

**2017-18**



**Myanmar International School**  
Today's learners, tomorrow's leaders

# **BEHAVIOUR FOR LEARNING**

**DRAFT OF MAY 2017**

### **1.1 Context**

This Behaviour Guidance supports the School's Vision and Mission Statements. It also supports the School Staff Code of Conduct.

### **1.2 Our Vision**

At Myanmar International School, we believe that all children are special and possess unique skills and abilities. We offer an education in a positive, diverse, and secure learning environment. We support creativity, critical thinking, and lifelong learning designed to bring out the best in every child. By integrating local values with a global perspective, we prepare our students to successfully meet 21st century challenges.

This policy helps us to move towards the Vision by recognising and protecting each child's unique value and by promoting a positive, diverse and secure learning environment.

### **1.3 Our Mission**

The Myanmar International School mission is to create a challenging, engaging, and motivating student-centered learning environment with instruction in English, where students are taught by a diverse multicultural staff utilizing the Cambridge International Curriculum. Together, we work in harmony to develop every student's full potential in a positive environment, both inside and outside the classroom.

#### **WE ACCOMPLISH THIS BY:**

- Providing students with the academic, physical, and social skills that will enable them to develop as responsible and confident global citizens through collaborative relationships within the school community.
- Offering English Language Learners a supportive, nurturing and conducive environment to improve their English communication skills.
- Inspiring, educating and empowering our students to be inquisitive lifelong learners.

This policy helps us to fulfil our Mission by promoting harmony and a positive environment, by enhancing social skills, by developing responsibility, confidence, citizenship and collaborative relationships and by developing a supportive, conducive environment.

### **1.4 Our Schoolwide Learning Outcomes**

#### **RESPECT**

Respect self and others while being responsible for personal actions.

#### **LIFE LONG LEARNING**

Acquire the skills and the ability to access the resources necessary to continue learning outside of school.

## ***CRITICAL THINKING AND PROBLEM SOLVING***

Apply critical thinking skills in order to solve problems, make decisions, and ask higher level questions.

## ***CREATIVE EXPRESSION***

Participate in the visual and performing arts as well as produce innovative and original projects or presentations across the curriculum.

## ***HEALTH AND WELLNESS***

Focus on healthy choices, practice fitness and nutrition, make informed decisions, and develop health literacy.

## ***EFFECTIVE COMMUNICATION***

Using language and technology effectively to communicate ideas through writing, speaking, listening, reading, and collaborating.

## ***GLOBAL AND COMMUNITY PARTICIPATION***

Contribute as a globally aware citizen while respecting local values and making positive contributions to the community and the world beyond school.

### **MIS STUDENT 'REACHES' FOR SUCCESS!**

*RESPECT*

*ESTABLISH LIFELONG LEARNING SKILLS*

*ACTIVE PROBLEM SOLVING AND CRITICAL THINKING*

*CREATIVE EXPRESSION*

*HEALTH AND WELLNESS*

*EFFECTIVE COMMUNICATION*

*STRONG LOCAL AND GLOBAL PARTICIPATION*

#### **2.1 Our Values and Beliefs about Behaviour**

- Good behaviour doesn't just happen. It requires a joint effort by all those involved with Nottingham British School, the whole school community. If everyone consistently follows our agreed framework and our core strategies, good behaviour will be achieved.
- Good teaching, with well planned, well resourced, differentiated lessons is the most important way of preventing bad behaviour. Regular assessment tells the students that they cannot get away with wasting time in class.
- Parents are our partners and the first educators of their children. We work with parents to give the students the best chance of fulfilling their true potential.

- As members of the staff of this school we show a deep level of care for every student. When things go wrong we seek to help students learn from mistakes. We model and teach the right way to deal with problems. We seek to find solutions, to repair relationships and to right wrongs, not to secure revenge. We forgive and offer fresh starts.
- We have high expectations of every child and so teach the values of respect, self-discipline and hard work.
- We are consistent. We all follow the school's policies and adopt the school's values and beliefs.
- We develop good relationships with the students. We use their first names and take the time to talk to them and find out what makes them tick. We never humiliate or disrespect the students. When we say hello or ask about their interests we are setting the tone and encouraging emotional development and growth.
- We smile and stay calm and professional when the going gets tough.
- We praise and reward good behaviour three times as much as we comment on unacceptable behaviour.
- We base our approach on the concepts of rights and responsibilities.

## 2.2 Rights

To be safe and feel safe

To be respected

To learn

To make a positive contribution

## 2.3 Responsibilities

To behave safely

To respect others, the school and the environment

To help others to learn

To use your talents to benefit others

## 2.4 Scope

This policy applies on the school campus, at all school activities, on school transport and to issues between students at the School stemming from the misuse of technology no matter where students were located when the offence took place.

### 3.1 The MIS Student Code of Conduct (Rules) with links to the Schoolwide Learning Outcomes

- |  |   |
|--|---|
| • We treat each other with respect                                     | <b>Respect</b>                                      |
| • We look after each other and show we care                            | <b>Respect</b>                                      |
| • We look after our School and the things in it                        | <b>Respect</b>                                      |
| • We work together to help each other learn                            | <b>Establish lifelong learning skills</b>           |
| • We talk through our problems to find <b>solutions</b>                | <b>Active problem solving and critical thinking</b> |
|  | <b>Effective Communication</b>                      |
| • We follow instructions so our school is a happy and safe place to be | <b>Health and Wellbeing</b>                         |

By following the code we make a **Strong contribution** to the school community

### **3.2 Routines**

Routines are in place to help make good behaviour automatic at times of the day that are predictably challenging. Teachers need to add to and adapt these to make them suitable for their specific circumstances. School procedures are in place for the following times and the details are in the appendix.

- Escorting classes around the school
- Lining up outside
- Organising bags
- Distributing resources
- Entry to rooms and activities as students arrive
- Children leaving class
- Tidying up and dismissal
- Supervising the corridors
- Break and lining up
- The end of the day
- Clubs and after club supervision

### **3.3 Rewards**

All members of staff use praise, encouragement and reward to re-inforce students' success in following the Code. Positive recognition should be three times as evident as negative comments about behaviour. Display should be used to inform students about their behaviour.

In Years 1-9 Class Dojo is used as the means of logging and displaying positive recognition and minor behavioural infringements (see consequences below).

#### **Celebration Assemblies**

Each week an assembly will be held and certificates presented to students reaching milestones in their collection of Dojo points. Nominations for Star of the Week will also be invited and students are invited to nominate pupils who are deserving.

### **3.4 Consequences**

Children will make mistakes and bad choices. When the inevitable happens, we, the adults, remain calm and professional, modelling the kind of behaviour we wish to teach. We do not engage in arguments with young people, we do not take things personally and we do not seek revenge.

Nor do we tolerate unacceptable behaviour. When children display unacceptable behaviour we respond by issuing them with appropriate consequences which teach them that their actions have an impact on themselves as well as others. The purposes of consequences are:

- To repair the damage that has been done.
- To restore damaged relationships.
- To deter future offences.
- To demonstrate that the school has high standards that apply to everyone.

As with rewards there is an important informal stage of the consequence system. Each teacher and each student is different so your repertoire of behaviour management techniques are an important part of the system. The aim is to

defuse situations, keep things at the lowest possible level and avoid small problems escalating into big ones. Move to the formal consequences whenever unacceptable behaviour is at all severe at all prolonged. Even before these techniques are used you might tactically ignore some things. It is not necessary to be hyper vigilant.

Good Informal techniques include:

Moving close

Looking at the child/gesturing

Praising others

Quiet friendly words

Reminding of the rules "What's our rule about...?"

Describing the behaviour

Partial agreement and re-directing "Maybe he did but what are you meant to be doing?"

Unsuccessful informal techniques include:

Asking why: "Why are you talking?"

Shouting

Abuse

Threats of consequences

Insisting pupils look at you or follow an instruction while they are upset

When keeping pupils in at break give them a Think and Fix sheet which help them consider:

- Where did we go wrong?
- How can we fix it?
- What can we do differently next time?

To have an impact it is important that the teacher talks through responses with the child, this provides an opportunity to repair and rebuild.

The most important feature of an effective system is not that it is severe but that it is applied consistently and with certainty.

Apologies and work to put things right happen at all levels using the principles and routines of restorative justice.

Students are not able to negotiate the removal of consequences in return for subsequent good behaviour.

It is important for teachers to avoid rapid escalation from consequence to consequence by using professional skills, "least intrusive responses" that minimise defiance and argumentative behaviour.

When other strategies have been tried the teacher may refer the student to the relevant Leader who becomes responsible for the response.

A very serious incident of poor behaviour (an assault or swearing at a member of staff for example) might lead to an immediate referral to a Senior Leader but usually consequences will have been used in a stepped way.

Once a student has been referred to a Senior Leader an appropriate consequence will be identified. This could be a detention, a meeting with parents, an Exclusion from school or a period in the Inclusion Room (to be established later).

## **Our formal consequence system has the following steps**

- Step 1            “Verbal Warning” (These words must be used.)
- Step 2            Loss of break  
Issue Dojo “needs work” point (Y1-9)  
Consider moving within the class
- Step 3            Consider sending to a buddy class or to Principal  
Refer to senior member of staff  
Record on Connect  
Parents informed by the teacher  
Loss of two breaks
- Step 4            Send to Principal  
Principal considers internal suspension/exclusion  
Record on Connect  
After school detention on Wednesday  
Parents informed

## **Examples of behaviour and moving from step to step**

In class, students will normally move from step to step if they persist in low level disruption: not paying attention, talking, shouting out, looking at their phone.

Students will move directly to step two if they commit a more serious offence: showing disrespect in a mild form, displaying mild aggression.

They will move directly to step three for a more serious offence including refusing to follow a repeated instruction (but see above about de-escalation), shouting at the teacher, pushing the furniture, swearing at a classmate.

They will move directly to step four for violence, racist behaviour or abuse of the teacher.

## **Detentions/Internal Suspension**

When students are in detention or internal suspension they should be enabled to reflect on their behaviour and learn from their mistakes by completing the appropriate think and fix sheets. In internal suspension they should continue with the work of their class so far as possible and read during break times.

## **Home Room Teacher**

Part of the HR teacher’s role is to monitor and address the behaviour of his or her students across the school.

## **Counsellor**

Referrals to the Counsellor are made by Home Room Teachers or senior staff.

## **Continuing problems**

Daily behaviour reports, inclusion and fixed term exclusions will be used when behaviour is persistently unacceptable. The Counsellor will lead in the management of students with continuing problems.

## **Parents**

Parents will be kept informed of all incidents from step 3. The member of staff who experienced the incident should inform the parents. They will be required to attend meetings after inclusion and exclusion have been used as consequences.