



About This Policy

At Nord Anglia International School New York, we expect the highest possible standards of behavior from all children and adults.

The key aims of this policy are:

- To establish a caring community, whose attitudes and values are built on mutual trust and respect for all
- To ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well
- To promote an effective learning environment where everyone feels happy, safe and secure

Code of Conduct

Whilst the exact classroom rules might vary slightly from one year group to another, the framework of the code of conduct remains the same and is driven by the NAISNY Habits: Respect, Morality, Communication, Enquiry, Thoughtfulness, Adaptability, Cooperation and Resilience.

We aim to create a healthy balance between recognition and consequences, with both being clearly explained and specified.

Rewards

- ✓ Verbal praise, lots of smiles and positive body language in front of others to reinforce achievement
- ✓ The use of Head of School and Houston the Hawk stickers for outstanding effort or work
- ✓ House points for effort, behavior and achievement, both in and out of the classroom
- ✓ Extra privileges and responsibilities
- ✓ High-flyer of the week
- ✓ Positive contact should be made with parents following rewards for achievements and behavior
- ✓ Phone calls, letters or emails sent home to parents reporting positive events
- ✓ Sending children to the Head, Deputy Head or Head of Schools for recognition of achievement
- ✓ A class reward system for which they can earn a prize at the end of the week/term.
- ✓ Positive news postcards sent home

Class Dojo

Dojo points are house points and are only used for positive reinforcement. Negative points should not be used.

Classes will be set up at the start of the year by the MAC Team.

Once the account is set up, the MAC Team will send an invitation to parents to join the class. Parents will be able to see their own child's points and pictures that are shared by the teacher. Class teachers should share at a minimum, one post for class learning per day.

Stages of Behavior Improvement

- When learning or individuals are being affected by unacceptable behavior, the school will take action to meet pupils' needs. This will involve parents and other adults, as appropriate, in helping a child to address their behavior
- Class teachers keep a record of behavior issues when they arise. More serious behavior concerns should be reported to your Head of School and recorded on iSAMS
- The Deputy Headteacher will maintain an overview of behavioral concerns throughout the school and keep appropriate records of SLT involvement

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Consequences for Unacceptable Behavior

Despite positive responses to encourage good behavior, it may be necessary to employ several consequences.

- *Stage 1:* A verbal reminder of the expected behavior and consequences of any repeated misbehavior
- *Stage 2:* An moment of reflection (age appropriate length) within classroom as seen appropriate by the teacher, supporting the student to consider what they need to do to engage effectively
- *Stage 3:* Student to miss 15 minutes of breaktime to compensate for learning time missed. Phone call or conversation with parents (same day)
If misbehavior persists, then the Head of School and Teacher must arrange a meeting with both parents. The meeting with parents should be recorded and targets should be given
- *Stage 4:* If unacceptable/disruptive behavior continues, the student will be sent to speak to Deputy Head
- *Stage 5:* Extremely unacceptable behavior will be reported to the Principal. A phone call will be made to the parents as soon as possible

For continued, unacceptable behavior or in the case of serious verbal or physical aggression, the child may be excluded internally from their class and the Principal informed. This may also lead to a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

This decision is taken by the school's Principal.

At Stage 1

The child exhibits unsatisfactory behavior in class or during break time.

Consequence: A quiet verbal reminder of the expected behavior and possible consequences for any repeated misbehavior.

At Stage 2

A child's behavior is repeated and is beginning to cause concern. The class teacher informs the Head of School and:

- Tries a range of strategies to rectify their behavior
- Keeps a record of concerns or incidents

Consequence: Reflection time in class and time given to catch up with work missed.

Note Down (Email sent to Head of School):

A-what led up to the incident and who was involved at this stage,

B-what this resulted in,

C-what the outcome was/how the incident was dealt with.

At Stage 3

Continued misbehavior or if the child fails to respond to strategies used.

- Records are kept by the class teacher and the Head of School is informed
- They support the pupil and class teacher
- Parents are informed and meet with the class teacher
- An individual behavior plan is written; targets are set and reviewed

Consequences: Break time missed, record kept, and parents informed.

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At Stage 4

A child’s behavior is causing increasing concern. They are failing to respond to strategies employed at stage 2 and 3 and require considerable intervention.

- Deputy Head is formally involved - incidents are recorded and the child is dealt with accordingly
- School Counsellor and external agencies may be involved e.g., Educational Psychologist
- Regular meetings and reviews are held with all concerned parties, including parents
- A Pastoral Support Program with SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets, agreed with student and parents, is written and reviewed. This is also recorded on ISAMS
- If behavior does not improve, the pupil may be excluded from school

Consequence: Deputy Head/Head of School and Teacher arranges a meeting with the parents to discuss behavior and next steps.

Stage 5-Serious Incidents

- Fighting, persistent swearing, vandalism, theft, bullying, and behavior resulting in injury are reported to the Principal and recorded on iSAMS
- Staff dealing with a serious incident send for assistance from another member of staff
- All incidents are fully investigated, and appropriate action taken
- Injuries are checked by the School Nurse, details recorded on the iSAMS, and the child monitored
- Parents are informed by the Principal and asked to come into school to discuss the behavior

Consequence: A serious incident may result in a pupil being excluded from school.

Permanent Exclusion:

A child is permanently excluded from the school. This decision will only be made if all attempts to correct the child’s behavior have been unsuccessful.

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