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ENGAGEMENT & BEHAVIOUR POLICY AND GUIDELINES

RATIONALE

At Nexus, we recognise that high standards of engagement and self-regulation are essential for learning to take place. We seek to optimise learning through ensuring that the school environment is positive, safe, and nurtures positive relational and learning behaviours while discouraging undesirable behaviours. When such undesirable behaviours occur we seek to engage with the learner(s) to support them, take responsibility for their actions and re-establish a positive environment and prevent further difficulties.

AIMS

The policy is intended to:

- To actively encourage positive behaviours by fostering a rich and positive atmosphere based on the school's core values, high expectations and excellent example/lead taken by adults.
- To actively encourage the teaching of positive behaviours and positive reinforcement of such behaviours.
- To support positive relationships between learners, staff, parents and other members of the school community achieving a spirit of trust, cooperation and mutual responsibility.
- To achieve a calm and orderly environment in which inclusive teaching and learning meets learners' academic, social, moral, and spiritual personal development.
- To maintain a consistent approach to behaviour throughout the school, working closely with parents and families.

Roles and responsibilities

Students will:

- Consistently engage in supporting positive behaviour for themselves and others
- Take responsibility for and reflect upon their actions
- Be ready to learn, show respect for others and their learning, and prioritise safety
- Live and uphold the school's values both in and outside school.

Staff will:

- Model positive behaviours at all times and build relationships
- Plan lessons that engage, challenge, and meet the needs of all students.
- Never ignore or overlook poor (behaviour) choices
- Understand, apply and communicate the school's behaviour policy to those in their care
- Utilise classroom management and behaviour strategies to maximise learning
- Ensure they recognise and identify their own training needs
- Collaborate with colleagues and leaders when faced with challenging or complex situations

Middle Leaders will:

- Take responsibility for student behaviour in their Year Group, Department or Faculty
- Be a visible presence in the Year Group/Department/Faculty to encourage appropriate behaviours
- Support staff in helping students to refocus on their learning
- Regularly celebrate staff and students whose efforts go above and beyond expectations

- Encourage the use of positive communications and positive messages
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Collaborate with senior leaders in challenging or more complex situations

Senior Leaders will:

- Be a daily visible presence across the school
- Celebrate staff, leaders and students whose efforts goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing students with more complex behaviours
- Use data to target and assess the school-wide behaviour policy and its application
- Take responsibility for student behaviour in their section
- Collaborate with Head of School/Principal in challenging or complex situations

Heads of School/Principal will:

- Ensure that structures, systems and leadership models align with the guidelines outlined in this document.
- Ensuring that behavioural issues are addressed at the appropriate level to support classroom teachers, staff and middle leaders to have agency over the behaviour management process.
- Support the school in promoting positive behaviour at all times
- Take responsibility for the behaviour of students and staff in their school
- Collaborate with the Board, Heads of School and/or Principal in highly challenging or complex situations
- All suspensions of learners must be approved by the principal

The Board will:

- Ensure that this policy and related policies are reviewed and adjusted according to the schedule of policy review.
- Designate a member who will be involved in final decisions relating to exclusion of learners.

All Parents will:

- Support the school in promoting positive behaviour in and out of the school
- Inform the school when they are aware of behavioural issues
- Uphold the Classroom Management and Behaviour Policy outlined in the home-school agreement

ASSOCIATED POLICIES AND GUIDELINES

This document should be read in conjunction with:

- NISS Safeguarding and Child Protection Handbook
- NISS Assessment Policy
- Taylor's Schools Attendance Policy
- NISS Drugs, Alcohol (including Vaping and Smoking) Guidelines - Note: When dealing with Behaviour related to Drugs, Alcohol (including Vaping and Smoking) refer directly to this document

REVIEW AND REVISION

This policy will be reviewed once every two (02) years or as required to reflect updates to the relevant legislations, Taylor's Schools group policies or internal school governance standards where applicable

GUIDELINES

Preventative

The belief at Nexus is that it is better to nurture positive behaviours and seek to prevent undesirable behaviours, as opposed to responding to undesirable behaviours that have already taken place. Nexus takes the following clear, consistent, positive and supportive steps as follows:

Positive & Supportive Environment

We strive to provide:

- Relevant, stimulating international curriculum pathways that promote engagement and excellence for all learners both inside and outside the classroom and that facilitate the learners' progress as lifelong learners.
- Inclusive teaching and learning that meets individual learners' academic, social, moral, and spiritual personal needs.
- A positive learning environment that fosters an appreciation of what learning means, learning how to learn, and an enthusiasm and commitment for everyone to reach their full potential.
- A safe, supportive environment based on the values of trust, respect, empathy, cooperation, mutual responsibility, preparedness for learning and learner agency.
- Strategies for creating positive and supportive environments can be found in Appendix One.

Clear & Consistent Expectations

- Expectations of behaviour are underpinned by ensuring learners are ready to learn, learn in a physically and psychologically safe environment and are respectful to their learning and the learning of others
- Expectations are framed as responsibilities and are linked to the related rights that members of the community enjoy when responsibilities are met. See Appendix Two for the whole school shared responsibilities and rights.
- All classes have an 'Essential Agreement' on an annual basis which reflects their age-appropriate interpretation of behaviour expectations.
- Essential agreements are displayed in prominent places in learning spaces.
- All adults role model and exemplify the consistent expectations of behaviour underpinned by the essential agreements.
- Strategies for making clear and consistent expectations can be found in Appendix Three.

Consistent Teaching of Behaviours

- Behaviour learning is as important as academic learning and teaching of behaviours is actively planned for.
- These behaviours can be both taught and enacted at classroom level.
- An 'Introduce/Tell - Show/Model - Practice - Reflect' model is used to teach behaviours using the RECIPE and IB Learner Profile as a guide.

Positive Reinforcement of Behaviours

- Adults actively seek to positively reinforce expected behaviour, which in turn reinforces understandings of expected behaviours and spurs learners to strive to meet expectations.
- Positive reinforcements are made directly in relation to the expected behaviours.

- Adults are actively encouraged to use verbal praise to reinforce 'everyday positive behaviours' and where possible/appropriate share these with families.
- Some examples of notable positive behaviours are:
  - ➔ Showing respect to the teacher/other learners
  - ➔ Giving a range of insightful responses in class
  - ➔ Showing leadership in their behaviour
  - ➔ Being a positive risk taker and trying new things
  - ➔ Showing care to other members of the school community

Preemptive Intervention

- Once a pattern has been identified, we are better able to determine the function of the behaviour and to intervene appropriately to help the learner meet their needs in positive ways.
- Adults are encouraged to use the ABC model to identify patterns of behaviour: A: Identify the Antecedent/trigger, B: Identify the resulting Behaviour, C: Identify the Consequence of the behaviour.
- Adults are encouraged to be alert to the identified antecedents/triggers and make active pre-corrections to avoid undesirable behaviours. These may be logged in iSAMS if they will support learners across learning areas
- Strategies for making a preemptive intervention can be found in Appendix Four.

Responsive Behaviour

It is crucial for staff to respond to undesirable learner behaviours, as ignoring them can be seen as condoning them. Staff must remember that the relationship between an adult and a learner is vital for learning and should be maintained even when addressing engagement issues. Nexus staff respond to undesirable behaviours in a fair, equitable, constructive, and compassionate way by taking actions that are restorative and respectful of each learner's individual needs, rights, and dignity.

Restorative Practice

Restorative Practice is a process that involves all stakeholders in an issue to collectively identify and address harms, needs, and obligations. The goal is to heal and resolve issues as quickly as possible.

Key principles of Restorative Practice:

- Misconduct is a violation of people and relationships.
- Violations create obligations and liabilities.
- Restorative practice aims to heal and put things right.

Nexus staff utilise the 4-step WARM process/mode:

- What: What happened? (Tell the story)
- Affect: Who has been affected? In what ways? (Explore the harm)
- Repair: What do you need to do to put things right? (Repair the harm)
- Move: How do we make sure this does not happen again? (Move forward)

This process reinforces the idea that learners should be trusted and empowered to resolve their own issues.

The hierarchy for our restorative approach is:

- Teachers
- Year Leaders/Learning Area Leaders
- Heads of School
- Principal

A guide to restorative practice can be found in Appendix Six.

Responsive

Behaviour ignored is behaviour condoned; therefore, it is crucial that staff respond to undesirable learner behaviours. Staff must understand that the relationship between an adult and learner is critical to learning and must be maintained when issues of engagement are being addressed. Nexus staff take the following actions, that are restorative and respect the individual needs, rights and dignity of all learners, to respond to undesirable behaviours in a fair, equitable, constructive and compassionate way:

Restorative Practice

Restorative Practice is a process to involve, to the fullest extent possible, those who have a stake in a specific issue and to collectively identify and address harms, needs and obligations in order to heal and put things right as quickly as possible.

- Key principles: (1) Misconduct is a violation of people and relationships; (2) Violations create obligations and liabilities; (3) Restorative practice seeks to heal and put things right.
- Nexus staff use the following 4-step WARM process/mode: (1) What: What happened? (Tell the story) (2) Affect: Who has been affected? In what ways? (Explore the harm); (3) Repair: What do you need to do to put things right? (Repair the harm); (4) Move: How do we make sure this does not happen again? (Move forward).
- The process reinforces the concept that learners should be trusted/empowered to resolve their own issues.
- The hierarchy for our restorative approach is teachers, Year Leaders/Learning Area Leaders, Heads of School, Principal.
- A guide to restorative practice can be found in Appendix Six.

Where behaviours involve prohibited substances (including drugs, alcohol, tobacco, or vaping devices), staff must immediately escalate in accordance with the Drugs, Alcohol (including Vaping and Smoking) Guidelines.

Response Continuum

Staff should respond to undesirable behaviours by utilising the response continuum, which is graded according to level of impact. For guidance on what behaviours constitute levels 0-5, see Learner Behaviour Framework: Five Levels of Impact. Notwithstanding, staff must be cognisant that while a behaviour may be categorised at a particular level, behaviours should be seen as sitting on a continuum; therefore, a level 2 behaviour could be responded to at level 1 or 3 depending on whether it is judged to have more or less impact than the typical.

Moving Forward

Following a restorative intervention, learners at Nexus are supported to take responsibility for their actions and meet the articulated expectations:

- Active collaboration between staff, school leadership, parents, and the learners themselves.
- Being supported to take responsibility for the corrective actions

- Being supported to reflect on their behaviours, possible antecedents, and possible alternative ways of dealing with situations in the future.
- The pre-teaching of behaviours using the 'Introduce/Tell - Show/Model - Practice - Reflect' model.
- Accepting agreed consequences that take into account the specific nature of the behaviour incident and the individual characteristics of the learner.

Nexus Behaviour Levels

Level	Trigger	Support	Action	Communication	Next Steps
0	Minor, infrequent	All staff	General classroom management strategies	Not required	Informal monitoring
1	Minor	Supervising Teacher and or Homeroom/Tutor	Pre-conversation, Restorative conversation, Follow-through	Communication with leaner involved	Monitor and check-in
2	Ongoing behaviour or more serious	Supervising teacher with Year Leader or LAL suport	Withdraw to reflect Reflection or positive during break time,	Email, phone call or meeting	Learner Action plan Clear outcomes for future actions
3	Significant impact	Year Leader + SLT Link	Off-timetable reflection	Parent meeting	Adapt Action plan Clear outcomes for future actions
4	Serious incident or ongoing Level 3	SLT Three members	External Suspension to reflect	Parent conference Reentry interview	Formal behaviour contract Structured review
5	Extreme behaviour or Ongoing Level 4	Principal + Expulsion Board	Expulsion process	Formal written notice + Board involvement	Referral to external agencies if necesary

Learner Behaviour Framework: Five Levels of Impact

This framework outlines a five-level approach to addressing learner behaviours, escalating in response based on impact and persistence. Each level builds upon the previous, with interventions becoming more comprehensive as the impact of the behaviour increases.

Level 0: Minor Disruptions (Negligible Impact)

These are low-level undesirable behaviours, often engaged in unintentionally, that staff can manage non-intrusively through effective classroom pedagogy.

- **Examples:** Minor off-task moments, momentary disengagement, being slightly unprepared for a lesson (e.g., forgotten pen), minor and brief misuse of technology (e.g., checking a text message briefly).

- **Response:** Immediate, non-intrusive teacher intervention; good classroom management pedagogy.

Level 1: Low Impact Behaviours

These behaviours have a low impact, requiring a structured process of resolution, clear communication, and recording.

- **Examples:** Being consistently off-task or disengaged, minor disrespect (e.g., tone of voice, eye rolling), incomplete or missing home learning (Secondary), minor play-fighting or invasion of personal space, inappropriate language (non-serious, repeated), consistently unprepared for lessons (e.g., no equipment, incorrect uniform), minor misuse of technology (playing games, texting, listening to music repeatedly), arriving late to class regularly.
- **Response:** Teacher-led resolution, deciding on next steps, and recording the incident. Focus on restoring positive behaviour. May be communication home if necessary

Level 2: Moderate Impact Behaviours

These undesirable behaviours have a moderate impact, necessitating a more extensive response that includes restorative actions, contributions back to the community, and additional support strategies.

- **Examples:** Ongoing non-compliance or defiance, repeated Level 1 behaviours without improvement, serious misuse of technology (e.g., accessing inappropriate content), severely inappropriate language, physical actions that are developmentally age-appropriate but disruptive, indirect discrimination (e.g., offhand racist or homophobic remarks), dishonesty or breaches of academic integrity, actions that significantly disrupt learning for others, misuse of property or causing harm without malicious intent.
- **Response:** Team Leader involvement (e.g., Year Leader), more extensive support, actions to repair harm and contribute positively to the community. Communication with home initiates at this level.

Level 3: Significant Impact Behaviours (Requires Comprehensive Intervention)

These behaviours have a high impact, requiring a very comprehensive response involving all stakeholders, extensive support actions, and the creation of a behaviour plan or contract. Bullying typically falls at this level.

- **Examples:** Bullying (persistent or targeted), direct discrimination (e.g., racist, sexist, or homophobic comments or actions), malicious physical harm, substance misuse (initial incidents), theft or vandalism (moderate), harassment of peers or staff (initial instances), truancy or leaving school grounds without permission, repeated Level 2 behaviours despite intervention.
- **Response:** Senior Leadership Team (SLT) involvement, comprehensive behaviour plan/contract, extensive support, and mandatory communication with home. Referral to the Designated Safeguarding Lead (DSL) if safeguarding concerns arise.

Level 4: Suspension (Serious Misconduct or Repeated Level 3)

Suspension (internal or external) is applied in response to serious violations or repeated Level 3 behaviours where previous interventions have not resulted in sustained improvement. This level provides time for reflection on actions.

- **Examples:** Physical or sexual assault, severe direct discrimination, significant substance misuse, major theft or vandalism, persistent or severe harassment, repeated Level 3 behaviours despite intervention.

- **Response:** Principal and SLT involvement is mandatory. Suspension is used to safeguard the welfare of the majority. Academic tasks are provided, and parents/guardians are responsible for supervision during external suspension.

Level 5: Expulsion (Extreme Impact)

Expulsion is reserved for extreme misconduct or repeated Level 4 behaviours that demonstrate a learner's persistent inability or unwillingness to meet behavioural expectations, or when their continued presence poses an unacceptable risk to the safety and well-being of the school community.

- **Examples:** Extreme violence, serious criminal acts on school grounds, repeated Level 4 behaviours that indicate an ongoing risk to the school environment or a fundamental breakdown in adherence to school values and safety protocols.
- **Response:** The ultimate disciplinary action, involving the Principal and SLT, to ensure the safety and integrity of the school environment.

All incidents relating to drugs, alcohol, vaping, and smoking must be managed in accordance with the School's Drugs, Alcohol (including Vaping and Smoking) Guidelines, which take precedence for investigation, reporting, and consequence determination

Response Framework

Each level requires specific response elements, escalating in intensity:

- **School Support:** From teacher-led (Level 0, 1) to Team Leader (Level 2) and ultimately Senior Leadership Team (Level 3, 4, 5).
- **Action by the Learner:** Increasingly involves restorative steps and contributing back to the community, encouraging accountability.
- **Communication:** Consistent communication with parents/guardians, escalating from informative (Level 1) to in-depth discussions and collaborative planning (Level 2, 3, 4, 5).
- **Next Steps:** Ranging from classroom agreements to comprehensive behaviour support plans, suspensions, and ultimately expulsion.

Parent Concerns/Complaints with/during the Behaviour Management Process

At any stage of the process parents/guardians have concerns relating to the outcomes and or how the issue has been handled they may:

- **Level 0 and Level 1:** Escalate their concerns to Learning Area Lead, or Year Leaders according to the concern
- **Level 2:** Escalate their concerns to member of the respective school's SLT (not Head of School) according to the concern
- **Level 3:** Escalate their concerns to the respective Head of School

At the point of a suspension or exclusion parents/guardians will meet with respective heads of school and/or the principal. This meeting provides the opportunity for parents to respond to the indicated consequences for their child.

- **Level 4:** Escalate their concerns to the Principal

- **Level 5:** Escalate their concerns to the Board of Directors*

  **Where deemed appropriate and or necessary by the Board of Directors, there may be an independent panel convened to review the concern/issue*

Timings

- **Level 0/1:** Responses typically within 24 hours.
- **Level 2:** May take up to a week.
- **Level 3/4/5:** Beyond a week, unless the need for immediate suspension or expulsion is clearly evident. Staff balance swift action with adherence to the Nexus Behaviour Levels process.

Data Collection & Analysis

Incident data provides valuable indications for preventative actions through:

- Analysis of ISAMS entries by year group leaders to identify trends.
- Periodic meetings between staff responsible for data analysis (Year Leader and SLT).
- Monitoring of Recognitions and Concerns entries on ISAMS for accuracy and consistency.

APPENDIX ONE: Guidelines for Providing a Positive & Supportive Environment

Lesson Planning & Management

- Make the purpose of learning clear through explicit learning intentions and success criteria presented or developed for each session.
- Ensure that inclusive pedagogy is engaged in, and that the individual needs of all learners are addressed at the planning stage of the lesson.
- Greet learners (individually, if possible) before addressing issues such as hats off, devices away (if applicable), incorrect uniform, etc.
- Maximise learning time by establishing and maintaining class routines (e.g., getting books and equipment out - devices should not be routinely opened without the teacher allowing this to happen).
- Have a predetermined signal for when all learners are required to listen.
- Instructions to be given at a low volume, kept brief, with the dialogue covenant adhered to at all times.
- The learning spaces are respected, tidied and left in a ‘cared for’ state before breaking for snack, lunch, and at the end of the day.
- Provide feedback and feed forward to individual learners, privately and in a respectful manner.
- Build relationships with learners inside and outside the classroom to strengthen the school community and classroom relationships.

By following these procedures, we collectively support one another, the whole school community and the consistent climate of respect.

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APPENDIX TWO: Rights & Responsibilities

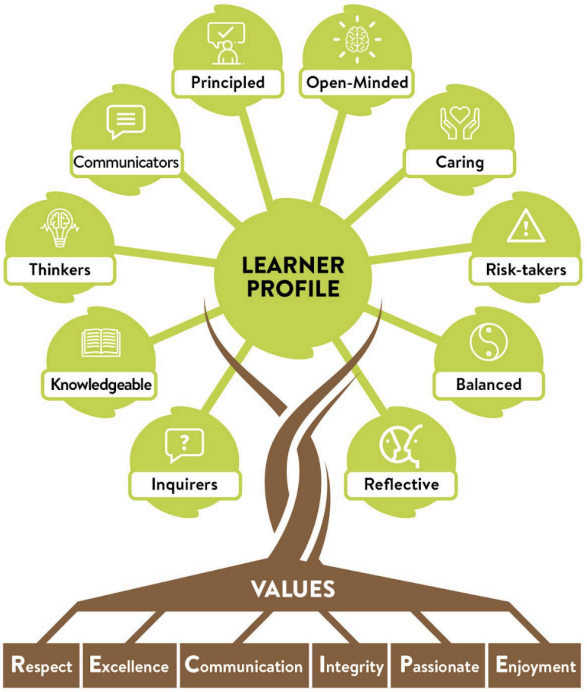
While at the start of each school year class groups are empowered to create Essential Agreements based on RECIPE, that outline their responsibilities and rights in that context, the following table outlines the whole school collective responsibilities and rights at Nexus International School.

Domain	It is our RESPONSIBILITY to	We all have the RIGHT to
Respect	• Be respectful of other people's backgrounds, characteristics, beliefs, and property • Show empathy for other people's feelings, respond kindly, and ensure everybody feels welcome • Refrain from physical, verbal and cyberbullying, threats or intimidation (including texting, chat programs, Facebook, Google Meet etc).	• Feel valued, safe and supported • Be treated with respect regardless of our backgrounds, characteristics, and beliefs • Be included, feel welcome • Not be bullied, threatened or intimidated (physically, verbally and/or with the use of communication technology)
Excellence	• Demonstrate positive learning behaviours • Take ownership of our learning • Be prepared, aware and involved in our learning • Set learning goals to improve our learning • Cooperate with others to achieve personal and school goals • Provide timely communication • Respond positively to suggestions about our learning	• Achieve our full potential • Effective learning and effective teaching • Learn individually and collectively • Effective and timely communication • Learn without disturbance • Develop for our future
Communication	• Speak politely and respectfully to each other • Make our interactions with others inclusive, being respectful and accepting of individual differences • Afford others the opportunity to share their ideas, thoughts and feelings	• Be spoken to politely and with respect • Receive empathetic communication that accounts for our individuality • Be heard and considered
Integrity	• Be honest • Take ownership of our actions • Participate in timely restorative practice and peer mediation to resolve conflict	• Feel that we can trust others and take comments at face value

	• Support others; seek help and act when I see a need	• Be part of a supportive community that takes responsibility of actions • Be supported in conflict resolution • Receive support when I need it
Passion	• Be respectful of other people's interests and passions • Celebrate individual and team achievements	• Be happy at school • Pursue my personal interests and passions free from social pressure • Be recognised for individual and team achievements and that these be celebrated by the community
Enjoyable Environment	• Keep all our classrooms and play areas free from litter • Look after all equipment and seek permission when using the equipment of others • Report damage to equipment and the physical environment • Dress appropriately when at school and travelling to and from school	• Be proud of our School • A pleasant, clean and well-maintained school and grounds • Be able to bring equipment for learning without fear of theft or damage

APPENDIX THREE: Guidelines for Clear and Consistent Expectations

Essential Agreements maximise positive learning relationships within co-constructed learning spaces. These concepts have come from some established procedures and from well-tested educational research. The premise is two-fold: (1) if learners have a clear understanding of expectations they are more likely to meet those expectations; (2) if learners co-construct agreements, and consequently feel ownership over agreements, they are more likely to meet the related expectations.



Essential agreements are created by the homeroom teacher or tutor with their classes at the start of each academic year. Behavioural expectations are rationalised by the Taylor's Schools RECIPE and enacted through the attributes of the IB Learner Profile. All elements of the essential agreements must therefore arise from the RECIPE and/or the IB Learner Profile.

Essential Agreements, the RECIPE, and the IB Learner Profile may be displayed prominently on a wall in the learning space for reference of learners and academic staff.

APPENDIX FOUR: Active Use of Preemptive Interventions

Relaxed Vigilance

Supportive Behaviour Management strategies are those that are delivered low key and go virtually unnoticed by other learners. They are brief, subtle reminders of expectations. Many of the most effective are non-verbal. Regular, genuine and specific praise of positive behaviours is crucial.

Strategy One	Make **EYE CONTACT** with learners who are off-task.
Strategy Two	**MOVE NEAR** to learners who are misbehaving, establish brief **EYE CONTACT** and say nothing.
Strategy Three	Check misbehaviour with **FACIAL EXPRESSION** e.g. a very slight shake of the head, a frown (NOT a long suffering look).
Strategy Four:	**USE GESTURES.** Palm out = stop. Finger to lips = quiet.
Strategy Five	Call the learner's **NAME.**

These strategies intentionally aim to minimise drawing attention to misbehaviour, and they place the responsibility for behaviour back on to the learner. In this way they show consideration and respect and encourage personal responsibility.

Cultural Sensitivity: Be culturally sensitive in dealing with learners from different cultures (e.g., some learners may not look you in the eye; Japanese learners – may lower their head to show respect; Chinese learners – may smile to save face).

Slightly Less Relaxed Vigilance (Choice/Reminder)

The following strategies are used to give assertive verbal messages when unacceptable behaviour persists and should follow these guidelines:

- Appropriately supported by non-verbal actions (e.g., a held up open hand (not pointing) and keep a metre's distance)
- Calm, clear, matter-of-fact tone.
- If possible, deliver the messages privately by speaking quietly or taking the learner aside. Pre-emptive conversation.
- Keep your focus on the primary misbehaviour and do not allow the learner to move you on to side issues and to get you into public arguments.

Strategy One: I-Messages

Key words: "I want". State the obvious.

Example: *"I want you to look this way now, thanks"*

Strategy Two: Expectation

Key word: "Thanks".

Example: *Use language and tone of expectation that you will be obeyed. "Thanks" communicates expectation rather than 'please' which is a request. "Maybe you were, but I want you to go back to your seat now, thanks" – then move away as this reinforces your expectation of compliance.*

Strategy Three: Broken Record

Explanation: State clearly what you want if the learner argues back and continues to calmly focus on the initial request. The more upset the learner becomes the calmer you must become to diffuse the learner's anger. The broken record should be repeated a maximum of three times. If the learner continues to argue, move through the strategies.

Example: *"I want you to return to your seat and complete your work …I want you to return to your seat thanks."*

Strategy Four: Tune in

Key words: "Maybe…but…" "Good but…" "You're right but…" You tune in to or acknowledge that you have heard the side issue raised by the learner but you have retained your focus on the primary behaviour.

Example: *"Back to your seats thanks." "I was just discussing my work." "Maybe you were but I want you to go back to your seat now, thanks."*

Example: *"You can't make me move." "You're right but I want you to go back to your seat now thanks."*

Strategy Five: Norm reminders

Key words: "You know our Essential Agreement about… (make reference to a specific IB Learner Profile attribute)"

Example: The teacher refers to the established Essential Agreement to remind learners about acceptable behaviour. The word 'our' is used to reinforce the rule was agreed and it is not worded as a question so there is no opportunity for debate.

Example: *"You know our Essential Agreement about listening to others. Use it now, thanks."*

Strategy Six: Limited choices

Key word: "or"

Example: Limited choices avoid confrontation by providing the learner with some limited control. If there is some argument then the broken record is used. There should be no threat or sarcasm.

Example: *"I want you to put the iPod in your bag or on my desk." "Do you want to go back to your desk or sit at this one by me?"*

Strategy Seven: Direct questions

Key words: "You are…" and "What are…?"

Example: *"You are out of your seat talking to…What are you supposed to be doing?"*

Explanation: Use the broken record with the second question if the learner attempts to bring inside issues.

Strategy Eight: Chosen consequences

Key words: "If you choose…You will be choosing …"

Example: *"If you choose to leave your seat then you will be choosing to be put in another seat/go to time-out."*

Explanation: This emphasises that the consequences are the learner's choice and effectively acts as a last warning.

These strategies can be used several times throughout the lesson and should be used before a learner is given time to reflect.

APPENDIX FIVE - A Wholistic Approach

5.1: Neurodiversity Considerations

At Nexus, we recognise and value neurodiversity, understanding that each learner may respond differently to behavioural expectations. Our behaviour policy is flexible and adaptive, ensuring that support is tailored to the individual's developmental needs. When behaviour concerns arise that may be linked to a learner's neurodiverse profile, we consult with Learning Support teachers and/or the school counsellors. Their professional insights guide decisions and outcomes, ensuring a compassionate, informed, and equitable approach.

5.2 - Absence from class due to social and emotional reasons

We understand that learners have diverse social and emotional needs. While learners should ideally utilise break and lunch times to seek support from trusted adults like counsellors or their tutor teacher, **emergency support can be sought at any time during the school day**. We prioritise a learner's well-being and aim to provide a safe space for them to address their social and emotional needs, even if it means a temporary absence from class. This flexible approach ensures that learners receive the necessary support without undue delay, fostering a supportive and understanding environment.

5.3 - Harm to self and others

The immediate priority in any situation involving potential harm to self or others is **safety.** Staff must quickly assess whether the individual or those around them are safe. If safety is compromised, immediate action must be taken. This could involve:

- **Removing the individual from the space** if they pose a risk to themselves or others.
- **Removing others from the space** to ensure their safety.
- **Removing items which may be unsafe** (e.g., sharp objects, anything that could be used to cause harm).

Once immediate safety is established, staff must **seek support via emergency contacts**, including the **safeguarding response team**. Our protocol ensures a rapid and coordinated response to protect all individuals involved and provide appropriate intervention

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APPENDIX SIX: Guidelines for Restorative Practice

Nexus International School (Singapore) uses an approach of Restorative Practice to seek solutions that strengthen the relationships and the community rather than using a purely punitive system. Restorative Practise is established with all staff at the beginning of the academic year, with particular focus on new community members. It will be reviewed periodically throughout the year as needed both within teams and the wider Nexus community.

What is Restorative Practice?

Restorative Practice is a process to involve, to the fullest extent possible, those who have a stake in a specific issue and to collectively identify and address harms, needs and obligations in order to heal and put things right as quickly as possible.

"An ideal approach to wrongdoing is one that works to strengthen connections between people within a community. This approach is highly confrontational to wrongdoing but at the same time, fair, honest and highly supportive of all people involved. This approach is based in the art of listening and the search for a shared understanding of how people are affected by the actions of others. This approach is the way forward and its name is restorative practice." – Bill Hansberry 2004

Key Restorative Principles

1) Misconduct is a violation of people and relationships.

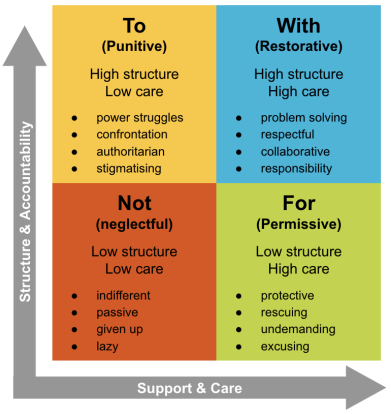
2) Violations create obligations and liabilities.

3) Restorative practice seeks to heal and put things right.

(Adapted from Zehr and Mika, 1997)

The Social Discipline Window

- By working WITH learners we problem solve together, we are respectful of each other, approaches are collaborative, and involve individuals taking responsibility for their actions.
- This is a framework for teachers to analyse their practice and reflect on the way they operate most instinctively with learners.
- For some the axis of support and care needs to be developed, for others the axis of structure and limits needs strengthening and for a few both areas need developing so that ideally teachers are operating in the 'WITH' Restorative quadrant.



What Does A Restorative Conversation Actually Look Like?

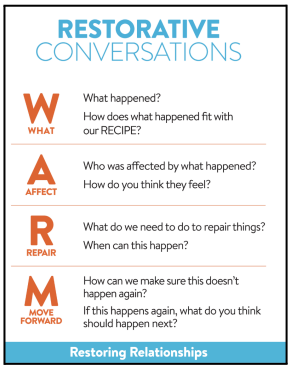
Key restorative questions:

1. What happened? (Tell the story)

2. Who has been affected? In what ways? (Explore the harm)

3. What do you need to do to put things right? (Repair the harm)

4. How do we make sure this does not happen again? (Move forward)



There are three forms of restorative dialogue:

Pre-emptive Conversation: Used early to prevent escalation of minor behaviours or to check in with learners.

Restorative Conversation: Used after an incident to address harm, agree on repair, and move forward.

Mediated Restorative Conversation: Used when relationships have broken down or earlier restorative actions have not been upheld, and requires support from leadership, Learning Support, or counsellors.

The Pre-emptive/Restorative Conversations

A **pre-emptive restorative conversation** is a brief conversation that should be held when learning is being disrupted, or when an individual's behaviour is causing disruption or harm. For example: issues arising from low-level distractions, lack of equipment, poor choices, late arrival.

Explanation: This conversation should take place away from other learners and seeks to prevent further escalation by addressing the issues behind the behaviour and avoiding confrontation in front of the class. The Restorative conversation is a critical stage in the restorative system. When a learner returns from any time-out, they need to be ready to have a conversation. It should not be carried out when emotions are heightened. The aim is to explore the issue(s) together, establish what harm / loss of learning has been caused and who has been affected, then to work together to establish what is needed to put things right.

Example:

- What is the expectation at Nexus regarding your behaviour /language? / What were you doing? (W)
- What affects are your actions having on your learning? (A)
- Who is being affected by your behaviour? / How is it affecting them? (A)
- How can we put it right? (R)
- How do we move forward? / What support do you need to stop this from happening again? (M)

A **Restorative conversation** should be relatively short. Avoid lecturing the learner, instead follow the process of two-way communication.

A restorative conversation must involve a consequence or outcome. Involve the learner in deciding on this, ask them for some suggestions. The consequence could be:

- Apologise, could be in written or verbal form
- Commitment to make choices which will not disrupt learning.
- Agree to some form of catch-up or clean-up if necessary.
- Agreed further outcomes in the future which escalate if the behaviour remains unchanged and could include a mediated conversation.

Restorative Consequences

Restorative consequences may be co-constructed with the learner or explained to the learners as outcomes of their poor choices. Consequences are intended to avoid further harm and/or repair harm, rebuild trust, and support future behaviour change.

Repeated actions will also have specific outcomes which will be clearly defined to both the learner, staff and potentially their parents in the case of a level 2 or 3 incident. In most circumstances these will also be provided in written form.

It is expected that home contact is made following a restorative process, to involve parents /caregivers in the progress of their child's learning.

If the learner does not complete the agreement or follow through on their obligations this should be revisited.

Mediated Restorative conversation

The Mediated Restorative conversation between learners can be called for by learners or staff, where parties need support to have the Restorative conversation or where an issue(s) is spiralling.

This may be when earlier obligations are not being met or where relationships have broken down to a point where support is needed to move forward.

Exploring the issues through independent parties can be extremely helpful in difficult situations.

Mediators may be one of the following; Year Level Leader, Senior Leadership Team, Counsellor or Learning Support.

The Mediated conversation will further refine the expected behaviours, ways in which the learner can achieve this, and the support they can expect from staff, along with further outcomes for repeated behaviours which impact learning.

Levels of Technology Misuse and Response

Here are the defined levels of technology misuse and the corresponding actions:

Level 1: Low Impact

- **Behaviour:** Minor misuse of technology, such as playing games or listening to music on personal devices when not permitted for learning, recording, taking pictures of others without their consent, or occasional off-task use of school devices.
- **Response:** If the learner fails to oblige the pre-emptive conversation, refer the learner to their Senior Leader (SL), Learning Area Leader (LAL), or Primary Leader (PL) for a later mediated restorative conversation. This conversation will include revisiting the technology essential agreement.

Level 2: Medium Impact

- **Behaviour:** More serious misuse, including accessing inappropriate content, using devices to significantly disrupt learning for others, repeated Level 1 tech misuses despite interventions, or minor breaches of digital safety guidelines.
- **Response:** For behaviours at this level, immediate intervention and a restorative conversation are necessary. If Level 1 interventions have already been applied without success, or if the initial behaviour warrants it, the learner will be referred directly to their Year

or Subject Leader. This initiates a more formal restorative process, focusing on understanding the harm caused and developing a plan for future compliance.

Level 3: High Impact

- **Behaviour:** Any technology use that constitutes bullying, direct discrimination, harassment of peers or staff, or other serious harm. This includes cyberbullying, sharing illicit content, serious breaches of privacy, recording, taking pictures of others without their consent and sharing this content or persistent Level 2 tech misuses despite previous intervention and support plans.
- **Response:** Behaviours at this level require immediate and robust intervention. The learner will be referred directly to the Senior Leadership Team (SLT). This will trigger a comprehensive investigation and a formal restorative process, potentially involving parents/guardians and external support if deemed necessary. The focus will be on addressing the significant harm, ensuring accountability, and implementing clear consequences to prevent recurrence.

Level 4: Very High Impact

- **Behaviour:** Unauthorised access to school systems or data (e.g., attempted hacking), widespread dissemination of highly inappropriate or harmful content (e.g., hate speech, sexually explicit material), significant breach of security leading to data compromise, or repeated Level 3 behaviours despite formal interventions and support plans. This level implies a direct and severe threat to the school's digital integrity or the well-being of the wider community.
- **Response:** Immediate referral to the Senior Leadership Team (SLT) and the Principal. This will typically result in a period of suspension whilst a thorough investigation is conducted. Depending on the nature of the breach, involvement of external agencies (e.g., police) may be initiated. A formal meeting with parents/guardians will be convened, and a clear behavioural contract with stringent terms for re-entry and future conduct will be put in place, potentially including mandatory counselling or re-education.

Level 5: Extreme Impact / Critical

- **Behaviour:** Illegal activity conducted via school technology or affecting the school's digital environment (e.g., serious cybercrime, distribution of child exploitation material), direct and credible threats of violence made through technology, major security breaches leading to critical system failure or significant data loss, or actions causing severe and lasting reputational damage to the school. This level includes persistent Level 4 behaviours where previous interventions have failed to modify conduct.
- **Response:** Immediate and indefinite suspension from school with a recommendation for permanent exclusion, pending the Principal's final decision. This may also trigger the involvement of relevant police or legal authorities. A comprehensive and formal investigation will be conducted in collaboration with external bodies as required. The learner's record will reflect the severe breach, and the school will take all necessary steps to safeguard the community and its digital assets.

Physical Fighting in the Primary/Secondary School

- Ascertain if the fighting is **'real'** or **'play fighting or roughhousing'.**
- **'Play fighting or roughhousing'** - If this occurs in a classroom, bring both learners together for a restorative conversation.

- Get learners to write responses to the WARM questions in quiet zones, if possible. This can be a calming, venting process.
- The teacher works with the year level team to create strategies. For example, role play activities that highlight acceptable behaviour and vocabulary activities that provide learners with the necessary vocabulary to express their feelings.
- If the conflict continues after intervention, refer both learners for a mediated restorative conversation. A member of the Senior Leadership Team may support this.
- **'Real fight'** - If a serious physical fight occurs members of the Senior Leadership will be involved.

APPENDIX SEVEN: Teachers Actions and Responses - Checklist

Have you tried the following?

1. I have established positive, collaborative learning environments.

2. I have set clear expectations: collectively through the Essential Agreement (RECIPE/IB Learner Profile) and individually when a learner needs guidance.

3. I am vigilant and engage in pre-corrective practice when I observe an opportunity to do so.

4. I use every opportunity to positively reinforce desirable behaviours and utilise school systems to support this (e.g., Recognitions and Concerns - ISAMS).

5. I actively teach behaviours in class using the intro-model-practice-reflect process.

6. I have used relaxed vigilance and slightly less relaxed vigilance strategies.

7. I have had preemptive conversations.

8. I have used restorative conversations and mediated restorative conversations when necessary.

9. I have sought collegial support.

10. I have informed and involved the parents/caregivers.

11. I have recorded incidents of undesirable behaviour and resulting actions taken (e.g., restorative conversations or corrective measures) on the Recognitions and Concerns (ISAMS)

12. I have then involved:

Primary	Secondary - pastoral	Secondary - curriculum
• Homeroom or Specialist Teacher • Year Leader • SLT	• Tutor Teacher • Year Leader • SLT	• Subject Teacher • LAL • SLT

By following these procedures, we collectively support one another, the whole school community and the consistent climate of respect.

APPENDIX EIGHT:

HOW TO TAKE A RESTORATIVE APPROACH - Examples

Click here for examples of restorative approaches.