



**INTERNATIONAL  
SCHOOL  
TURKS & CAICOS**

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**Positive Relationship Policy**

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## 1. Introduction

ISTCI is dedicated to fostering an environment where exemplary behaviour is the cornerstone of effective learning. All members of our community are expected to uphold the highest standards of personal conduct, take responsibility for their actions and encourage others to do the same. As a school, we ensure that each child is treated with unconditional positive regard. Our staff are committed to leading and supporting students effectively.

As members of our community, we adhere to the following expectations:

- **Be ready**
- **Be respectful**
- **Be safe**

## 2. Policy Aims

- To encourage a culture of respect, responsibility and positive interactions among students, staff and the wider school community.
- To create a safe and nurturing environment where students feel secure and supported, enabling them to thrive academically, socially and emotionally.
- To develop an atmosphere of mutual respect and understanding, where diversity is embraced and all individuals are valued regardless of their background or differences.
- To help students develop personal responsibility for their actions by understanding the consequences of their behaviour and learning to make positive choices.
- To establish a clear, consistent and fair system for managing behaviour that is applied uniformly across the school, ensuring that all students understand the expectations and reflection process.
- To provide opportunities for students to develop emotional intelligence, conflict resolution skills and empathy towards others through structured support and intervention.
- To minimise disruptions to learning by addressing behavioural issues promptly and effectively, ensuring that all students have access to an uninterrupted, productive learning environment.
- To work in partnership with parents and guardians to support the behavioural development of students, ensuring alignment between home and school in promoting positive conduct.
- To inspire students to view mistakes as learning opportunities and to engage in continuous self-improvement, particularly regarding their behaviour and relationships with others.
- To recognise that some students may require additional behavioural support due to special educational needs or circumstances and ensure appropriate interventions are available to meet these needs.

### 3. Behaviour Principles

- **Adult modelling:** We, as adults, consistently demonstrate calm, controlled and caring behaviour.
- **Focus on positive behaviour:** We prioritise attention on students who exhibit good behaviour.
- **Recognition beyond the minimum:** While we acknowledge basic standards with a simple "thank you," we formally recognise students who exceed expectations.
- **Consistent expectations:** We clearly define and consistently implement recognition and expectations throughout the school day.
- **Explicit routines:** Our expectations are communicated through clear and consistent routines.
- **Three core expectations:** All conduct discussions refer back to our three simple expectations: "Be Ready, Be Respectful, Be Safe."

### 4. Modelling Positive Behaviours as Adults

#### Requirements for ALL staff:

- **Morning greetings:** Welcome and greet students at the start of the day and after lunch.
- **Teaching good conduct:** Clearly communicate routines and expectations for good conduct.
- **Recognition and correction:** Publicly acknowledge good behaviour and privately address inappropriate behaviour where possible. Language such as *punishment* or *sanctions* are not in alignment with our behaviour policy.
- **Consistency in response:** Apply consistent recognition, language and expectations when managing behaviour to ensure all children are treated fairly.
- **Calm and assertive management:** Remain calm and assertive when addressing inappropriate behaviours. If a staff member is unable to do so for whatever reason, call for a member of Senior Leadership Team (SLT) to deescalate the situation.

### 5. Staff Expectations

#### Requirements for ALL staff:

- **Addressing expectations:** Consistently address any failure to meet expectations.
- **Redirection:** Redirect students by reinforcing "Be Ready, Be Respectful, and Be Safe."
- **Establishing routines:** ALL staff must implement school routines through a clear 3-step process (refer to Appendix 2).
- **Consequences for unsafe or disrespectful behaviour:** Adhere to a defined set of consequences for such behaviour choices.
- **Incident logging:** Record incidents on ISTCI's 'Reflection Form' via Google forms that go straight to SLT.
- **Positive reinforcement:** Use Dojo to highlight students who exemplify school values and learning behaviours. Points will not be added or removed.

- **Celebrate positive behaviour:** Maintain a strong focus on celebrating and reinforcing positive behaviour.
  - **Weekly recognition:** Award a 'Learning Goals' certificate (to link the IPC 8 Learning Goals) to a student/s each week, focusing on effort rather than attainment.
  - **Parental praise:** Share positive feedback with parents through Dojo, verbal communication or via email.
- 6. Leadership Responsibilities**
- **Visible presence:** Maintain a visible presence throughout the school and enforce routines.
  - **Celebration of achievements:** Regularly celebrate staff and students who exceed expectations.
  - **Promotion of positive praise:** Encourage the use of praise, emails to parents and certificates.
  - **Staff development:** Identify and address staff training needs and provide professional development opportunities.
  - **Behaviour records:** Use behaviour records to assess and target interventions (collated by Google forms).
  - **Support for complex behaviours:** Assist teachers in managing students with complex or challenging behaviours through Behaviour Support Plans.
- 7. Effective Behaviour Management**
- **Positive reinforcement:** Deliberately and consistently acknowledge students who demonstrate the right behaviour, praising them publicly. Focus on what the children *are* doing well rather than what they are *not* doing well.
  - **Building relationships:** Develop positive relationships with all students, knowing them well.
  - **Mutual respect:** Work tirelessly to build mutual respect amongst students and staff.
  - **Emotional restraint:** Maintain calmness, reserving emotional responses for when they have the greatest impact.
  - **Unconditional care:** Show care and compassion without conditions.
- 8. Student Expectations**
- **Fresh start:** Receive a fresh start every lesson.
  - **Supportive learning environment:** Feel supported in their learning and confidence-building.
  - **Fair treatment:** Experience fairness and justice.
  - **Humour in teaching:** Enjoy a sense of humour in the classroom.
  - **Consistent communication:** Be spoken to in a calm and consistent manner.
  - **Recognition:** Be recognised for consistently good behaviour and positive attitudes towards learning.

## 9. Recognising Positive Behaviour

- **Simple ‘Thank You’:** Regularly thank students for positive conduct, setting an example for others.
- **Dojos:** Use Class Dojo to highlight students who exceed expectations, particularly in modelling conduct, Learning Goals and positive learning attitudes. Points are not added or taken away; Class Dojo is used merely as a communication tool for parents. Dojos are not given for meeting basic expectations; a "thank you" is sufficient.
- **SLT Praise:** Recognise students who demonstrate exceptional conduct, serving as role models for others. Work may be shared with a member of SLT, who will send a Praise Pad home (this will be separate to weekly Celebration Assembly certificates).
- **Parental communication:** Class Dojo, phone call or email to parents is a powerful form of recognition for student success.
- **Whole school recognition:** Nominate a student/s who consistently exceeds expectations in modelling our learning goals, values and conduct for the Celebration Assembly.

## 10. Routines

**So that every child knows exactly the expectation for common activities, staff will:**

- Teach the children a **3-step routine for all common activities** (e.g. lining up, getting ready to learn, walking to their next classroom etc.)
- Insist that this routine is followed by **every** child, **every** time, **defending the high standard so that it becomes a habit.**

## 11. Managing Inappropriate Conduct

- All staff should consistently follow the same steps when managing inappropriate conduct with regard to staff conduct and follow through with agreed sanctions.
- Adults will be calm yet **assertive** when managing inappropriate conduct, considering body language and the words used carefully.
- Children with specific needs (which may impact their conduct) will require separate, personalised steps which have been agreed with the SENDCO as part of either an Inclusion Plan or Specific Behaviour Plan.
- Conversations correcting inappropriate conduct should be done privately where possible.

## 12. Behaviour Management During Learning Time

Reminder:	The “look”. Praise other children; link back to the three core expectations: Ready, Respect, Safe.
Warning:	Only give once and assertively: “I expect you to know”, “Thank you for now doing....”
In-class reflection:	This is for 5 minutes and is an opportunity for the child to reflect and self-regulate. Class teachers to have a ‘thinking cloud’ in EYFS and a reflection corner in KS1 and KS2. Complete reflection and self-regulation with a restorative conversation.
Imposition:	No further improvement. Incident recorded on Google form to be sent to the Vice Principal (VP). KS1 children: parents spoken to after school by class teacher. KS2 children: end of day reflection with VP between 2:45pm – 3pm. Parents collect their child from the canteen at the end of the school day.

<b>SLT next steps:</b>	
Imposition:	Where there have been several imposition consequences over a half term, the class teacher - along with an SLT member - involves the parents. EYFS and KS1 pupils put on 'Report' which will be done orally. Class teachers communicate with parent/s at the end of the day; this can be a simple hand signal, thumbs up or quick chat.  KS2 has a physical report card referred to as 'Choice Card' to further reiterate that we all have the ability to choose how we behave and can change our behaviour at any time. Teachers grade each session and give comments where appropriate. Students visit SLT at the end of the day and the 'Choice Card' goes home on a Friday.
Severe:	For any of the following, the above stages are bypassed: hate speech, verbal abuse and swearing, bullying, extreme behaviours such as violence, running away, vandalism or dangerous activity, violence towards adults or other pupils. Parents will be informed and the child will be put on instant 'Report' or, depending on the severity, a suspension will be considered.
Suspension:	The impact on staff, children and learning is too high. This is an extreme step and will only happen in the following instances: long-term misbehaviour, the child is not responding to the strategies and if the safety and learning of others is being seriously hindered. The parent/s, child and SLT will meet after the suspension period and there will be a re-integration plan.
Exclusion:	Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Where a child over a half-term has had numerous reflections or impositions, then they can be sent to SLT (see paragraph above) or in more extreme cases be put on 'Report' – either verbally in EYFS and KS1 and formally through a 'Choice Card' in KS2.

### 13. Next Steps for Behaviour Management

**If a child refuses to take necessary steps, their behaviour places themselves or others at immediate risk or they are repeatedly disrupting learning:**

- Remind the child that their choices are disrupting others and that they must now follow instructions.
- Walk away and allow 1-2 minutes for child to self-regulate.
- Ask the child again to follow the instructions, telling them that refusal will result in a member of SLT being called to help them make the right choice.
- Call for member of SLT. *Do this immediately if the child is placing themselves or others at immediate risk.*

**Repair conversation:**

- Takes place at an appropriate time when the child is calm.
- Can be short for low level disruption or may be longer when there have been refusals or deregulated behaviour.
- Focuses on reflection and restoring relationships (not blame or further punishment).

### 14. Behaviour Management at Break and Lunch Times

**Listen to the problem:**

- When you have not seen the alleged incident (which accounts for most incidents at break/lunchtimes):



- Ask each child to 'tell me what happened'. Ask children not to interrupt each other. Make sure that everyone involved has a chance to talk. Ask who else saw what happened and speak to them as well.

**Make sure that your body language and voice is neutral:**

- Having heard all viewpoints, summarise what happened and ask if everyone agrees with this version of events.

**Most children just want to be heard, so please invest time in listening:**

- For minor disagreements (arguments over games, miscommunications etc.) offer advice about how to move forward. For accidental trips etc. suggest that an apology might help.

**Reminder: When a child or group has made a poor (although not deliberate) choice:**

- Link back to the school expectations.
- Remind the child of when you saw them playing well.
- Conversation must be delivered privately away from the group.
- Explain the reflection process if the conduct continues.
- Tell the child to think carefully about their next choices.

**Reflection (after reminders/cautions, unless someone has been deliberately hurt):**

- Tell the child that they now need some time to think about their choices.
- Ask them to sit on a bench for 2-5 minutes (or inside with a member of SLT) for reflection and self-regulation
- Talk to them about what happened leading up to this.

**Repair:**

- Before letting the child leave the bench, have a quick conversation about how they will make successful choices.
- End the conversation positively.

**15. Behaviour Management Outside of School:**

- **Field Trips:** Students are expected to maintain respectful and responsible behaviour during field trips, representing the school in a positive manner at all times. Inappropriate behaviour will result in disciplinary action.
- **Online Conduct:** Students must adhere to the school's code of conduct when engaging in online activities, including social media, if they are identifiable as students of the school. Any inappropriate behaviour online may lead to consequences in line with school policies.
- **Before and After School:** Students are required to uphold school values and follow behavioural expectations when commuting to and from school or participating in school-related activities before and after school hours.
- **Wearing School Uniform:** Students must act in a manner that reflects positively on the school when wearing the school uniform, both on and off campus. Poor behaviour while in uniform will be addressed as if it occurred on school grounds.

## Appendix 1: Restorative Conversations

<p><b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message. The following examples are for <i>different scenarios</i>.</p>	
1. Reminder	<p>I noticed you chose to ... (noticed behaviour). This is a REMINDER that we need to be (Ready, Respectful, Safe). You now have the chance to do so. Thank you for listening. <i>Example - 'I notice that you are running to the lunchroom. Please be <b>safe</b> and walk sensibly. Thank you for listening.'</i></p>
2. Warning	<p>I noticed you chose to ... (noticed behaviour). This is the second time I have spoken to you. If you choose to continue distracting others, you will have to take some time to reflect/regulate. Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make choices that will impact you positively. Thank you for listening/I'm glad we had this conversation. <i>Example - 'I have noticed you are not focusing on your learning and are still talking. You are showing that you are not <b>ready</b>. Is there anything I can do to help? Do you need support?'</i></p> <p>If they know what to do: <i>'Do you remember that yesterday you started your work straight away and got it finished? I know you can do the same today. Thank you for listening.'</i></p>
3. Reflection	<p>I noticed you chose to ... (noticed behaviour). I invite you to reflect (either at the 'thinking cloud' or 'reflection corner'). <b>Playground:</b> I invite you to reflect. I will speak to you in 5 minutes. <i>Example - 'I have noticed you chose to use rude words. You are not being <b>respectful</b>. You have now chosen to reflect. I will come and speak to you in 5 minutes. Thank you for listening.'</i> * DO NOT describe child's behaviour to other adult in front of the child *</p>
4. Follow Up- Repair and Restore	<p><i>What happened? (Neutral, dispassionate language.) What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently?</i></p>
<p><b>*Remember it is not the severity of the consequence, it is the certainty that this follow up will take place that is important.</b></p>	

## Appendix 2: 3-Step Processes for Routines

End of break and lunch times	<ol style="list-style-type: none"> <li>1. Raise hand once an adult has shown hand signal</li> <li>2. Keep feet still</li> <li>3. Remain silent</li> </ol>
Getting into line	<ol style="list-style-type: none"> <li>1. Move quietly</li> <li>2. Get into line order</li> <li>3. Wait for class to be dismissed</li> </ol>
Moving around the school	<ol style="list-style-type: none"> <li>1. Look forward</li> <li>2. Walk carefully</li> <li>3. Respect others by keeping quiet</li> </ol>

Leaving assembly	<ol style="list-style-type: none"> <li>1. Stand when class is called</li> <li>2. Turn to the direction walking</li> <li>3. Walk back to class sensibly and quietly</li> </ol>
Entering the classroom	<ol style="list-style-type: none"> <li>1. Be ready in line order</li> <li>2. Enter class and stand behind their chair (or stand on carpet spot)</li> <li>3. Sit down when teacher states everyone is ready</li> </ol>