



## ESK Primary Behaviour Policy

**Everyone has an entitlement to be in an environment in which they feel safe and cared for.**

At the English School of Kyrenia we ensure right from the start that our pupils are guided and supported so that they understand what behaviour is expected both in and out of school.

By having a clear open behaviour policy, our pupils and parents, from nursery until the day they leave our school as young adults, can expect a consistent approach to behaviour management.

At the English School of Kyrenia we aim to reach the highest standards. While we want our pupils to be lively, inquisitive, curious, and active learners, we also expect that our pupils will do this while taking account of the needs and feelings of the other people around them.

### **Expectations of Behaviour**

We manage pupils' behaviour firstly by highlighting and praising good behaviour and reducing attention to the less desirable. Our teachers constantly and consistently show pupils the accepted behaviour in the school by always treating pupils and other adults politely and with respect. Clear routines are set throughout the day, and pupils are given clear guidance of what is expected from them during the day e.g. showing respect for others and their property, tidying up after themselves or sharing responsibilities as a group.

Pupils are taught how to put their wishes and needs forward in a polite manner, whilst acknowledging that others' wishes and needs also need to be accommodated, and they are advised of their rights and given guidance in difficult situations. Younger pupils are taught how to share equipment and toys, how to take turns, how to ask for help, how to manage friendships and how to describe their feelings and concerns. Older pupils are supported in behaviour management, how to manage conflict, temptation, and negative emotions. These are also addressed through PSHE lessons and whole class/group discussions/check-in meetings.

### **Rewards**

Generally, pupils are rewarded verbally by teachers. When pupils exhibit good behaviour, the teacher will emphasise the act through praise and using phrases to thank them for their cooperation or thoughtfulness etc. Pupils are often given stickers or special responsibilities such as taking on 'class jobs'.

The teachers at the school devise individual 'special awards' (see Primary Use of Rewards). For the youngest pupils this could include such things as verbal praise, taking home a teddy for the weekend, being given special certificates, or stickers. Throughout Year 1 to Year 6, students are rewarded 'Star of the week' which is presented in Key Stage assemblies every week for reaching a target that a pupil has focused hard on to achieve. These could include pastoral or academic targets.

Positivity is key to motivate and ensure that pupils make positive choices that allows them to reflect on their own behaviour which enables them to take ownership of their development towards being kind, thoughtful individuals.

## Sanctions

Where pupils are unable to maintain the expected behaviour standards, the teacher will follow a three-step procedure. That is, two verbal warnings and then further action. Therefore, our policy sets out a series of consequences for repeated incidences of poor behaviour.

EYFS	KS1	KS2
1-Clear communication with the child to highlight the issue. 2-Possible timeout, withdrawal of privileges as required. 3-Communication with parents. 4-Sticker chart to help manage aggressive/physical conduct – implemented immediately.	1-Clear communication with the child. 2-Peg Up and Peg Down System. 3-Dojo points 4-Communication with parents. 5-Withdrawal of privileges as required 6-Sticker chart to help manage aggressive/physical conduct – implemented immediately.	1-Clear communication with the child. 2- Verbal warning 3 – Name written on the board (miss 5 minutes play) 4 – tick issued next to child’s name (10 minutes of play) 5 – Second tick issued, and child sent to another class in the phase. (Children’s names can come off board for positive change in behaviour) 6- After persistent and disruptive behaviour, child to be sent to Assistant Head Teacher and parent informed. 7- Unacceptable conduct (violent, racist, aggressive behaviour) will result in immediate action and report card implemented. Parent Informed

We recognise that children are learning about the world and accept that some pupils are still learning to consistently apply accepted conventions of behaviour. They are still learning to deal with relationships with friends, temptation, and coping in difficult situations is all part of growing up and sometimes children make mistakes along the way. Nevertheless, as the pupils grow and mature, they are expected to take greater control of their behaviour. We continue to praise and reward good behaviour appropriately for their age and for most pupils this is all that is needed to ensure a positive attitude. However, sometimes, despite repeated reminders and guidance, some pupils need a little more encouragement to behave well.

For incidents of inappropriate behaviour (including disruptive behaviour, inappropriate verbal remarks, or violent physical or verbal conduct) the policy sets out a further series of consequences/ sanctions that can be enacted without the 3-step approach, and all staff implement this policy consistently.

**Behaviour Consequence Chart** - This list is not exhaustive and should be used as a guide.

<b>Behaviour Level</b>	<b>Examples of Behaviour</b>	<b>Sanctions/Consequences – In the Classroom</b>	<b>Sanctions/Consequences – Outside the Classroom</b>
Low-Level Behaviour	<ul style="list-style-type: none"> <li>- Not following school values (respect, kindness, responsibility)</li> <li>- Talking/shouting out</li> <li>- Not listening to instructions</li> <li>- Distracting others</li> <li>- Not lining up properly</li> <li>- Running indoors</li> <li>- Minor disruption</li> </ul>	<p><b>Step 1:</b> Polite reminder and praise good examples of behaviour</p> <p><b>Step 2:</b> Follow KS appropriate reward/sanction system</p> <p><b>Step 3:</b> Miss 5 minutes of play to complete work/reflection if in line with KS appropriate reward/sanction system.</p>	<p><b>Step 1:</b> Polite reminder and praise positive behaviour of others</p> <p><b>Step 2:</b> Move to another area of the playground</p> <p><b>Step 3:</b> Miss 5 minutes of play/reflection</p>
Mid-Level Behaviour	<ul style="list-style-type: none"> <li>- Persistently repeating low-level behaviours</li> <li>- Name-calling/teasing</li> <li>- Disrupting the lesson intentionally</li> <li>- Refusal to follow instructions</li> <li>- Being dishonest</li> <li>- Minor damage to property (e.g., scribbling on books)</li> </ul>	<p><b>Step 1:</b> Verbal warning</p> <p><b>Step 2:</b> Follow KS appropriate reward/sanction system</p> <p><b>Step 3:</b> Reflection discussion with teacher</p> <p><b>Step 4:</b> Loss of privileges and incident recorded; parents informed verbally.</p>	<p><b>Step 1:</b> Verbal warnings</p> <p><b>Step 2:</b> Reflection discussion with playground staff</p> <p><b>Step 3:</b> Parents verbally informed by class teacher and recorded.</p> <p><b>Step 4:</b> Loss of privileges (e.g., playtime activities)</p>
High-Level Behaviour	<ul style="list-style-type: none"> <li>- Persistent mid-level behaviour</li> <li>- Verbal abuse towards peers or staff</li> <li>- Aggression (pushing, shoving)</li> <li>- Intimidation or threats</li> <li>- Swearing</li> <li>- Deliberate damage to property</li> </ul>	<p><b>Step 1:</b> Removed from class, sent to phase leader</p> <p><b>Step 2:</b> Reflection session and restorative conversation</p> <p><b>Step 3:</b> Loss of break/lunchtime play</p> <p><b>Step 4:</b> Parents called for meeting</p> <p><b>Step 5:</b> Report card/monitoring in place</p>	<p><b>Step 1:</b> Child sent to reflection zone for safety and rest of play</p> <p><b>Step 2:</b> Reflection session and restorative conversation</p> <p><b>Step 3:</b> Loss of break/lunchtime play</p> <p><b>Step 4:</b> Parents called in for meeting</p> <p><b>Step 5:</b> Report card/monitoring in place</p>
Extreme Behaviour	<ul style="list-style-type: none"> <li>- Physical violence towards another student or staff</li> <li>- Bullying</li> <li>- Highly inappropriate comments</li> <li>- Theft or serious damage to property</li> <li>- Serious health and safety breaches</li> </ul>	<p><b>Step 1:</b> Immediate removal from class</p> <p><b>Step 2:</b> Sent to Headteacher for risk assessment</p> <p><b>Step 3:</b> Parent meeting and behaviour contract</p> <p><b>Step 4:</b> Possible suspension/exclusion</p>	<p><b>Step 1:</b> Immediate removal from playground</p> <p><b>Step 2:</b> Sent to Headteacher for risk assessment</p> <p><b>Step 3:</b> Parent meeting and behaviour contract</p> <p><b>Step 4:</b> Possible suspension/exclusion</p>

Should the teacher feel that these incidents are becoming frequent, then a record would also be kept in the daybook and the Assistant Head Teacher is informed. At this point the teachers invite parents to the school to discuss the concerns and elicit the help of the parents to resolve the issues. A record of this meeting between the teacher and the parents will be made in an encrypted document which is located on the school system. It is important that the teacher should continue to implement positive behaviour management strategies and support pupils in reversing undesirable behaviour patterns. These reoccurring incidences can also lead to internal suspension.

Occasionally, pupils may exhibit behaviour which overrides the 2 warnings. This is when the child's behaviour is putting themselves, other pupils, or adults in danger physically or emotionally. The pupil will be removed from the situation immediately and supervised to calm down before discussing the situation with the teacher. Parents are advised of these incidents, usually at the end of the day, and a dated record kept that this information has been passed on.

However, if all the above actions have been put in place, the final step is to formally involve the parents, the Assistant Head Teacher, and Head Teacher. The Class Teacher and Assistant Head Teacher will discuss the policy and the levels of the 'suspension policy' with parents. This might even include a meeting with the SEND Coordinator and Class teacher to discuss targets and prepare an IEP/IBP which will be shown and signed by parents.

Pupils may receive:

- Removal of privileges – this time is taken for restorative practice with the child(ren).
- Be excluded from after school clubs.
- Miss out on school event, trips, WOW days, etc.
- Be excluded from standing for election to the school council etc.

- Be excluded from out of school activities (trips, residentials and school performances) if the unacceptable behaviour is seen as a danger to either the student himself or other students.
- Internal suspension

It is advised and expected that parents support the school by ensuring that high behaviour expectations are implemented at home alongside the intervention.

At these meetings the discussions may lead to:

- Child being placed on the suspension policy.
- The creation of an individual behaviour plan (IBP)
- The creation of a pastoral support plan based on a Home/School approach.
- The creation of Behaviour Diary
- A diary of planned subsequent meetings with parents and members of staff.

A record of the meeting will be taken, and a copy will be given to the parents, and the other kept on the school system.

In extreme cases, parents may be advised to engage the support of an external behaviour support professional such as a behaviour support psychologist.

If the student's unacceptable behaviour interferes with the education of other pupils, then a fixed term exclusion may be set. (See suspension policy) This will give the student and the family time to reflect on the seriousness of the situation before returning to school. In this case no refund of school fees will be given.

Unfortunately, in the final instance, if a child is unable to reach and sustain the behaviour standards expected at the English School of Kyrenia, despite prolonged support and guidance, we reserve the right to remove the child from the school register. In such cases, no refund of fees is made.

### Revision History

Date	Version	Author (Contributions)	Change Description
03.01.2014	1.0	Judith Green	Initial Creation
03.02.2017	1.1	Judith Green/Sarah Bora/Aiden Roberts	Reviewed and revised
04.05.2018	1.2	Aiden Roberts	Reviewed and revised
10.05.2022	1.3	Aiden Roberts	Reviewed and revised
05.01.2024	1.4	Beria Kalkan	Reviewed and revised
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24.3.2025	1.6	Kathryn Hannay	Reviewed and revised