

Name of Policy:	Primary Behaviour Policy (All Stakeholders)
Applicable to:	Primary/Dutch School
Effective date:	October 2024
Date of next review:	October 2025
Date amended	Amendment
February 2025	● Disclaimer on Corporal Punishment

School mission, vision and values

Vision

In 2027 NCBIS will be the first school of choice in Cairo, providing unrivalled experiences that will enable all students to follow their passions and become successful, caring citizens and leaders in tomorrow's world.

Mission

To be a caring, internationally-minded learning community guided by the philosophy of High Performance Learning and a commitment to continuous self-improvement and reflection.

Values

Nurture	Community Minded	Bravery	Integrity	Self-Reflection
School is a safe place where we promote equality and justice and develop empathetic learners to grow emotionally and intellectually.	Take pride in being part of something bigger than yourself. Choose compassion and forgiveness and demonstrate generosity.	Stand up and be counted and stand for others, be risk takers learning from mistakes and showing resilience.	Be responsible for your own actions and behave honestly, respectfully and ethically.	Understand and develop self-awareness and consciousness about behaviour, thoughts, attitudes and motivation and have the courage to change.

Policy Statement:

The school is responsible for the welfare and safety of all students during the course of all school-related activities, and as such this policy is inclusive of the journey to and from school, extra-curricular events organised by the school such as sports trips, residential trips and field trips, and/or any such occasion where a student may be representing the school. We expect that students will be good ambassadors for the school in the wider community.

This policy was created using research from various educational sources, including The Key for Leaders, and the behaviour policies from other British schools around the world. At the same time, our own behaviour data was analysed by the Pastoral Deputy Head from a period of 18 months.

Purpose and Scope of Policy:

Aims

- To create a culture of exceptionally good behaviour through an ethos of mutual respect amongst all members of the community
 - To ensure the safety and emotional wellbeing of all students
 - To promote community cohesion through improved relationships
 - To refuse to give learners attention and importance for poor conduct
- To ensure all stakeholders are aware of the school's approach to praise and the management of unacceptable behaviours.
 - To ensure a fair and consistent approach to behaviour management across the school
 - To ensure students understand how their behaviour impacts on the school community
 - To help learners take control of their behaviour and be responsible for the consequences of it
 - To use the principles of restorative practice to underpin behavioural and disciplinary matters

Responsibilities:

The School:

- To refer to 'Respectful, Responsible, Ready' in all conversations about behaviour
- Encourage and make use of the school's achievement and behaviour point systems
- To model positive behaviours and build positive relationships
- To treat all children fairly and with respect
- To recognise that each child is an individual and to be aware of his/her needs
- To regularly celebrate learners whose efforts, go above and beyond expectations
- **Always address** any learner who is not behaving in accordance with our NCBIS values, no matter where this behaviour takes place

The Student:

- Be respectful
- Be responsible
- Be ready

The Parent:

- To be aware of the school expectations and to support the school in its mission and values
- To foster good relationships with the school

- To encourage independence and self-discipline
- To alert the school as soon as there are any concerns

Recognising positive behaviour at NCBIS

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including those learners who are hardest to reach. Systems that emphasise praise are more effective in motivating pupils to make appropriate choices and to repeat the associated behaviour. NCBIS employs a range of strategies to this end. Rewards and recognition contribute because they:

- help to build and maintain positive relationships between staff and pupils and between pupils
- make the school experience more enjoyable for pupils and all staff
- encourage pupils to repeat the desirable behaviours that earned the rewards
- contribute to pupils' self-esteem and confidence

Rewards

It is firmly believed that all pupils respond to encouragement irrespective of their ability. Therefore, a variety of ways are used to encourage or reward a student when he/she has done something which is good by his/her own standards.

<p>Class dojo points</p>	<p>Individual reward for outstanding work/attitude/behaviour/effort</p> <p>We use class dojo to collect achievement and behaviour points. Achievement points are converted to house points at the end of the week. When students gain certain numbers of house points they receive a certificate that will be given out during Celebration Assemblies.</p> <p>Single achievement points are given out as a recognition of achievement and positive learning behaviours by individual students, such as:</p> <p><i>Participation in House Events or Special Subject Weeks</i></p> <p><i>Illustrating a VAA or ACP characteristic</i></p>
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<p>Blue bands of brilliance</p> <p>Marble in the jar</p>	<p><i>Exceptional pieces of work or behaviour which shows an international or growth mindset</i></p> <p>Class reward for collaborative work/whole class achievement</p> <p>This is a whole class reward system. Each class will have an empty glass jar at the start of term, along with a bag of marbles. The class chooses a “treat” and displays this choice next to the marble jar. The “treat” is gained by collecting 20 - 30 marbles in the jar (number to be decided by class teacher).</p> <p>It is important to remember that different classes will reach their total at different times based on the behaviours they are targeting for improvement in their particular class. In order to avoid ‘reward inflation’ and ‘reward fatigue’ the following rewards are suggested which are fun and easy to administer.</p> <ul style="list-style-type: none"> - extra play time - golden time at the end of the day
<p>Positive emails home</p>	<ul style="list-style-type: none"> - extra device time (ipad or laptop) - hot chocolate - cartoon time - lunch in the classroom with a staff VIP guest <p>Classes might work towards larger whole class rewards at the end of the year. To do this, you can combine the number of marbles (eg 30 marbles x 2) and work towards this in the summer term. For example:</p> <ul style="list-style-type: none"> - pyjama day - movie and popcorn - class dance party - special lunch (eg pizza) <p>Each time a teacher chooses to reward the whole class for the group behaviour they want to reinforce, for example: good listening, completing work, lining up, being kind, etc. The aim is to reinforce the behaviour you want to see (academic, social, learning to learn etc) at any particular time in the day/week/term. This focus can change from marble to marble, depending on the needs of the class.</p> <p>When the whole class is displaying this behaviour, they are rewarded with one marble. When the jar is full, the class gets their reward and the jar is reset.</p> <p>Forming positive relationships with parents and families is proven to help motivate students with both behavioural and academic achievements. Staff should aim to send regular emails to parents whenever there has been an improvement in behaviour or great behaviour is consistently modelled.</p>
<p>Star postcards</p>	<p>These cards are a great way to tell parents and students about great behaviour.</p>

VAA/ACP of the month certificate and Blue Band of Brilliance	Each month the school will look for students demonstrating a particular attributes and values and they will receive a special certificate and Blue Band of Brilliance during the monthly HPL Assembly.
Achievement Certificates	The number of achievement points (DOJOs) individual students earn will also be rewarded with certificates during Celebration Assemblies every month.

Modifying poor behaviour at NCBIS

On those occasions where pupil behaviour contradicts the school's values and expectations on behaviour, NCBIS will employ positive interventions and restorative practices to provide the pupil with an opportunity to reflect on their behaviour and to support them in recognising how they can modify and improve their behaviour and future actions.

As a school NCBIS believes that adopting a restorative approach to addressing poor behaviour is the most successful way to resolve conflict and improve behaviours.

Restorative practice aims to transform behaviour and restore and improve relationships. This strategy allows all those involved to think about the choices they have made, the impact these choices have had on themselves and others and how better choices can be made in the future. It also allows pupils to take responsibility for their own behaviour.

Behaviour Support Systems

The school pastoral system provides help and advice both to individuals and to groups to regulate behaviour. The appropriate class teacher would usually be the first point of contact should a parent or staff wish to raise any issue or concern. The following staff may also be involved in providing behavioural support depending on the level of need:

- Class teachers and teaching assistants
- Subject and specialist teachers
- Primary Middle Leadership Team
- Primary Leadership Team
- School counsellor
- Primary Mentors
- Head of Inclusive Learning

At NCBIS, corporal punishment is strictly prohibited. We do not allow any physical force or intimidation as a form of discipline. Our approach focuses on positive reinforcement and restorative practices. All staff must adhere to this policy, ensuring a safe, respectful, and supportive learning environment for every student.

NCBIS has zero tolerance for the following behaviours:

Tobacco, Alcohol and Illegal Substances

Substance abuse in any form is treated very seriously at NCBIS: possession, purchase, sale, or being under the influence of drugs/alcohol during school hours or any school-related activity is strictly

prohibited.

Dangerous Objects

Sharp or dangerous objects, weapons, and replica weapons are not allowed on school grounds. The school will not tolerate these objects being brought on to school premises or on any form of educational visit.

Fighting/Assault/Threat of Violence

The school will not tolerate physical fighting (including play fighting), assault, threats of violence, intimidation of any kind or acts of retaliation.

Bullying and Gang Mentality

The school will not tolerate bullying in any of its forms including but not limited to physical, verbal, emotional or psychological

Public Displays of Affection/Inappropriate Sexual Exposure or Activity

Inappropriate displays of affection, including kissing and/or intimate contact are not acceptable behaviours in school. Any sexual activity or exposure will be treated very seriously and fully investigated.

EYFS behaviour levels, consequences and support:

EYFS Behaviour levels and consequences

Category	Behaviours	Level 1	Level 2 - When 3 marks are completed on behaviour tracker sheet in a week	Level 3 - When 3 behaviour incident forms are completed over a half term	Level 4 - When an additional 3 behaviour incident forms are completed or - Any dangerous act that impacts the safety of the student, others or adults is automatically L4
Disruption	Behaviour causing an interruption that disrupts or interferes with the educational process of those or others. Disruption includes bawling out, sustained loud talking, yelling or screaming, noise with materials, and/or sustained out of seat behaviour, refusing to come into class, chewing gum, stopping other children learning.	<ul style="list-style-type: none"> First verbal reminder Second verbal reminder Third verbal reminder: move down on behaviour chart in class or, if at play time or with specialist, remove from the situation and inform class teacher Fourth incident and so on: move down on behaviour chart If the child ends up on the thunder cloud at any point during the day, speak to the parents to let them know and put a tick on the EYFS weekly behaviour tracker sheet 	<ul style="list-style-type: none"> Child to spend 5-10 minutes at break time with class teacher/TA to reflect on behaviour Meeting with parents and Phase Leader Possible referral to Primary mentor after first Level 2 Referral to Primary mentor after second Level 2 Continue to track on the EYFS weekly behaviour tracker sheet 	<ul style="list-style-type: none"> 5-10 minutes spent with Phase Leader at breaktime to reflect on behaviour Meeting with parents and Deputy Head of Pastoral, L4 behaviour support plan put in place (eg rewards, visual support, etc) Primary to continue working with the child putting behaviour plan into place Behaviour log to be set up and actions Continue to track on the EYFS weekly behaviour tracker sheet 	<ul style="list-style-type: none"> 5-10 minutes spent with PLT at breaktime for the whole day to reflect on behaviour Head teacher is informed HT/DHP/CTL to meet with parents to discuss next steps
Destruction	Any completed or blocked response that could cause damage to materials or any other objects or surfaces within the immediate environment				
Aggression	Any instance of making physical contact with another person using body or an object with enough force to cause an audible sound and/or leave a visible mark on the skin	1st instance of aggression <ul style="list-style-type: none"> Parents of all children involved to be informed via email Restorative conversation with person dealing with the situation Calm time away from situation If during play time, specialist lesson, etc, the person dealing with the situation investigates and reports to the teacher Incident behaviour form completed and emailed to class teacher & Deputy Head 	2nd <ul style="list-style-type: none"> Parents of all children involved to be informed via phone call or face-to-face Restorative conversation with person dealing with the situation Sitting out for 10 minutes of break in play area If during play time, specialist lesson, etc, person dealing with the situation investigates and reports to the teacher Class teacher informed Move down on behaviour chart Incident behaviour form completed and emailed to class teacher & Deputy Head 	3rd <ul style="list-style-type: none"> Parents informed and of next steps involving meeting face to face If during play time, specialist lesson, etc, person dealing with the situation investigates and reports to the teacher Class teacher informed Restorative Conversation with class teacher 10 minutes of both breaks inside with class teacher or specialist Move down on behaviour chart Incident behaviour form completed and emailed to class teacher & Deputy Head 	4th or 5th <ul style="list-style-type: none"> If during play time, specialist lesson, etc, person dealing with the situation investigates and reports to the teacher Restorative Conversation with Deputy Head & class teacher Spend both breaks with Deputy Head (20 mins max) Incident Report Form to class teacher & Deputy Head Parents into school to discuss with class teacher and Year Group Leader Reception: Move down on behaviour chart Behaviour support plan Referral to Mentor Consideration by PLT for internal or external exclusion depending on the nature of the incident
Self-harm	Self-injurious behaviour (SIB) often refers to actions directed toward the self that lead to physical harm, typically in the form of tissue damage	Any incident of self-harm must be treated as a safeguarding incident and reported by following the school's safeguarding procedures. You must seek medical attention immediately if needed and inform the school's DSL as soon as possible			

Primary Y1-6 and Dutch Stream behaviour levels:



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Behaviour category	Level 1	Level 2	Level 3	Level 4	Level 5
Disruption Disruptive behaviours are those which a reasonable person would consider as being likely to substantially or repeatedly interfere with the conduct of the class.	Behaviour causing an interruption that disrupts or interferes with the educational process of those or others, such as: Disruption includes behaviours such as: <ul style="list-style-type: none"> continuous calling out sustained loud talking yelling or screaming making a noise with materials regularly getting out of seat arriving late to lessons chewing gum stopping other children learning talking while teacher/taught/other child is talking copying another child's work 	3 x repeated Level 1 over half a term or <ul style="list-style-type: none"> Deliberate interruption of own or others' learning 	2nd Level 3 over a term or <ul style="list-style-type: none"> Inappropriate behaviour during emergency situation (eg fire alarm or evacuation) Inappropriate use of technology or other educational equipment Cheating in a test 	2nd Level 3 over a term or <ul style="list-style-type: none"> Misbehaviour whilst representing the school on a trip or activity, which risks damage the reputation of the school and/or put others in danger Serious inappropriate use of technology Stealing 	2nd Level 4 over a term or <ul style="list-style-type: none"> Truancy from lessons
Destruction Any completed or blocked response that could cause damage to materials or any other objects or surfaces within the immediate environment	Behaviour causing damage to own/other's/school property through carelessness, such as: <ul style="list-style-type: none"> Littering Throwing water/food in any area around school Damage caused by careless inappropriate use of materials/school property (not deliberate) 	3 x repeated Level 1 in half term or <ul style="list-style-type: none"> deliberate damage to own work 	2nd Level 3 over a term or <ul style="list-style-type: none"> deliberate damage to other's work or property 	2nd Level 3 over a term or <ul style="list-style-type: none"> deliberate damage to school property including graffiti 	2nd Level 4 over a term or <ul style="list-style-type: none"> arson flooding
Aggression Any instance of making physical contact with another person using body or an object with enough force to cause an audible sound and/or leave a visible mark on the skin.	Behaviour causing harm to others such as: <ul style="list-style-type: none"> reckless/thoughtless play poor sportsmanship (eg not shaking hands at the end of a competition, teasing, making fun of a team or person that has lost) In a competition, not listening to the adult in charge about a decision that has been made speaking rudely to students or staff stomping that offends another student 	3 x repeated Level 1 in half term or <ul style="list-style-type: none"> lying spitting rude hand gestures refusing to follow instructions Fighting which has occurred as a result of play teasing name calling excluding/boasting others 	2nd Level 2 over half a term or <ul style="list-style-type: none"> swearing deliberate use of rude hand gestures to offend arguing with teachers/other adults in school fighting which has occurred as a result of an argument or provocation abusive misogynistic or racist language maturity related inappropriate public displays of affection (eg kiss chase in Year 5) 	2nd Level 3 over half a term or <ul style="list-style-type: none"> use of intimidation, coercion or force theft or extortion physical assault - including biting - which is unprovoked bullying of another pupil, including online incidents spreading rumours stolous false accusations against other students and members of staff inappropriate public displays of affection (eg kissing in Year 6) 	2nd Level 4 over half a term or <ul style="list-style-type: none"> possession of and/or use of dangerous objects or weapons possession or use of alcohol/tobacco/drugs/other toxic substances bullying of another pupil, including online incidents sexual assault sexual harassment - including peer-on-peer towards adults/verbal or physical

Primary Y1-6 and Dutch Stream consequences and support:

Consequences and actions	Level 1 Don't forget to record the incident on Y1-6/Dutch Behaviour incident form 2024-25	Level 2 Don't forget to record the incident on Y1-6/Dutch Behaviour incident form 2024-25	Level 3 Don't forget to record the incident on Y1-6/Dutch Behaviour incident form 2024-25	Level 4 Don't forget to record the incident on Y1-6/Dutch Behaviour incident form 2024-25	Level 5 Don't forget to record the incident on Y1-6/Dutch Behaviour incident form 2024-25
	The teacher/adult that witnesses or has the incident reported to them will respond to the unwanted behaviour using a range of behaviour management techniques. For example: Disruption: <ul style="list-style-type: none"> a verbal reminder/warning reminder of the NCBIS values reprimand move the pupil to another seat apology Destruction: <ul style="list-style-type: none"> conversation during the lesson or at break time about showing respect reminder of the NCBIS values apology Aggression: <ul style="list-style-type: none"> remove from the situation (eg stop the child playing the game, remove from line) immediate conversation during the lesson or break time about unkindness and how it affects others reminder of the NCBIS values apologise to the person they have hurt 	First incident: <ul style="list-style-type: none"> 5-10 minutes of break time spent having a restorative conversation with teacher and child 1 behaviour point recorded Inform parents (face-to-face/phone call in the first instance) Second incident: <ul style="list-style-type: none"> 5-10 minutes of break time spent having a restorative conversation with teacher and child 1 behaviour point recorded Meeting with parents and class teacher to discuss consequences and agree intervention/support 	First incident: <ul style="list-style-type: none"> Break time spent with Phase Leader/teacher having a restorative conversation and completing reflection sheet 2 behaviour points recorded Privileges revoked Phase Leader to inform parents (face-to-face/phone call in the first instance) Second incident: <ul style="list-style-type: none"> Break time spent with Phase Leader having a restorative conversation and completing reflection sheet 2 behaviour points recorded Privileges revoked Meeting with child with parents, class teacher and Phase Leader to discuss consequences and agree intervention/support 	First incident: <ul style="list-style-type: none"> Entire day of break time spent with Phase Leader/DH Restorative conversation and reflection sheet completed with DH 3 behaviour points recorded DH to inform parents (face-to-face/phone call in the first instance) Privileges revoked Loss of ECAs Second incident: <ul style="list-style-type: none"> Entire day of break time spent with DH Restorative conversation and reflection sheet completed with DH 3 behaviour points recorded Privileges revoked Loss of ECAs Internal exclusion up to 3 days (optional - decided by PLT) Meeting with DH and parents to discuss consequences and agree intervention/support 	First incident: <ul style="list-style-type: none"> Internal exclusion up to 3 days (decided by PLT) or External exclusion between 1-5 days considered (decided by PLT) considered HT to meet with parents 4 behaviour points to be recorded NE: Repetition of any Level 4 behaviours, or a single act of extreme misconduct may lead to direct permanent exclusion, at the discretion of the HT.
Intervention/ support	Wave 1 <ul style="list-style-type: none"> Class teacher to adapt curriculum and learning to meet the needs of the student Class teacher to use Kapow and other resources to teach skill gaps Class teacher to monitor YouHave for concerns 	Wave 2 <ul style="list-style-type: none"> Second incident Referral to Primary Mentor In-school behaviour plan (eg behaviour diary/teacher chart/behaviour log) arranged to class teacher (supported by DH if needed) 	Wave 2 <ul style="list-style-type: none"> Referral to Primary Mentor Behaviour plan or Behaviour plan designed by DH (optional) 	Wave 3 <ul style="list-style-type: none"> Referral to DH Behaviour plan designed by DH and External Agency assessment (optional) 	Wave 5 <ul style="list-style-type: none"> Referral to DH External Agency assessment and recommendations

In all cases, if PLT believes that the behaviour of the student warrants, consequences can be skipped or escalated. In addition, the Deputy DSL may decide to alter consequences based on safeguarding concerns and/or U status.

Bus Behaviour Expectations

It is expected that students shall abide by all in-school behaviour expectations in addition to:

<p>Respect:</p> <ul style="list-style-type: none"> • Students must respect other passengers, the bus monitor and the bus driver; • follow the bus monitor's directions in line with the home/transport agreement • speak politely and in a low tone at all times on the bus; • use appropriate language. 	<p>Consequences:</p> <p>If a student does not follow the behaviour guidance while on the bus, the bus monitor will write up an incident report and send it to the child's class teacher via the Primary school office.</p> <p>Consequences for the behaviour reported will be determined by the school's behaviour policy.</p> <p>If a student has 3 bus incident reports, the school may decide to exclude the student from the bus for 1 week.</p> <p>If a student continues to make inappropriate choices on the bus, they may be excluded permanently from the bus. This will be determined by the Deputy Head of the school and the principal.</p>
<p>Safety:</p> <ul style="list-style-type: none"> • Students must wear their seatbelts at all times; • remain seated at all times; • refrain from eating; • refrain from throwing items. 	

Suspensions and Exclusions

Fixed Term Internal Suspensions: students are to remain in the office of the PLT for the duration of the sanctioned suspension. Students will not be visible to other students to see them as they pass by. Students will be given work by the class teacher/specialist and expected to complete by the end of each day. Students will be allowed to have a break inside at normal times.

Internal suspensions can be sanctioned PLT only.

Fixed Term External Suspensions: students are to remain home for the time sanctioned Head of Primary. Parents will be requested to meet the Head of Primary on re-entering the school. Provisions and targets are in place to ensure the behaviours are supported. This could be, but not restricted to, a PLT report.

Fixed Term External Suspensions can be sanctioned by the Head of Primary.

Suspension Consequences: As a result of any behaviours that warrant a suspension, NCBIS' PLT holds the right to withdraw students from any external trips, events or activities. Parents will bear the cost at any stage of the cancellation policy.

In the event that any student receives two suspensions within one academic year they will be referred to the Principal of NCBIS to be considered for permanent exclusion. The Principal of NCBIS and The Board of Directors will make the final decision.

Relevant legislation

The principal legislation, guidance and regulations to which this guidance relates is:

- *Education Act 2002, as amended by the Education Act 2011;*
 - School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012; Education

and Inspections Act 2006;

- *Education Act 1996*; and
 - Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;
- *SEND code of practice: 0 to 25 years* (updated 1 May 2015);
Special Educational Needs and Disability Regulations 2014 (Part 4); and Equality Act (2010).