that have given rise to a Stage 4 meeting. A formal letter will be given to the student's family, explaining the situation. A copy of the letter will be placed on the student's file.

Stage 5. If there is no improvement (or if an exclusion offence is committed) the student and his/her parents will meet with the Principal and the Owner to make arrangements to transfer to another school.

William Storey
Principal

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