



Morogoro International School Behaviour Policy

At Morogoro International School we aim to ensure that every member of the school community feels valued and respected. We believe all children have the right to learn in a caring and safe environment in which every child is treated fairly and equally. We have high expectations of children's behaviour and want our children to develop into confident, self-assured individuals who understand the roles and responsibilities they have in our school and the wider community.

Aims of this Policy

This policy aims to:

- Ensure good behaviour across the school
- Provide a framework for all staff to follow in order to promote good behaviour and deal with poor behaviour
- Ensure consistency in approach to behaviour management across the Primary School

Principles of Behaviour Management at MIS

We are a caring, friendly community whose values are built on the words of our school motto: Respect, Integrity and Responsibility. Key to our behaviour policy is Respect – Respect for each other, respect for ourselves and respect for learning. Respect is engendered through good relationships which we encourage throughout the school. We believe in cooperation instead of conflict and aim to emphasise and promote good behaviour rather than seeking only to punish poor behaviour. We believe that this will develop an ethos of kindness and cooperation throughout the school.

Our Expectations

In seeking to promote and encourage good behaviour, we expect everyone at MIS to be:

- Kind and helpful
- Honest
- Hardworking
- Polite and friendly
- Respectful towards all others

Roles and Responsibility

We believe that the promotion of good behaviour is the responsibility of all staff at Morogoro International School. All adults and children involved in the MIS community have a responsibility to adhere to the school's behaviour policy.



Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are followed in their classes and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children are able to work to the best of their ability in a happy, secure environment. The class teacher must be a role model for the children and treat each child fairly and apply the policy consistently. The teachers treat all children in their classes with respect and understanding.

Role of Learning Support Assistants

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should take part in behaviour management in the classroom and around the school. In the classroom, they can give verbal warnings and ask children to move to different colours of the Traffic Light based on good or poor behaviour (see below). They can also give team points to support classroom management. They should inform class teachers of any inappropriate behaviour that they are unable to deal with using the behaviour systems in place.

Role of Parents/Carers

The school aims to collaborate actively with parents and carers so that children receive consistently high expectations for behaviour. We expect parents and carers to support their child's learning and to cooperate with the school. Homework diaries can be used to send home small notes, positive or negative. Parents and carers may be also informed of children's behaviour in school by their class teachers or by the Head of Key Stage, in face or over the phone. This is an opportunity to praise children or to discuss their behaviour with the child with an aim to improving it.

Class rules

At the beginning of each school year, class teachers, Learning Support Assistants (LSAs) and children in their class devise a set of class rules together. They are intended to be guidelines for the sort of behaviour the children and adults expect to see in their classroom and should be phrased positively rather than negatively (e.g. 'Listen when others are talking' instead of 'Don't talk when others are talking'). Creating these rules together with the children is aimed at giving them ownership of the rules so that they are not something enforced upon them but rather a set of agreed upon ground rules for working together in the classroom.

Rules should be written up neatly and prominently displayed in the classroom. They should be referred to when highlighting both positive and negative behaviours.

Traffic Lights System

The Traffic Light is a system put in place to allow children to manage and take responsibility for their own actions and behaviour. It links to the class system of team points and gives children something to work towards during their school day. This ensures that good behaviour is encouraged rather than focusing on punishing bad behaviour. It is a cohesive system for children throughout primary and it gives children the chance to rectify poor choices that they might make. It is important that when using this system, the student understands why their behaviour is not acceptable through discussion with the teacher.



- Traffic light displays should be visible in the classroom and in reach of the children.
- All children start the day on green ensuring every child has the chance to start afresh each day.
- The child should be given a clear, verbal warning which refers to one of the class rules, for example: “Thomas, you are not following the classroom rules. (Refer to a certain classroom rule). (CHILDS BEHAVIOUR) is (DANGEROUS DISRESPECTFUL, IRRESPONSIBLE) because...”
- If the negative behaviour continues, the child should move themselves to Yellow. Here the child may be given an opportunity to change their behaviour by being given thinking time where they are moved to a different area of the class for a set amount of time. The amount of time will depend on the child’s age (one minute added per year of the child’s age).
- After returning to their normal position in the class, the child has the opportunity to return to Green through displaying a positive behaviour choice.
- However, if their behaviour still does not improve, the child should receive one more clear verbal warning before being moved to Red. If this occurs, their behaviour will be discussed and the child will be sent to ‘Reflection Time’ during the next break time (this may be the next day if it occurs after break).
- If the child’s behaviour changes and they begin to make positive behaviour choices, then the child can make their way back to Green, one colour at a time.
- If a child is still on red at the end of the school day, they must take a red card home in their homework diaries to be signed by parents. This should be returned to teacher’s the next day and keep as a record.

As well as sanctions for poor behaviour, the ‘Traffic Lights’ system also seeks to reinforce good behaviour through the use of ‘Check-ins’.

- Check-ins: Check-ins allow children to gather team points for their good behaviour.
- Check-in times happen twice a day, before break-time and before lunchtime. The child’s class team (see below) receives 1 point per person on Green.

Extreme Behaviour

Children should always move one colour at a time except in cases of extreme behaviour. Extreme behaviour means incident such as the following:

- deliberate destruction of property
- racist or homophobic remarks (these are recorded separately and reported to the child protection officer)
- verbal or physical abusive towards another member of the MIS Community
- repeated disobedience
- continued inappropriate behaviour after returning from Reflection Time

In such instances the child should be placed directly on Red. The case will then be referred to the Head of Key Stage and the adult involved should fill out an Incident Report, a copy of which should be given to the Head of Key Stage. The child’s parents/carers will be contacted and a suitable punishment decided.

Record Keeping

Class Teachers should keep a record of children’s behaviour in a Behaviour Book. This is purely serves as a record of any behaviour issues and should not be shared with children. A record should be kept in the book of any children attending Reflection Time and any children who are referred to the Head of Key Stage for the extreme behaviours mentioned above. It should also be used to record dates, content and outcomes of



meetings with parents/carers. This record can be used to identify ongoing issues and support teachers when discussing behaviour with parents.

Reflection Time

If a child is sent to Reflection Time at break time for being on Red, they must take the Behaviour Book and give it to the teacher on duty. The Behaviour Book should state the name of the child, the date and the reason they are missing their break-time. The child will report to the teacher on duty at the Big Banda at the start of break time with their homework diary. The diary will be signed to inform teachers and parents that they have been. The child will then fill in a Reflection Sheet which will require them to identify their negative behaviour, explain why it is unacceptable and how they will change it. Children attending Reflection Time should not be allowed to go to PJs or to eat their snacks. They may have a drink provided they have bought their water bottle down with them at the beginning of break.

Point system

The Big 5 Animal Team Points

The children in each class are split as equally as possible into five and are given a team name of one of the Big Five animals (Buffalo, Elephant, Leopard, Lion, Rhino). A picture of each animal should be kept clearly on display at the front of the class and the points are recorded next to each one. These points are intended to be used for general classroom management and can be used in anyway the teacher requires (e.g. a team point for your team for the first child ready/table tidy/person finished etc.). The points are accumulated through the week. The traffic light system also rewards team points twice a day if the children stay on green. At the end of the week, the animal of whichever team has the most points goes in to the 'winners circle' which is an A3 picture of the animal laminated and put on to the notice board outside. This can also be written in the newsletter weekly and if teachers want to add a reward that is up to them (e.g. that group lines up first for the following week or get a new pencil etc.). All teams start with no points on Monday morning.

Stars

The children can also work to receive 'Stars'. Stars are more significant than team points and should be treated as such. Stars should only be given for outstanding efforts in class work, character and as rewards in competitions for the children's houses. They should not be given for simple classroom tasks but rather should be something that inspire and reward children for outstanding personal accomplishments for example:

- Reaching individual set goals
- Outstanding work
- Showing good character
- Exemplary classroom contribution

Stars go towards house scores and are added up across the entire school. Stars need to be recorded for each child on a chart. The children are all in teams for the star system: Kilimanjaro (Red), Uluguru (Green), Victoria (Blue) and Ruaha (Yellow). The stars for each team should be counted up at the end of every half-term and given to the Head of Key Stages to go towards the whole school score.

At the end of the year these stars will be passed on to the next teacher and children will continue to increase their number of stars throughout the entire time they attend MIS. They will receive certificates for each set of 50 stars they get. This target should not be achieved more often than twice a year by any child.



Golden Time

Each week, children in MIS Primary have the chance to enjoy Golden Time. This is a time where children can enjoy fun activities together as a class, or occasionally in conjunction with other classes. During this time, the children will either take part in an activity set by the teacher or enjoy 'Free Time' where they choose an activity such as reading, class games or drawing. Golden Time can be used by class teachers as an additional behaviour management technique. Children need to *earn* their Golden Time with good behaviour throughout the week. Teachers may use the Traffic Light system to keep track of this or use a different technique for example marbles in a jar.

However they choose to use Golden Time to encourage good behaviour, teachers should be careful not to punish every child for the behaviour of individual children by taking Golden Time away from the whole class. Children who do not deserve Golden Time can sit out while the other children take part in the fun activities. They will be given a task to complete to reflect on their behaviour.

Playground Expectations

High expectations of behaviour at MIS extend beyond the classroom into break and lunchtime. Children are expected to conduct themselves in a manner consistent with our School Motto, showing respect, integrity and responsibility.

Adults on duty will try their best to support children in making positive choices when playing with other children and we expect that most playground issues will be able to be resolved in this way. However, any behaviour issues that cannot be resolved in this manner, and where children displaying poor behaviour as outlined above, will receive a warning from an adult on duty. If the child continues to behave poorly then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues, the child gets a time out on the wall for 5 minutes. The adult may decide that they cannot come off the wall till the end of break, depending on the severity of their behaviour. Any more serious incidents, such as aggressive behaviour both physical and verbal, should be referred to the Head of Key Stage and the child moved to Red. Staff will be made aware if any individual child is having particular difficulties with their behaviour.

Circle time/ PSHE

All classes use Circle Time and PSHE sessions as a tool for promoting positive behaviour. Circle Time and PSHE sessions may be combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

Further Sanctions

We do not wish to exclude any child from school, but on occasion this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), or in the case of extreme violation of MIS's behaviour policy, the Senior Management of MIS will consider exclusion.

Exclusions may occur if:

- A child repeatedly, consistently and deliberately violates the Behaviour Policy
- An extreme violation of the Behaviour Policy occurs
- If allowing the child to remain at MIS would seriously damage the welfare or education of either the child themselves, or of other people in the school.



Extreme violations of MIS's Behaviour Policy include, but are not limited to:

- Verbal or physical abuse towards staff, children or others
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Supplying an illegal drug
- Theft
- Carrying an offensive weapon
- Arson
- Serious actual or threatened violence against another pupil or member of staff

A child may be excluded for a fixed period or, if the breach of the behaviour policy is serious enough, they may be excluded permanently.