

Embassy International School Behaviour for Learning (Rewards and Sanctions) CHART

Primary Rewards CHART				
Level	Action	Example behaviour PRIMARY	Example rewards PRIMARY	Staff involved
P4	Golden Time	<ul style="list-style-type: none"> • Showing consistency in following the rules throughout the period of 25 days. They don't need to be consecutive days, but in total on your 25th day of excellent behaviour you are awarded Golden Time. Excellent behaviour means: being proactive, engaging with the subject and demonstrating Core Values in practice, e.g. offering to help a peer, making sure that everyone feels included in a game/activity, sharing resources, taking turns. • Demonstrating the EIS core value of the week e.g. offering to help a peer, making sure that everyone feels included in a game/activity, sharing resources, taking turns etc as per the core value of the week. 	<ul style="list-style-type: none"> • Golden Time is the time from 15:00 to 15:30 when a pupil decides what they would like to do. • The choices for lower primary Year 1 to Year 3 from: Play Doh!, bowling, drawing, reading, drawing with special markers, marbles, various board games. • The choice for upper primary Year 4 to Year 6 includes: no homework for the following week, extra playground time, game of chess, board games such as Scrabble, reading books, playing with the Legos, drawing, draw with pastels, posca markers, CBC games website, chat with the friend of their choice. 	Class Teachers award this award using the special Golden Ticket during Friday Core Values assemblies.
P3	A weekly reward (during assembly)	<ul style="list-style-type: none"> • Showing consistency in following the rules throughout the week. Being proactive, engaging with the subject and demonstrating Core Values in practice, e.g. offering to help a peer, making sure that everyone feels included in a game/activity, sharing resources, taking turns. • Demonstrating the EIS core value of the week (Core values certificates) e.g. offering to help a peer, making sure that everyone feels included in a game/activity, sharing resources, taking turns etc as per the core value of the week. 	<ul style="list-style-type: none"> • Forward praise in front of the entire primary during Friday assembly • Core Value certificate awarded in front of the whole school • Award house points to the house they belong to: 3 points. 	Class teachers award this award. The certificates are handed out during Friday Core Values assemblies. P3 are awarded on Classter
P2	Forward praise to the form tutor	<ul style="list-style-type: none"> • Following and referring to class/school agreements and rules. 	<ul style="list-style-type: none"> • Forward praise to another teacher • Award house points to the house they belong to: 2 points. 	Teaching staff

This list is not exhaustive and it is to the teacher's discretion to make a decision upon the situation and the behaviour.

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P1	Verbal praise in the classroom Following the teacher's instructions as listed below in P0 and also these: <ul style="list-style-type: none"> • Encouraging one's peers to do the right thing, helping others to learn and follow the rules. Following instructions promptly, without being asked twice. Showing kindness to other pupils. 	Verbal praise: "I like the way you... (name the behaviour)" Award house points to the house they belong to: 1 point. <ul style="list-style-type: none"> • I noticed this person does ... • I noticed that everyone is working nicely on ... 	Teaching staff
P0	Expected behaviour according to campus, classroom and subject rules <ul style="list-style-type: none"> • Listening to the teacher. • Putting one's quiet hand up. • Being able to transition from room to room, lining up and walking quietly. • Showing respect when a less familiar adult is present (a guest speaker, a parent, etc.). • Responding to the "waterfall" call with the agreed upon gesture and silence. • One two three hands free. • Tidying up before leaving a classroom/the lunchroom. • Being respectful in the hallways (saying hello, making space for anyone who is passing through.) • Showing engagement during the lesson/asking for clarification when something is not clear • Submitting homework on time. • Using English as a common language apart from specialist lessons 	All teachers set these clear expectations in and out of their classrooms. These are expected behaviours - no awards and no sanctions here.	All teaching staff

Primary Consequences CHART				
Level	Offences	Example behaviour PRIMARY	Example Consequences Primary	Staff Involved
N1	Minor non-compliance of any kind	<ul style="list-style-type: none"> • First instance of one of the following behaviours: running, hitting, talking too loud, not listening to teacher, not following instructions (on purpose) defiance, cheating, copying, taking someone else's things, destroying others property/work, 'Running away from the line/group Distracting others in class / assembly. Poor quality learning due to lack of effort / concentration. 	Warning given Where behaviour is happening more than a one-off incident: <ul style="list-style-type: none"> • Move from the Level 1 to level 2 • Restorative talk with children who experienced conflict 	Class Teacher

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		<p>Wearing an inappropriate uniform. The use of a mobile phone during school Throwing items – e.g. rubbers Taking school equipment without permission e.g. school balls at playtime. Name-calling Not completing homework Forgetting key equipment – e.g. PE kit Reckless play. Shouting out in class. Unkindness to another pupil. Swearing or use of offensive language Use of other than English language Playing in out of bounds areas. – if after school, report to parents Notorious skipping swimming without a doctor's note (not able to get Golden Time) Any other form of disrupting behaviour.</p>	with one another	
N2	Repeated minor non-compliance of any kind	<ul style="list-style-type: none"> • Aggressive with other kids biting, kicking, unwanted touching. • Repeated lack of engagement in class • Disruptive behaviour that does not change despite three verbal warnings. • Not completing the work in class 	<ul style="list-style-type: none"> • Speak with parents if behaviour becomes frequent (more than 2 episodes in a school day) e.g. email, in person etc • Loss of reward • Time out in class • Miss part of playtime to complete incomplete learning. • Loss of playtime/lunchtime 	Class Teacher
N3	Lack of improvement following Level N2	<p>Misbehaviour that is not so easily managed within a classroom or lunchtime environment. Class teachers will involve parents and carers. There will be involvement with other senior staff</p> <ul style="list-style-type: none"> • Additional types of behaviour include: • Refusal to cooperate with staff (teachers, TAs, Trainees) • Deliberate destruction or defacing of property. • Rudeness towards an adult whether staff or visitor • Spitting 	<ul style="list-style-type: none"> • Reflective sheet to complete and sign by parents 	Head of Primary
N4	Serious breaches	<p>Misbehaviour (including persistent level 2 behaviour) which always results in formal involvement of the School Psychologist and parents. Additionally, outside agencies may be involved.</p> <ul style="list-style-type: none"> • Additional types behaviour may include: • Bullying • Inappropriate use of technology e.g. trying to access blocked sites, cyber bullying etc. • Racist / Homophobic abuse or language • Behaviour that threatens the safety of others • Deliberate aggression towards others which could cause significant harm. • Theft • Behaviour on school trip / residential that endangers self or others • Bringing dangerous items into school. • Intimidating behaviour • Use of offensive / racist / sexist language • Repetitive excluding certain classmates for no reason • Being physically or mentally abusive towards other children, teachers or any other staff members • Unexplained school absences - formal meeting with school and parents / 	<p style="text-align: center;">Internal Exclusion (lunchtime)</p> <ul style="list-style-type: none"> • Formal meeting with school and parents / guardians – Headteacher leads meeting. • Complete Reflection sheet at home • Confiscated items to be collected by an adult • Removal from school trip / residential <p style="text-align: center;">Behaviour recorded on a Tracker</p>	Principal/Head of Primary

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		guardians		
N5	Repeated serious breaches or Single occurrence of unacceptable behaviour	First major offence of expectations, school rules, core values after intervention from School Psychologist <ul style="list-style-type: none"> • Absenting yourself from lessons / School without permission • Persistent attitudes or behaviour which are inconsistent with the ethos of the school • Non-attendance or non-engagement for internal suspension • Lying to / withdrawing information from school management 	½ internal exclusion re-admittance meeting. <ul style="list-style-type: none"> • Draw up Behaviour Plan <p style="text-align: center;">Behaviour recorded on a Tracker</p>	Principal/ Head of Primary
N6	Repeated serious breaches or Single occurrence of unacceptable behaviour	Second offence of behaviours that are in violation of expectations, core values, etc) <ul style="list-style-type: none"> • Non-attendance or non-engagement for internal suspension • Lying to / withdrawing information from school management • Any form of bullying • Cheating, plagiarism • Inappropriate use of IT, computer hacking • Serious misconduct towards a member of the School community or which brings the school into disrepute on or off School premises – e.g. a malicious allegation against a member of staff • Vandalism, Theft • Blackmail, Physical violence, Intimidation, Racism etc... 	1 day Internal exclusion re-admittance meeting. <ul style="list-style-type: none"> • Fixed Term Exclusion (approved by Principal) + re-admittance meeting. <p style="text-align: center;">Behaviour recorded on a Tracker</p>	Principal/ Head of Primary / Head of School
N7	Repeated serious breaches or Single occurrence of unacceptable behaviour	Misbehaviour that are criminal or present a direct threat to the welfare of EIS stakeholders. <ul style="list-style-type: none"> • Repetitive violent physical behaviour even after parents have been involved (kicking, punching, hitting, biting, physical and mental bullying over a period of time. etc) <p>Additional types behaviour may include:</p> <ul style="list-style-type: none"> • Lack of improvement following the steps above being taken • Supply, possession or consumption of certain drugs and solvents or their paraphernalia or substances intended to resemble them, and alcohol and tobacco. • Misconduct of a sexual nature 	<ul style="list-style-type: none"> • Permanent exclusion <p style="text-align: center;">Behaviour recorded on a Tracker</p>	Principal/ Head of Primary/ Head of School