

BEHAVIOUR POLICY

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1. Introduction

At Vietnam Tinh Hoa Supported by NLCS International we take a preventative and restorative approach to behaviour management. Every adult is encouraged to look beyond behaviour and be curious about the children's needs and what they are communicating through their behaviour. We aim to provide consistent and clear expectations for all staff and students. Our vision is that we will support children to feel heard and understood, while ensuring they develop the social-emotional skills to overcome obstacles as they grow through meaningful reflection opportunities.

Restorative practice is an approach to discipline, behaviour and relationships. We believe this practice provides the foundation for children to build, maintain and repair their relationships. It allows students to reflect on their behaviour and make improvements. We have a positive and inclusive approach to managing emotions and wellbeing, which is built upon recognising that all behaviours are driven by emotions. With this in mind, we work hard to develop emotional intelligence leading to our pupils developing emotional literacy.

Each classroom environment is designed around supporting self-regulation and will allow our children to develop greater self-awareness in social and emotional aspects of learning. Children are encouraged and supported to explore their emotions, how these impact their behaviour and how their behaviour affects others. Strategies are taught and employed to allow children to self-regulate in every classroom.

This policy has been developed through a consultative process involving the Student Council, a staff behaviour working group and whole school staff meetings. It therefore reflects a common and agreed view. To ensure that this continues to be the case, it will be reviewed annually, and comments will be regularly invited through parent surveys, student voice and staff consultation.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Support children to self-regulate their emotions and to understand the effect they have on others
- Outline the expectations and consequences of behaviour
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Provide scripts to assist with consistency
- Detail rewards, consequences, and escalation processes for addressing misbehaviour, while emphasising a restorative approach.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

3. Definitions

Minor Misbehaviour is defined as: <i>Hành vi sai trái nhẹ được định nghĩa là:</i>	Serious Misbehaviour is defined as: <i>Hành vi sai trái nghiêm trọng được định nghĩa là:</i>	Severe Misbehaviour is defined as: <i>Hành vi sai trái đặc biệt nghiêm trọng được định nghĩa là:</i>
• Disruption in lessons, in corridors between lessons, and at break and lunchtimes • Non-completion of classwork or homework • Poor attitude • Failure to follow instructions / requests. • Incorrect uniform • Rude or inappropriate language • Talking out of turn • Small friendship issues • Minor physical conflicts	• Repeated breaches of the school rules • Any form of bullying • Vandalism • Theft • Fighting • Racist, sexist, homophobic or discriminatory behaviour • Use of strong offensive language or verbal aggression • Directed physical aggression • Severe defiance leading to health and safety risks	• Deliberate attempt to cause significant physical harm • Persistent acts of bullying, after a warning • Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation • Persistent and severe breaches of conduct • Significant property damage and theft • Possession of any prohibited items. (Refer to Appendix 3)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices.

Details of our school's approach to preventing and addressing bullying are set out in our **Anti-Bullying Policy**.

5. Roles and responsibilities

5.1 The Head of Junior School is responsible for:

- Reviewing the behaviour policy annually, ensuring it remains relevant and effective in promoting positive behaviour across the school.
- Providing strategic leadership in behaviour management, ensuring the behaviour policy aligns with the school's values, mission, and vision.
- Supporting the Pastoral Lead in maintaining a positive school environment, addressing any significant behaviour concerns, and monitoring behavioural trends across the school.
- Ensuring ongoing training and professional development for staff related to behaviour management.
- Communicating regularly with parents and guardians, ensuring they are informed about the school's behaviour expectations and how they can support their child's behaviour at home.
- Taking responsibility for managing serious behaviour incidents.
- Promoting a whole-school culture that encourages positive behaviour, personal responsibility, and mutual respect among all students.

5.2 The Pastoral Lead

The Pastoral Lead is responsible for:

- Overseeing and updating this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.

- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- Collaborating with the Senior Leadership Team to review data from behaviour logs and address any disparities or trends that may affect particular groups of students.

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for all pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly in their class concerns folder, iSAMS or to the Pastoral Lead or Senior Leadership Team depending on the case.
- The Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

6. Expectations:

Children are expected to follow the 3 school rules:

- We are ready
- We are safe
- We are respectful

When students misbehave, adults are expected to refer the behaviour back to these 3 rules. As such, we have developed school rules scripts (Appendix 2)

Upon consultation with teachers and the student council, the following expected behaviors were created and shared with all staff and students:

Students:

Walk calmly on the right-hand side of the stairs and corridors.

Line up silently before entering a classroom or moving to the next lesson.

Only enter a classroom when an adult is there.

No hat, no outdoor play.

Be responsible with your belongings, others' property and learning spaces.

Communicate and listen respectfully and greet all members of our school community with kindness.

Be respectful of personal space and boundaries.

Staff:

Line the children up and wait for silence before moving to their next session (including playtimes) or entering a learning space.

If a child is running indoors, stop them and ask them to go back and walk again.

Walk calmly on the right-hand side of the stairs and corridors.

Keep electronic devices silenced and stowed away during instructional time

The second classroom door should be locked, and the front door to the school should be closed when not in use.

Be on time for duties.

Be respectful of others' property and learning spaces.

Sit with children during assemblies.

Communicate and listen respectfully and greet all members of our school community with kindness.

Be respectful of personal space and boundaries.

7. Rewards

As a school we want to emphasise praise and self-discipline through a reward system based on ownership of positive behaviours. Our vision is for our children to intrinsically recognise the merit in making positive behaviour choices. We encourage positive behaviour in the following ways:

Class Agreements

At the start of each academic year, every class will work collaboratively to create their own class agreements. All children are involved in the decision-making process. This is a set of rules, promises or guidelines that children and adults have all agreed on for the classroom. We believe this helps

children understand that they have certain rights in the classroom as well as a responsibility to each other and to their own learning and development. These rights are important, as they help to keep them safe and happy while they participate in their education.

Adults will regularly reference the class agreements, especially when it comes to health and wellbeing. They can also use them to highlight poor behaviour when pupils break the rules laid out in the agreements. Through reinforcement, children will learn for themselves which behaviours are not appropriate for a good classmate, or responsible citizen to take part in.

Class Dojo:

Across the school, we use 'Class Dojo', an online behaviour management system that fosters positive pupil behaviours and classroom culture. Children will earn 'Dojo points' based on the IB Learner Profile.

The IB learner profile presents 10 attributes that help all members of the school community learn to respect themselves, others, and the world around them. These attributes are knowledgeable, risk-taker, principled, balanced, communicator, thinker, open-minded, inquirer, caring and reflective.

It is important to note that once Dojo points are earned, they will not be taken away for negative behaviour and can be awarded by any member of staff, academic or otherwise, at VNTH.

Five Dojo points can be redeemed for one House Point, which can then be deposited into the House Point drums located at the front of the academic building. Each half term, the winning house will be announced based upon how many House Points have been awarded.

Certificates

Personal achievements and behaviours that make students role models to others will be celebrated during the whole school celebration assembly.

Aligned with our PYP framework, we also recognise a 'Learner of the Week' from each class during our weekly assemblies. Certificates are awarded to students who demonstrate one of the IB Learner Profiles. Each week's assembly introduces a new Learner Profile, and the corresponding certificate reflects that focus. The 'Learner of the Week' recipients also earn 5 House points for their House.

Stickers

We have stickers that represent each of the Learner Profiles and they are awarded to children when they show they are displaying the attribute.

Postcards

Each week, 1 or 2 postcards can be sent home from each class, highlighting a positive achievement made by the child during that week.

8. Sanctions

The purpose of all sanctions at our school is to guide students towards positive behaviour and help them understand the impact of their actions. Sanctions are not punitive in nature; rather, they serve as an opportunity for reflection and growth, fostering a supportive environment where students can learn from their mistakes.

To provide clarity and consistency, the school has developed a behaviour ladder that outlines different levels of behaviour, ranging from minor to severe, along with the corresponding actions, consequences, and parental involvement at each stage. This framework ensures that all behaviours are addressed fairly, with the aim of reinforcing our school rules of being ready, safe and respectful, while supporting our restorative approach to behaviour management.

Behaviour Ladders

Level 3 – Severe Misbehaviour
Action: A restorative conversation with the Pastoral Lead or member of SLT. Class teacher to record the incident on iSAMS. A meeting with the class teacher and Pastoral Lead and member of SLT arranged, and parent meeting scheduled. Internal or external suspension at the discretion of the Head of Junior School.
Examples: • Deliberate attempt to cause significant physical harm • Persistent acts of bullying, after a warning • Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation • Persistent and severe breaches of conduct • Significant property damage and theft • Possession of any prohibited items (See Appendix 3)
Level 2 – Serious Misbehaviour
Action: A restorative conversation & consequence led by the Class Teacher or Pastoral Lead. Class teacher to record the incident on iSAMS. A meeting with the parents, the class teacher and the Pastoral Lead. Repeated serious misbehaviours results in an internal suspension.
REPEAT L2: Formal restorative work, as well as a meeting with parents and Pastoral Lead or SLT, recorded on iSAMS.
Examples: • Repeated breaches of the school rules • Any form of bullying • Vandalism • Theft • Fighting • Racist, sexist, homophobic or discriminatory behaviour • Use of strong offensive language or verbal aggression • Directed physical aggression • Major defiance leading to health and safety risks
Level 1 – Minor Misbehaviour
Action (by class teacher): A reminder of expectations and the school rules (be ready, be safe, be respectful), non-verbal signals, highlight positive behaviour, change learning position.
REPEATED L1: Restorative conversation and an email/phone call to parents by the class teacher and recorded on iSAMS.

Examples:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Failure to follow instructions / requests.
- Incorrect uniform
- Rude or inappropriate language
- Talking out of turn
- Small friendship issues
- Minor physical conflicts

Level 1 - Minor Misbehaviour

In class Strategies and Sanctions may include:

- non-verbal signals e.g. a frown
- remind the child of their previous positive behaviour and explain this is what you expect
- Praising others who are behaving well
- planned ignoring of undesirable behaviours
- verbal reminder and an explanation of why the behaviour is undesirable
- change of position within the learning environment
- separating the child from a group to go to the 'calm' area of the classroom for a guided reflection time

For low-level misbehaviours, we have implemented a 'Fresh Start Policy' after each lesson. This policy is designed to help students reset and refocus, promoting a culture of respect, responsibility, and self-regulation. It ensures that every lesson provides a new opportunity for students to make positive choices. Our microscripts in Appendix 2 guide teachers to respond to misbehaviour in a clear, constructive and consistent manner.

Level 2 - Serious Misbehaviour

For or serious misbehaviours, we adopt a restorative approach. Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences and what they can do to make it better.

As such, we have developed restorative conversation scripts (Appendix 1) to assist members of staff in guiding children through this process. Staff should choose 5 questions out of the 7 to use:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to make things right?
- How can we do things differently in the future?

Suggestions for consequences to be led by the Class Teacher / Pastoral Lead:

- Apology letters
- Reflection forms
- Loss of their own time – part/all of the break time – can be also to complete apology and reflection

- Acts of service/kindness/remediation - e.g “demonstrate 3 acts of kindness at playtime and report them back to me”
- Tucking in chairs, picking up paper, pencil sharpening
- Withdrawal from the class activity
- Completing their work at playtime

Level 3 - Severe Misbehaviour

Severe misbehaviour requires a more structured response due to the potential impact on the safety and wellbeing of the school community. Such incidents are addressed with a combination of immediate consequences and longer-term restorative measures, ensuring accountability while providing opportunities for reflection and rehabilitation.

For severe misbehaviours, the response is led by senior members of staff. A restorative process is conducted with the Pastoral Lead or a member of the Senior Leadership Team (SLT) to help the student understand the seriousness of their actions.

Consequences for severe misbehaviour may include internal or external suspension at the discretion of the Head of Junior School (refer to section 14). This is always combined with a restorative approach to help the child take responsibility and work towards repairing the harm caused. Incidents are carefully documented, and decisions regarding consequences are made with consideration for the individual circumstances and the wellbeing of all those affected.

By taking this approach, we aim to foster a safe and respectful school environment while supporting students in their personal development.

9. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

10. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

11. Restrictive physical interventions

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

If used at all, it will be in the context of a respectful, supportive relationship with the pupil, and be reasonable and proportional to the circumstances of the incident. The aim will be to ensure minimal risk of injury to pupils and staff.

We follow the guidance in <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Documentation and Reporting:

All incidents involving physical restraint should be thoroughly documented. This includes the reason for restraint, duration, individuals involved, and any injuries or incidents that occurred during the process.

Communication with Parents and Guardians:

Parents and guardians should be informed promptly if their child has been subjected to physical restraint. Open communication is crucial to building trust and addressing any concerns.

12. Behaviour Support Plans

A Behaviour Support Plan (Appendix 4) is a tailored strategy designed to support students with specific behavioural needs, developed collaboratively with input from teachers, parents/carers, the student, and where necessary, external agencies. It outlines clear behavioural goals, interventions, and strategies to promote positive behaviour, such as breaks from class, alternative learning spaces, and positive reinforcement. Parental involvement is key, ensuring consistency between home and school. These interventions are to be used only as a last resort and in line with safeguarding policies. The plan is reviewed regularly, at least every half term, to monitor progress and adjust strategies, with a focus on flexibility, clarity, and the student's individual needs.

13. Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to behaviours outlined in Level 3 of the behaviour ladder.

The decision to suspend or exclude will be made by the Head of Junior School and only as a last resort.

14. Responding to misbehaviour from pupils with SEND

14.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will refer to UK law to advise us when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload

14.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may not be appropriate for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

15. Links with other policies

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy

Appendix 1: Restorative Conversations

RESTORATIVE QUESTIONS

*Questions to encourage reflection, responsibility,
and repairing harm*

01. What happened?
02. What were you thinking at the time?
03. What have you thought since?
04. How did this make people feel?
05. Who has been affected?
06. How have they been affected?
07. What should we do to make things right?
08. How can we do things differently in the future?

CÂU HỎI RESTORATIVE

Câu hỏi để khuyến khích sự suy ngẫm, trách nhiệm và sửa chữa.

01. Điều gì đã xảy ra?
02. Em đã nghĩ gì ngay khi sự việc xảy ra?
03. Em đã nghĩ gì từ khi lúc đó đến bây giờ?
04. Việc này làm cho mọi người cảm thấy thế nào?
05. Ai đã bị ảnh hưởng trong việc này?
06. Họ đã bị ảnh hưởng như thế nào?
07. Chúng ta nên làm gì để làm cho mọi thứ trở nên đúng đắn?
08. Chúng ta có thể làm việc khác đi như thế nào trong tương lai?

Appendix 2: School Rules Scripts

For safety:

"I see you're running inside, but remember, our rule is to be safe. If you keep running, someone might get hurt. I know you can walk safely because you did it this morning when we went to the playground."

"I notice you're pushing in the line, and that breaks our rule about being safe. If you continue, someone could get hurt. I know you can line up safely because I saw you do it on the way to assembly."

For readiness:

"It looks like you're playing with your pencil instead of listening. Our rule is to be ready. If you keep playing, you won't know what to do for our activity. I know you can sit and listen because you did it so well during story time yesterday."

"I can see you're not getting your materials out, and that breaks our rule about being ready. If you don't get your things ready, you'll fall behind on the task. I know you can be prepared because I saw you do it in maths earlier today."

For respect:

"I hear you're talking while I'm explaining the instructions, and that breaks our rule about being respectful. If you keep talking, others won't be able to hear. I know you can listen quietly because I saw you do it last time during our reading activity."

"I hear you're shouting at your friend, and that breaks our rule of being respectful. If you keep shouting, your friend might feel sad. I know you can speak kindly because I saw you helping your friend during playtime."

Quy tắc của trường

Về an toàn:

"Thầy/cô thấy em đang chạy trong lớp, nhưng nhớ rằng quy tắc của chúng ta là phải an toàn. Nếu em tiếp tục chạy, ai đó có thể bị thương. Thầy/cô biết em có thể đi bộ an toàn vì em đã làm được điều đó sáng nay khi chúng ta đi ra sân chơi."

"Thầy/cô thấy em đang chen lấn trong hàng, và điều đó vi phạm quy tắc về an toàn. Nếu em tiếp tục chen lấn, ai đó có thể bị thương. Thầy/cô biết em có thể xếp hàng an toàn vì thầy/cô đã thấy em làm điều đó khi đi đến buổi tập trung."

Về sự sẵn sàng:

"Thầy/cô thấy em đang nghịch bút thay vì lắng nghe. Quy tắc của chúng ta là phải sẵn sàng. Nếu em tiếp tục nghịch bút, em sẽ không biết phải làm gì trong hoạt động sắp tới. Thầy/cô biết em có thể ngồi và lắng nghe vì em đã làm rất tốt trong buổi kể chuyện hôm qua."

"Thầy/cô thấy em chưa chuẩn bị đồ dùng của mình, và điều đó vi phạm quy tắc về sự sẵn sàng. Nếu em không chuẩn bị, em sẽ bị tụt lại trong nhiệm vụ này. Thầy/cô biết em có thể chuẩn bị tốt vì thầy/cô đã thấy em làm điều đó trong tiết toán sáng nay."

Về sự tôn trọng:

"Thầy/cô nghe thấy em đang nói chuyện trong khi thầy/cô đang giải thích hướng dẫn, và điều đó vi phạm quy tắc về sự tôn trọng. Nếu em tiếp tục nói chuyện, các bạn khác sẽ không thể lắng nghe. Thầy/cô biết em có thể lắng nghe một cách yên lặng vì thầy/cô đã thấy em làm điều đó lần trước trong giờ đọc."

"Thầy/cô nghe thấy em đang la mắng bạn của mình, và điều đó vi phạm quy tắc về sự tôn trọng. Nếu em tiếp tục la mắng, bạn của em có thể cảm thấy buồn. Thầy/cô biết em có thể nói chuyện nhẹ nhàng vì thầy/cô đã thấy em giúp đỡ bạn trong giờ ra chơi."

Appendix 3: Prohibited items

- Knives, weapons or any other sharp items
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, or any device used for smoking or vaping
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury, or damage the property of any person (including the pupil).

Appendix 4: Behaviour Support Plan (BSP)

Triggers	
Behaviour / Emotions	
Short Term Goals	Objectives: Strategies: (prevention, teaching, response)
Long Term Goals	Objectives:

	Strategies: <i>(prevention, teaching, response)</i>
Behaviour Strategies	
Parental and Additional Support	
Monitoring and Review	