



LAUDE SAN PEDRO
INTERNATIONAL
COLLEGE

Primary Behaviour and Relationships Policy

A Guide to Behaviour for Learning

Based upon Paul Dix: When Adults Change



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INTERNATIONAL
COLLEGE

Laude San Pedro International College

Laude San Pedro – ‘Shared Ideas’

Vision

‘Safe, Happy, Learning’

Mission

We inspire students to become motivated, respectful learners in our inclusive and vibrant international school community. We empower our students to reach their individual potential through building positive relationships in a safe, happy and nurturing environment

Core Values

Resilience
Empathy
Aspiration
Courage
Honesty

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BEHAVIOUR BLUEPRINT

ADULT BEHAVIOUR	OVER AND ABOVE RECOGNITION	3 RULES
<ul style="list-style-type: none"> ● always calm ● consistent language describing behaviour (dysregulated, distressed) ● catch the positives ● PIP+RIP praise in public, remind in private ● build relationships - connect before correct ● positive and proactive ● clear, inclusive routines 	<ul style="list-style-type: none"> ● praise ● dojo champion post ● assemblies ● phone call / communication home 	<ul style="list-style-type: none"> ● safe ● happy ● learning

CLASSROOM SUPPORT (in private)	MICROSCRIPT
<p>Calm and easy on every step with plenty of take-up time. Resist the urge to jump steps.</p> <ol style="list-style-type: none"> 1. Reminder 2. Warning 3. Last chance (using microscript) 4. Quiet space 5. Teacher follow up 	<p>"I've noticed that...You know the school rules are safe, happy, learning. Can you remember when you...(positive example) and how that made you feel? I expect you to...Thank you for listening".</p> <p>Walk away as soon as you have finished and praise pupils who are getting it right.</p>
RESTORATIVE 5 QUESTIONS	'PICKING UP OUR OWN TAB'
<p>What happened? What were you thinking at the time? Who has been affected? What should we do to put things right? How can we do things differently in the future?</p>	<p>Following a (rare) incident where a pupil has been removed from the class for a timeout with a colleague, it is important that the classroom teacher follows this up with a restorative conversation and informs the student's parents if appropriate.</p>

1.0 Introduction

At Laude San Pedro, we have high expectations of behaviour from both our pupils and adults, and strongly believe that all behaviour is a means of communication; a way of expressing an emotion/emotions.

Here at Laude, we work with our students to become the best version of themselves. This is achieved by maintaining positive relationships and ensuring that students feel safe and happy whilst at school and able to achieve their full potential. We praise students who work and behave in a way that is suitable for school and redirect / re-educate those who do not. In order to support this, we have a system that allows us to track where students are meeting the standards required and where they are not.

2.0 Rationale

Our Positive Relationship Policy ensures that within a framework of expectations, routines, rights, and responsibilities, we guide, encourage and teach pupils to form positive relationships with all that are around them which in turn, allows teachers to teach and pupils to learn.

To ensure that the school community operates fairly, everyone is expected to participate in making and agreeing the expectations by which we work.

To create and maintain a positive classroom and school environment we teach towards and encourage:

- Self-regulating behaviour (self-control/self-discipline/self-management)
- Taking responsibility for the choices we make and the consequences of these choices
- Having respect for the rights and beliefs of adults and of other pupils
- Working cooperatively
- Honesty and fairness

This is achieved through a clear and shared set of expectations, rights, routines, and responsibilities.

3.0 Aim

The Behaviour and Relationships Policy aims to encourage the development and maintenance of positive working relationships between all members of our school community. These relationships aim to create a safe, harmonious, and cooperative working environment in which all individuals are to be treated and valued with respect. Students are encouraged to take ownership and individual responsibility of their own behaviour to ensure that all students feel safe, happy, respected and valued.

4.0 Expectations

For the safety and well-being of everyone in the school community, it is necessary for us to work within a set of expectations.

Our school expectations are clear and simple. They are displayed around our school and are used consistently. As created by students:

Safe

- sit on the chair properly
- line up with some space
- keep your hands to yourself
- keep your feet to yourself

Happy

- be friendly
- speak kindly
- say please and thank you
- use kind facial expressions and gestures

Learning

- be ready
- focus and concentrate
- ask questions
- follow teachers' instructions



5.0 Rights

Every person in the school has rights. Each teacher has the right to teach without disruption and children have the right to learn without interference. We also recognise that every member of the school community also has:

- The right to learn and help others through careful listening and turn taking.
- The right to feel safe in and around the school, classroom, and playground.
- The right to express themselves, ask questions, and share opinions and ideas.
- The right to be treated fairly, with equality and respect.
- The right to be listened to in a dispute, and have difficulties with others settled.
- The right to work in an environment that is cared for by everyone in the school, and equipment and belongings looked after.

These rights provide the framework for addressing any distressed/dysregulated behaviours. PSHE will permeate throughout the school day and address these rights, in addition to the specific Jigsaw curriculum which is taught.

6.0 Consistent Adult Behaviour

At Laude San Pedro, you will see visible adult consistencies everywhere. We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

We are always calm.	We speak calmly to all children and adults and model self-regulation at all times. There is never a valid reason for shouting at a child. The only exception might be if a child was in danger.
We use consistent language when describing behaviour.	When we are speaking about a negative behaviour of a student, we always separate the behaviour from the child and use empathetic language (e.g. struggling, distressed, dysregulated, connection-seeking).
We are proactive and positive.	We promote positivity and intervene early to support children who are struggling to self-regulate. There is never a valid reason to physically intervene. The only exception might be if a child is at risk of harm to themselves or others.
We 'catch' the positives.	First attention is always given to best conduct. We actively notice and praise children for 'doing the right thing'.
We praise in public, and remind in private (PIP + RIP).	What we say, how we say it and when we say it can have a huge impact on children. We follow the rule that we praise in public and remind in private in order to promote a positive environment.
We build relationships.	We develop genuine positive relationships with the children. We follow the rule 'connection before correction' and recognise that relationships need to be meaningful and take graft and hard work.
We teach clear, inclusive routines	We teach the routines of movement around school, lining up, and dining etiquette consistently and explicitly to ensure that every student, regardless of their previous school experience, understands what is expected of them and how to succeed.

7.0 Positive Recognition

We work on the principle that for most of our children, they will respond well when their efforts are recognised and rewarded. At Laude San Pedro we use a range of rewards, including but not limited to:

Reward System	Who for?	Why?
Dojo points	Individual Nursery to Year 6	We use Dojo points to promote positive behaviours relating to Safe, Happy, Learning. Once awarded, Dojo points are never taken away.
Dojo Champion and Star of the Week	Nursery and KS1- Star of the Week KS2- Dojo Champion	A weekly Champion (or Champions) is recognised through Class dojo, highlighting the behaviours they have displayed that mirror our rights and expectations, and where students go above and beyond. For younger students, behaviour is awarded through a

		weekly individual 'star of the week' certificate.
Positive message sent home	Individual Pre-Nursery -Year 6	We should always look for opportunities to communicate positive messages to families. Teachers inform parents through Dojo.
Celebration Assembly	Year 5 and Year 6	A half termly assembly led by the Laude Leaders celebrating the achievements of all our children. Staff award a certificate to a child/children in their class who have worked really hard or who have demonstrated our school values, for example shown kindness to others, or worked particularly hard to achieve their best.
End of Year Awards	Individual End of Year Awards	Recognising children who, throughout the year, have been seen to go 'over and above' in a variety of aspects of their school life. The awards are centred around our School Values.

Common Behaviour

Names of pupils can only be displayed for positive recognition. We use positive praise and reinforcement to underpin our approach to discipline.

It is a teacher's responsibility for positive behaviour reinforcement, and we do not use children to monitor each other's behaviour.

8.0 Processes

Processes are followed according to 'The Classroom Support Plan' (Appendix 1).

9.0 Procedures

At Laude San Pedro, we use a variety of consequences. They are tailored to suit the needs for each child within our school. These may include:

- Verbal reminders
- Involvement from home
- Discussions with an adult
- Coaching
- A non-verbal reminder
- Restorative conversation
- Visual cues
- Time Out – 5/10 minutes, either in the classroom or in the playground dependant on location of incident
- MLT / SLT involvement
- In school separation (please see below for further guidance)
- Fixed Term Exclusion (please see below for further guidance)
- Permanent Exclusion (please see below for further guidance)

More serious or recurring incidents are recorded on iSAMS and follow the 'Behaviour Ladder' (Appendix 2), which identifies the level of seriousness of the incident, who and how it is communicated to parents, and the consequences that will be put in place.

In School Separation/Fixed term Exclusion

Level 3, level 4 and level 5 behaviour (Appendix 2), can result in suspension or expulsion. These are only put in place after very serious behaviour incidents, or when the support plans put in place do not show expected progress.

These can be applied in the following ways:

1. **In-school separation** in which a child is removed from her/his class and placed with another teacher for a given period of time.
2. **Fixed term exclusion** where a child is not permitted to attend school for a fixed period of time.
3. **Permanent exclusion** whereby a pupil is no longer permitted to attend school

Consideration will be taken of the age, knowledge and understanding of the child/ren involved in the incident when determining whether an in-school or fixed term exclusion will be used.

Reintegration of Excluded Pupils

All pupils being reintegrated following a fixed term exclusion will have our expectations of behaviour re-clarified. Systems will be established where appropriate/necessary, to support the pupil in making a successful return to class/school. These could include allocation of a Key Worker, clear systems of rewards and sanctions, communication procedures and liaison with parents. All reintegration meetings are to have minutes taken.

If the school becomes aware that anti-social or unacceptable behaviour has been displayed by pupils outside of the school, scaled consequences will apply.

Responses to Bullying

Bullying is intentional, repeated behaviour that hurts, frightens, or upsets another person. It can be physical, verbal, social, or online and involves an imbalance of power. Bullying can include:

- **Physical** – Hitting, pushing, kicking, or taking belongings.
- **Verbal** – Name-calling, teasing, threats, or making rude or mean comments.
- **Social (Indirect)** – Excluding someone, spreading rumors, or encouraging others to ignore or reject someone.
- **Cyberbullying** – Using technology (messages, social media, or online platforms) to harm or intimidate others.

Our school is committed to creating a safe, inclusive, and respectful environment where everyone is treated with kindness and dignity. Bullying of any kind will not be tolerated. All members of the community are expected to enforce the Anti-Bullying

Policy. Students are encouraged to approach a supervising adult to intervene in the case of bullying.

Laude takes concerns and allegations of bullying extremely seriously and is committed to fully investigating all reported incidents. The School Anti-Bullying Policy highlights the responses and actions to all forms of identified bullying.

Students at Laude are expected to act with respect and concern for others both inside and outside school hours. Please visit <https://beatthecyberbully.ae/>.

In addition to incidents at school, cyber bullying may also occur off-campus or outside of school time. If cyber bullying takes place within school and adversely affects the safety and wellbeing of a student then the students who commit cyber bullying will be subject to the consequences for bullying in the Anti-Bullying Policy. Furthermore, if cyber bullying occurs outside of school hours Laude is committed to supporting students and parents.

9.0 Policy Tracker

Date Created	Author	Revision due date
March 2023	N. de Comarmond and Olga Marshall	2024
Review Date	Reviewer	Revision date due
November 2024	A. Barrasa	

APPENDIX 1- The classroom Support Plan

Although there are occasions when the support plan is necessary: every minute a pupil is out of your lesson is one where they are not learning. Praise the behaviour you want to see and do not pander to misconduct.

The Classroom Support Plan

Calm and easy on every step with plenty of take-up time.

Steps should always be taken with care and consideration, and resist the urge to skip or accelerate steps for repeated low level disruption.

Reminder

Take up time

Warning and a minute

Take up time

Last chance and 2 minutes

Script

Lots of take up time

Quiet space to work

Removal from lesson as a sanction

Teacher follow up

Quick catchup, restorative conversation, imposition, reflection, or natural consequence

Take up time	It is important to give the pupil some time here to have the opportunity to reflect on what you have said and respond appropriately.
Last chance warning	A clear, verbal, final last chance warning should be delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices.
Scripted approaches	"I've noticed that... You know the school rules are safe, happy, learning. Can you remember when I phoned home when you...and how that made you feel? I expect you to... Thank you for listening". Walk away as soon as you have finished and praise pupils who are getting it right.

Teacher follow up - “pick up your own tab” - in more detail

1. Catch up

Behaviour that results in a student being removed from a lesson may need no more consequences. However, it is very important to catch up with the student before the next lesson, acknowledge that the previous lesson wasn't good for anyone and that the next lesson is a new start.

2. Restorative Conversation

Walk and talk, stack books and talk, clean tables and talk. The Restorative Conversation is so much easier and more productive if it isn't two people sitting at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:

'What happened?

What were you thinking at the time?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone

3. Imposition

Work that was not done in the lesson might be completed during a break time or taken home, signed by a Parent/Guardian and returned before the start of the next lesson. Impositions are ideal for students who have not completed work due to their poor behaviour choice.

4. Reflection

5 minutes at breaktime or 10 minutes to think about what happened at lunch or the end of the day can be enough. Lengthy detentions served days after the incident don't make the point or teach anyone better future behaviour. Any reflections should be as soon after the event as possible; short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries.

5. Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

Removal from a lesson is a sanction in itself. Using phrases like: 'I would like you to come back for 10 minutes at break to complete the missed work' is much more supportive than 'you have a detention'. As part of the resolution you may wish to have a restorative meeting using the 'The restorative 5'

Individual needs - pupils of determination

Think - Is the action due to their inability to self regulate? Is it a result of their needs not being met? Have they chosen to act/ behave in a particular way, or can it not be controlled? Is their action typical for them, or out of the ordinary?

Remember - recovery time after a crisis is at least 40 minutes for neurotypical pupils.

In exceptional circumstances, where a pupil of determination is unable to understand or comply with this policy because of the nature of their difficulties, an appropriate range of strategies, rewards and sanctions will be used. Pupils who are identified by the school as having additional learning needs, and those with an identified learning need or disability, will have their behaviour targets addressed within their Edukey Action Plans. The implementation of proactive strategies, responses and monitoring will be overseen and managed by the school's Head of Inclusion.

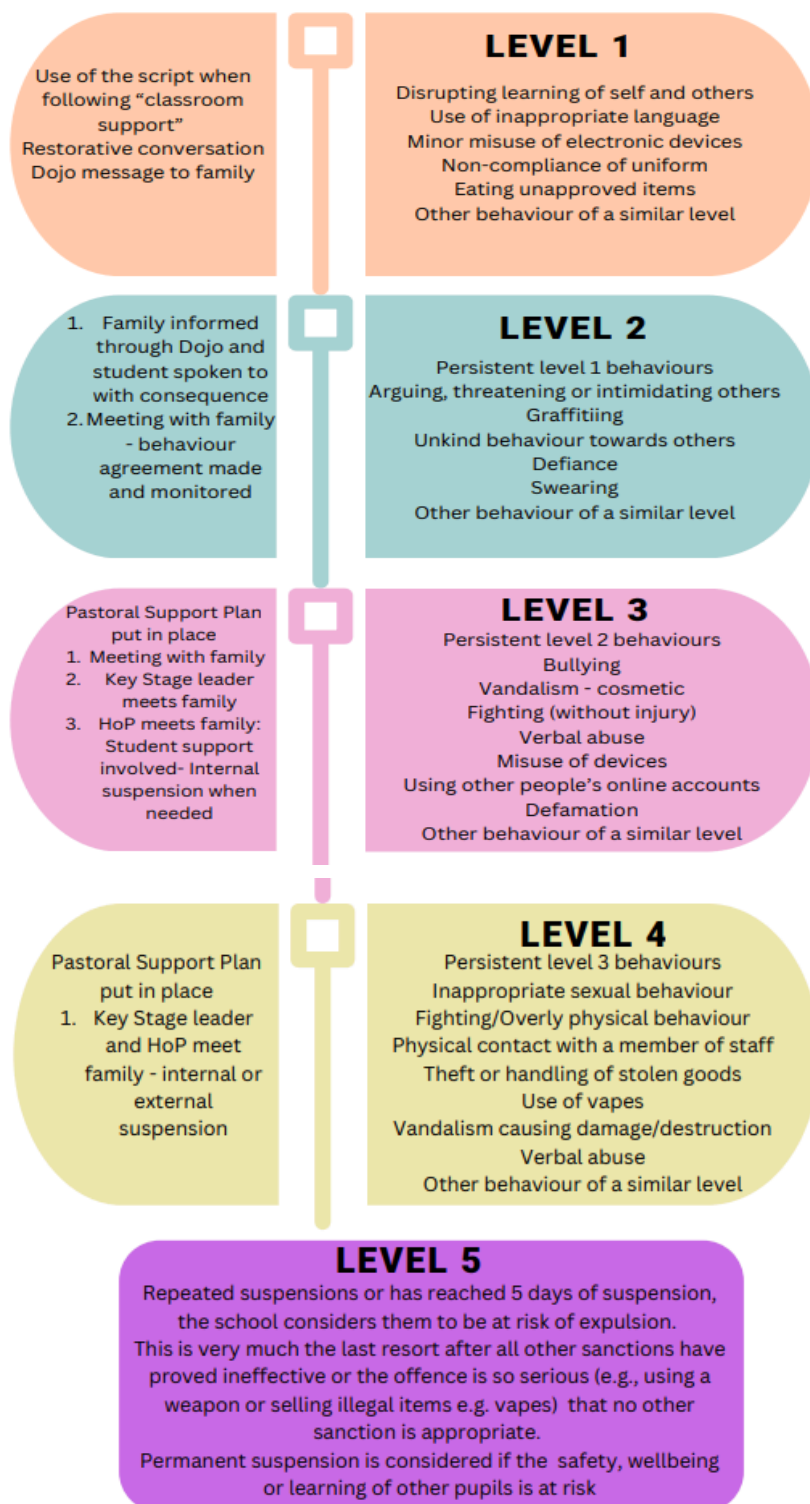
50 ways to talk to learners who are in distress

1. It's ok, I've got you, it'll be ok....	2. I remember the other day when you.... That was incredible	3. How's it going? Fancy a walk?	4. Tell me more about what's going on. Help me understand.	5. I'm listening – what can I do to help?
6. I'm here for you	7. How can we sort this out together?	8. I've noticed that you are struggling today. How can I help?	9. What can I do to help you right now?	10. I'm here if you want to talk
11. It's ok to feel this way. Let's talk about it more and put a pan together	12. I see you. You matter.	13. You talk; I'll listen	14. It's ok – come and talk to me when you are ready	15. I'm here to help
16. How about we go outside and just talk for a bit?	17. You have so much to contribute. I really appreciate you being here.	18. Let's put the kettle on	19. We're here when you are ready	20. I know you can do this
21. I believe in you	22. What happened?	23. Take some time – I'm here when you are ready to talk	24. Can you tell me a bit more then we can work it out together?	25. You are always welcome here and have a safe place
26. You can turn this around	27. Sorry you are upset. When you are ready, let me know what's going on and I will help you	28. You are stronger than you know. You've got this.	29. I can tell you are not feeling it today. What can I do to help?	30. How can we get through this?
31. You are doing amazingly! I see your efforts...	32. I'm not going to say I understand exactly how you feel. I will say that you are allowed to feel how you feel and I'm here if you want to talk about it.	33. I can see that you're struggling, and I'm proud of you for pushing through this.	34. Whatever you are feeling right now, it's ok. Setbacks are temporary but you will remain. And you are capable of anything.	35. Are you ready to share how you are feeling with me?
36. I care.	37. I'm listening	38. What would you like to see happen now?	39. How could we overcome this?	40. What's going on? *wait* 're ally listen*
41. Tell me your worries. Let me help you get to the other side	42. Tears are ok, I'm comfortable with tears.	43. Take your time, take a breath and tell me one small thing that's bothering you	44. *touch on the shoulder* Are you alright mate?	45. How can I make it better for you?
46. Let's break it down into small steps	47. Regulate with a walk or practical activity then come back to the situation when ready	48. What's been on your mind?	49. That sounds really hard. I'm here to listen if you want to talk about it?	50. I'm really glad you're here

APPENDIX 2- The Behaviour Ladder



SAFE, HAPPY, LEARNING



Consistent and clear expectations for all