



**SHINAGAWA  
INTERNATIONAL  
SCHOOL**

# **Behaviour Policy**

Address: 4-8-8 Higashishinagawa, Shinagawa-ku, Tōkyō-to 140-0002.

Tel:+81-(0)3-5413-6090 Fax:+81-(0)3-5413-2020.

Email: [shinagawa@sistokyo.jp](mailto:shinagawa@sistokyo.jp)

## **Our Philosophy:**

Students at SIS have the right to learn in a safe and respectful learning environment. They are encouraged to care for each other and strive for the very best that they can achieve. Positive and clear guidelines for behaviour management help our community to thrive and help the children in our care to realize their potential.

Behaviour management at SIS is the responsibility of the whole school community. This is reflected in a policy which clearly outlines the roles, expectations and consequences of behaviour at the school. Parents, teachers and students are involved in the process of developing and implementing the framework.

## **Purpose:**

To provide an environment where everyone feels:

- ✓ safe and protected
- ✓ happy
- ✓ challenged / supported
- ✓ justice is applied
- ✓ valued and understood
- ✓ nurtured
- ✓ accepted
- ✓ listened to
- ✓ trusted and believed

## **The School Rules:**

The school rules are the same in every class so that behavioural expectations are consistent throughout the school.

Everywhere in school:      Keep your hands to yourself

Speak appropriately

Listen and learn

Look after the school

In the hallway:              Always walk in the school

In the playground:        Use your hands when playing with the ball

## **Strategies:**

### Encouraging positive behaviour

We believe that positive behaviour management strategies have a greater effect than sanctions. We positively encourage the students to behave well in many ways:

- Systems of awards and incentives at both whole school and classroom levels
  - Teachers give 'caring and courageous tickets' to children displaying good behaviour. Once a term (twice in fall term) we have a reward afternoon for children who have collected 40 or more tickets.
  - Class teachers choose a 'star of the day/week'.
  - Classes earn points for collectively behaving well and are rewarded with a fun lesson when a target number has been achieved.
- Positive comments and feedback

- Frequent praise for good behaviour, effort and work.
- Verbal and/or written feedback to let the students know how an activity or session has gone.
- Recognition of effort and ability
  - Merit awards are presented and examples of good work are shared in monthly assemblies.
- Responsibilities
  - Teachers choose classroom monitors to carry out various jobs to give the students extra responsibilities and sense of worth.
- Setting a fine example
  - Teachers are role-models for the pupils and therefore set the best example of how to behave.

### Discouraging negative behaviour

Although positive behaviour management strategies are preferred, sometimes sanctions are needed. The steps taken to improve poor behaviour are shown below:

- Traffic lights
  - In each classroom, the students' names are displayed on a traffic lights display. When a student is following the school rules, their name is on the green light. When a school rule is broken, they are reminded of what the appropriate behaviour is. If the rule continues to be broken, the name is moved up to yellow as a warning, and finally to red. A student who has moved to red will lose 5 minutes of their break time and will complete a time-out sheet to help them reflect on what went wrong and how the situation can be avoided in the future. The time-out sheet is taken home for parents to see, sign and return on the next day of school.
- Behaviour Diary
  - If a student receives time-outs too frequently, the next step is to give them a behaviour diary. After each lesson/recess, the teacher writes a short comment about how the student behaved. The book is taken home at the end of the day for parents to read, write a comment in and return for the next day of school. This helps teachers to see any patterns in bad behaviour, keeps parents informed and allows teachers and parents to work together to help the student make improvements.
- Support Group Meeting
  - A meeting including the student, class teacher and principal.
- Second Support Group Meeting
  - A meeting including the student, class teacher, principal and parents.
- Suspension
  - The student will be asked to leave school for a certain period of time.
- Expulsion
  - If, after all of the previous steps have been taken, there is still no improvement in behaviour, the student will be asked to leave the school permanently.

Early implementation of a later step in the process may be required where the severity of an incident warrants such consideration.