St. Nicholas Positive Behaviour Policy

Pinheiros and Alphaville

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Positive Behaviour Policy

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Our Mission:
In a caring, innovative and inspirational environment, we nurture our learners with values,
life skills and knowledge, enabling each of them to succeed and transform the world.

Our values:
Respect |Commitment |Integrity |Belonging | International Mindedness

St. Nicholas. Preparing each child for their own success.

1. Purpose:

This policy is designed to provide principles for teaching learner behaviour. Given the wide range of development in the school and the individual nature of learners, it is not intended to give specific procedures, but rather guidelines for creating a learning environment that fosters safe social, emotional, and ethical development. Approaches to teaching behaviour must promote the development of positive self-esteem, autonomy, self-awareness, respect, resilience and a sense of efficacy. This will allow learners to grow into responsible and empathetic members of a community who are in charge of their own actions and learning.

2. This policy applies:

- While on the school premises
- While in school uniform
- While attending any school-based activity, school field trips, sports events, etc.
- To any behaviour that adversely affects the school's reputation
- To any behaviour that adversely affects the education of any learner in the school
- To all members of the community i.e. learners, staff, admin staff, support services, etc.

3. Positive behaviour Goals:

Teaching positive behaviour should provide opportunities for learners to work towards the following behaviour goals:

- The learner will have ownership of his or her learning process, and acquire the ability to self-regulate study and social skills, emotions, and motivation with the help and support of the school community
- The learner will work and play in collaboration with other learners, being empathetic when solving conflict through dialogue and achieving common goals

- The learner will become familiar with and follow the school routine independently, accepting gradual responsibility and developing autonomy over all aspects of school life.

4. Motivation

The following areas should guide working with learners' motivation and affective outlook of themselves, their learning, and their class. Not only are they important for building the learners' self-esteem and ownership of their learning, but a supported, valued, and motivated learner is also less likely to resort to negative behaviour to express frustrations or seek attention.

Educators aiming to foster well-rounded and capable learners should strive to develop several key attributes and skills. Here are essential areas to focus on:

1. Critical Thinking and Problem Solving: Encouraging learners to analyze information, think critically, and approach problems with creative and effective solutions.

2. Communication Skills: Develop both verbal and written non-violent communication skills to express ideas clearly, listen actively, and engage in meaningful dialogue.

3. Collaboration and Teamwork: Fostering the ability to work effectively with others, share responsibilities, and contribute to group goals.

4. Adaptability and Flexibility: Preparing learners to handle change, adapt to new situations, and remain resilient in the face of challenges.

5. Self-Directed Learning: Promoting skills for independent research, self-motivation, and lifelong learning habits.

6. Cultural Awareness, Sensitivity, and Empathy: Cultivating an understanding and appreciation of diverse perspectives and experiences, and fostering sensitivity and empathy towards others.

7. Digital Literacy: Equipping learners with the ability to navigate, evaluate, and use digital tools and information effectively and responsibly.

8. Ethical and Responsible Citizenship: Encouraging a sense of responsibility, ethical behaviour, and engagement in community and global issues.

9. Emotional Intelligence: Developing self-awareness, self-regulation, motivation, empathy, and social skills to manage emotions and interact positively with others.

10. Creativity and Innovation: Inspiring learners to think outside the box, explore new ideas, and approach tasks with originality and inventiveness.

By focusing on these areas, educators can help learners become well-rounded individuals who are equipped to succeed in various aspects of life and contribute positively to society.

5. A Meaningful Sense of Competence

Educators should find authentic ways for learners to feel competent. Learners should experience real success through their own efforts. The acknowledgment of their competence should be made evident so that they can internalize the relationship between hard work, perseverance, and success. Ways to do this vary with age, but include finding personal best (for the portfolio or otherwise), learner-monitored progress, learner involvement in assessment, and demonstrations of proficiency.

6. A Strengthened Sense of Belonging

Learners should feel comfortable and accepted in their learning community and be happier, engaged, and participative in school life. Comfort comes through the atmosphere established, but acceptance comes through interactions and relationships with others. Learners who feel alienated are more likely to misbehave, while learners who feel comfortable and accepted are more likely to be more intrinsically motivated. Educators should strive to create a sense of community, including the following practices: use of democratic class practices involving group decision-making and soliciting learner voice when appropriate, providing for a variety of learning styles, and recognizing and valuing cultural diversity.

7. Building up a Feeling of Self-Worth

Being valued by the community means knowing that other people value our strengths as essential for their success. Knowing that he or she is needed helps learners stay committed even through challenging experiences. Learners need concrete evidence of the value of their work. This can be achieved in part through collaborative learning which encourages interdependence, authentic learning experiences, problem-based learning, and the practice of service.

8. Empowerment

We believe that all humans feel better about themselves and their actions when they feel empowered and able to act and make choices and understand that their actions will have an impact on others, themselves, and the environment. When learners believe that they influence factors that lead to success, they are more likely to exercise influence.

9. Guidelines

For learners to achieve the above goals, behavioural expectations should be clear and specific. Expectations should be based on the following principles and apply to all members of the community.

All behaviour expectations should aim to preserve and support the following fundamental rights:

- The learners' right to learn
- The educator's right to teach
- Everybody's right to safety (psychological and physical)
- Everybody's right to dignity and respect

10. Agreements:

Rules and responsibilities should be established at the beginning of the year as a set of agreements that are established by each class. Learner participation in establishing these agreements is essential to create a sense of community and ownership of responsibilities. To be most effective, agreements should be few, supportive of the rights and responsibilities, fair, positive, and unambiguous. They should be taught to and discussed with the learners so that the learners understand them and can be observed following them and praised accordingly.

11. Routines and procedures:

These are essential to the smooth running of the classroom. They should be very clear and describe the precise set of behaviours that learners are encouraged to demonstrate at any given time during the day.

12. Consequences:

Educators should explicitly recognize, validate, highlight, reinforce, and reward responsible behaviour as much as possible, as the aim is to reinforce positive behaviours instead of focusing on missteps in conduct. By consciously choosing to use positive language in our interactions with learners, particularly in giving feedback for appropriate choices concerning social and academic behaviour, we create a classroom atmosphere and school environment where learners feel successful and supported.

However, when learners make repeated inappropriate behaviour choices or engage in what is outlined in this document as unacceptable behaviour, this should be viewed as a learning opportunity. When possible and appropriate, learners should be given a warning and allowed to correct behaviour before a consequence is given. This ensures that learners gain a sense of self-control and are aware that they are in charge of their own actions. A trusting relationship must be formed between the educator and the learners as part of the process of developing positive behaviour so that the consequence is based on formative and restorative practices and can have its desired effect, which is to provide a learning opportunity for the learner and a chance to improve their behaviour. Educators must balance their relationship-building with learners and their role as the adults leading the learning.

The consequences given for negative behaviour should be:

- As close to the event as possible
- Appropriate to the age and development of the learner
- Related/linked to the behaviour in question
- Private and discreet
- Reasonable and fair
- Provide an opportunity for reflection and discussion with their educator or a member of the senior leadership team regarding their behaviour choices
- Prepare students to live in a society where rules, regulations, and laws apply to everyone equally and take the collective good into consideration.

Understanding the issue is key to changing behaviour. When misbehaviour occurs, learners should understand:

- What happened
- What should have happened
- How to make the situation better
- What should happen next time
- How can they repair the mistake or harm caused
- How does their behaviour impact others, society and the world around them

Consequences should be accompanied by a discussion with the learner's educator and/or a member of the senior leadership team when necessary, and should not be carried out in isolation. All serious incidents and their consequences should be recorded, and decisions to inform parents will be made by the senior leadership team following a fair and objective investigation of the event in question.

All serious behaviour incidents should be addressed within the framework of a specialized growth plan, with appropriate follow-up and specific goals outlined that are developed in collaboration with the learner and their form tutor or classroom educator.

13. Prevention

Most low-level disruptions and issues are predictable and can be minimized with these and other measures:

- establishing learning goals and expectations with learners right from the beginning

- establishing trusting relationships/effective working relationships with learners

- explicitly teaching procedures and expectations
- designing lessons and activities that involve active participation and learner engagement, with units of study about conflict resolution, digital citizenship, social interactions, emotional strength, and attitude change, especially in the PSHE classes.
- rewarding and reinforcing positive behaviour (for example by recognizing, validating and highlighting it, giving praise, by using positive learner behaviour as an example, small immaterial privileges such as golden time or extended playground time)

14. Skills development

Learners may make repeated inappropriate choices due to a lack of skills and need specific teaching for self-regulation to succeed. The educator should therefore not resort immediately to consequences, but instead, provide the learner with explicit instructions and opportunities for reflection so that the learner may learn about and further develop their decision-making and autonomy when it comes to positive behaviour.

Examples of strategies or skills that may need further development may include:

- self-management
- emotional regulation
- social skills
- conflict resolution

These can be taught as part of a whole-class discussion, or one-on-one with the learner, and the educator may wish to work with the personalized learning team to develop a behaviour plan and specific goals for the learner, depending on the nature of the inappropriate choices made.

15. Positive behaviour

Written records should be kept of any achievements or conduct that is considered notable or exemplary and they should be stored in the learner's electronic file. The record should be as detailed and specific as possible, so that the learner may use these as learning opportunities and guidance towards increased autonomy and self-management. These can then be used to give praise during assembly or for one-on-one feedback sessions with the learner in question.

Examples of positive achievement or conduct include:

- Exemplary application of IB Learner Profile attributes
- Exemplary positive conduct on the playground or in sports areas
- Exemplary positive conduct on school trips/during external events ●
Exemplary academic attainment
- Exemplary piece of work submitted by the learner
- Noteworthy academic effort that is sustained by a learner over a period of time
- Noteworthy improvement in behaviour/contribution to the school community

16. Responsibilities

Staff promote positive behaviour by:

- Being effective role models and exemplifying positive behaviour through their own actions
- Creating a safe environment where all learners feel valued and recognized
- Establishing and maintaining clear and consistent classroom and daily routines
- Having a consistent approach to the implementation of the behaviour policy in cases that require any kind of intervention
- Intervening immediately in any type of bullying when it occurs
- Handling behavioural incidents with compassion and understanding
- Focusing on the learner's behaviour rather than the learner's character
- Leading regular discussions about behaviour during PSPE, learner assemblies, and lessons

- Ensuring that behavioural expectations and agreements are shared with the whole school community, including parents and learners
- Recording incidents electronically to enable follow-up
- Regularly participating in professional development regarding positive behavioural approaches

Learners demonstrate positive behaviour by:

- Adhering to the values of the IB Learner Profile
- Contributing to the creation of essential behaviour agreements with their respective class/year group
- Understanding and complying with the objectives of the behaviour policy
- Respecting the rights of others to learn and to teach
- Respecting property, people, and limitations placed to ensure safety and harmony ● Taking the initiative to inform their educators of behavioural concerns
- Participating in regular discussions about behaviour during PSPE/PSHE, learner assemblies, lessons, and surveys.

Parents help the community develop positive behaviour by:
- Supporting the objectives of the school's behaviour policy
- Supporting the intervention strategies put in place by the school
- Trusting the school to carry out fair and objective investigations into any behaviour concerns and understanding that they will be informed where necessary and appropriate
- Modeling positive behaviour and encouraging their children to make positive and respectful behaviour choices
- Encouraging their children as far as possible to resolve their conflicts independently, but also to share any concerns with their educators or a member of staff they can trust
- Working with the school to implement any plans put in place to reinforce positive behaviour for individual learners
- Discussing positive behaviour and respect with their children to help them improve their decision-making processes

17. Unacceptable behaviour

The school recognizes that it is inevitable that learners might occasionally have difficulties with making positive behaviour choices. However, to support learners in making positive behaviour choices, this policy outlines certain behaviours that the school considers to be unacceptable, and they will require more immediate intervention than other low-level disruptions so that the school community can support learners in making better choices in the future. This behaviour is considered detrimental to the behaviour goals of the school, and while steps should be taken to prevent incidents from occurring using the guidelines laid out in this policy, these behaviours might entail immediate consequences that will always aim to enable reflection and strengthen self-control in the future. Information on intervention strategies can be found in this document under *Consequences* and the school's positive handling policy.

17.1 - Language

- The use of offensive, threatening, or discriminatory language
- Name-calling or use of language intended to cause hurt or humiliation
- Use of non-verbal or body language intended to show disrespect or cause offense

17.2 - Abuse of perceived advantage, status, or position

- Manipulation of others through social or intellectual status
- Abuse of trust or authority
- Gratuitous creation of hierarchies
- Prejudice or arrogance based on, for example, gender, race, physical ability, ethnicity, nationality, religion, language proficiency, or any other difference

17.3 - Antisocial behaviour

- Bullying/cyberbullying (see anti-bullying policy)
- Exclusion
- Taking things without permission
- Spreading rumors
- Disrespectful and/or challenging behaviour
- Physical aggression or violence
- Unwanted physical contact
- Intentional damage to property or belongings, either personal or institutional

behaviour that severely affects teaching and learning

- Academic dishonesty (see academic integrity policy)
- Failing to take responsibility for learning and actions
- Shouting out or otherwise causing significant disruptions
- Apathy, lack of effort
- Talking over others, not listening
- Refusal to share resources

18. Recording and reporting

The purpose of recording behaviour at St Nicholas is twofold. On the one hand, it serves to value positive behaviour and reinforce behaviours that strengthen self-esteem, independence, and service to the community, but it also serves to enable effective follow-up of and solutions to incidents of unacceptable behaviour that require intervention. In both cases, the school strives to keep an open and transparent communication with the families.

All behaviour listed here below should be recorded electronically, and discussed in tutor meetings or meetings with the senior leadership team. Incidents or achievements will be shared with parents only after a discussion with a member of the senior leadership team.

19. Concerning behaviour

The school defines concerning behaviour as either behaviour such as repeated low-level disruption or behaviour considered unacceptable as per this behaviour policy, or behaviour that may indicate emotional distress or underlying mental health concerns. All such matters should be recorded electronically with a detailed description of incidents or patterns of behaviour. These reports should then be used as a basis for the development of a behaviour plan for the learner in question that is tailored to the learner's needs, or consequences imposed after instances of unacceptable behaviour, as per the section on intervention in this policy.

Examples of concerning behaviour include:

- Any behaviour considered to be unacceptable as per the behaviour policy

- Continued absences or lateness (to school or lessons after break or lunch)

- Lack of organization (homework, planning, self-management)
- Emotional outbursts or signs of distress

All concerns raised by learners regarding themselves, other learners, or members of staff should be recorded and placed in a confidential folder, and a member of the child protection staff should be notified as soon as possible. (see the school's Child Safeguarding and Protection Policy).

20. Secondary Addressing Behaviour - Procedures

The following is a list of the procedures to follow that are specific to secondary, which outline the steps to take in cases of both positive choices, as well as choices that can negatively impact learning and the learning environment.

Positive behaviour - Commendations

Commendations should be awarded by all subject educators following exemplary behaviour, effort, or demonstrations of the IB learner profile. Commendations are added as a behaviour note on Managebac, and they must contain a brief description of the behaviour that led to the merit being awarded. The note must be made visible to the parents and the learner.

Positive behaviour - Leadership Recognition
Active and committed participation in activities offered by the school, extracurricular or otherwise, can count towards a range of leadership awards offered to learners in secondary school. They include the following:

- **The St Nicholas Leadership Award:** Awarded to learners who volunteer to support Saturday activities, receive a significant amount of merits over a term, contribute to the learner council, and demonstrate leadership in different areas of the school. The award is given at the end of each academic year, and learners can be awarded a bronze, silver, or gold award depending on their level of contribution.
- **The St Nicholas Sports Award:** Awarded to learners who demonstrate sportsmanship and committed participation in the school's ECA program as well as sports fixtures over the year. Learners nominated for the award must demonstrate outstanding behaviour and sportsmanlike qualities to receive recognition
- **The St Nicholas Tech Award:** Awarded to learners who demonstrate skilful use of technology in areas outside of Design and Technology classes. Learners nominated for the award should be able to showcase projects or products they develop that demonstrate the application of skills and techniques learned as part of their studies at St Nicholas.

Negative behaviour - behaviour notes

Learners who make negative behaviour choices such as the ones listed in the previous sections, will result, where appropriate, in the learner receiving a behaviour note on Managebac that records the behaviour choice made. Such notes can result in learners receiving the consequence of completing a reflection in accordance with the criteria in the table here below:

Level 1: Low-level concern	Who is involved	Action
Up to three negative behaviour notes in a two-week period. Eg. Inappropriate language, disruption, unprepared for the lesson, etc.	- Tutors and/or Subject Leader - Pastoral Coordinator	- The tutor has a discussion with the learner - Discussion is recorded on Managebac
Level 2: Medium-level concern	**Who is involved**	**Action**
A subsequent two-week period of negative behaviour notes, or a period with more than three notes. Or behaviours of greater concern such as vandalism, medium to high-level disruption, verbal aggression and disrespect	- Tutors - Pastoral Coordinator - Wellbeing lead - Head of Secondary	- Learner completes *Reflect & Act sessions* during lunchtime. - behaviour reflection is completed and sent home to parents to sign. - Reflection recorded on Managebac and parents notified via email.

Level 3: High-level concern	Who is involved	Action
A further two-week period of negative behaviour notes, or a period with 6 or more notes Or behaviours of highest concern, such as physical aggression; actions that threaten the peace or put the safety of learners at risk, use of any item that may impact the learners' safety (such as any type of weapon, licit or illicit drug or pornography)	- Tutor - Pastoral Coordinator -Wellbeing Lead - Head of Secondary - Brazilian Director - Head of School	- The learner and the family are called into a meeting with the Head of Secondary and Brazilian Director - A written warning or suspension is issued for parents to sign - A pastoral plan is prepared that ensures close monitoring of learner behaviour together with the Wellbeing Department. Learners who are on Level 3 in terms of behaviour concerns may be excluded from participation in events such as MUN conferences, residential trips or inter-school sports events.

21.   Mobile phones

Coming to school should allow learners to engage in social activities, learn together, play together, and interact with each other in a way that is not compatible with the use of mobile phones. Early Years and Primary students should not have mobile phones at school at any time, and Secondary students should keep their phones at home or, if brought to school, in their lockers. Phones may be used at dismissal time at the exit gates. When learners do not follow these instructions, the following actions will be taken:

1st incident: The Phone is confiscated by the class educator, delivered to the Head's office, and collected by the learner only at the end of the school day. The incident should be logged on Managebac.

2nd incident: Phone is confiscated and delivered to the head's office. The incident is logged on Managebac and parents are notified via email.

3rd incident: Phone is confiscated and delivered to the Head's office. Only parents will be allowed to collect the phone at the end of the day. The incident is logged on Managebac and parents are notified via email.

22.   Attendance and Punctuality

Learners are expected to have their materials ready before the start of the lesson, and will still be considered late if they arrive and then leave the classroom to collect their materials. Each lateness should be recorded on Managebac, as it will then be reviewed by the pastoral lead and appropriate action taken as a result.

Latenesses to school in the mornings are dealt with by contacting the parents directly (repeated latenesses: email from tutor using template, 2nd reminder comes from Head of Section via a meeting)

Leaving early

While leaving school early continues to be heavily discouraged, some consideration will be given to exceptional circumstances. In these circumstances, the parents of the learner in question must send an email authorizing the child. No learner will be allowed to leave the school premises without written permission from the parents or legal guardian.

23.   Disruptive Behaviour

Low-level disruptions must be handled through classroom management, and reporting thereof must be considered on a case-by-case basis. Incidents of low-level disruption should not be reported without a prior discussion with the learner. Consistent patterns of disruptive behaviour are to be reported to tutors via Managebac or email to extend further care to the child.

Individual learners struggling with behaviour will be supported through the tutor system and eventually counselling.

Individual educators struggling with behaviour will be supported through their line managers and eventually, training/mentoring if necessary.

Escalation of behaviours

Repeated incidents of any of the behaviours described here above will be addressed on a case-by-case basis, but always accompanied by rigorous reporting and communication with the family. In some cases, learners may be put on a pastoral support plan, as outlined here below.

24.   Pastoral Support Plans

Learners who struggle with making positive behaviour choices may be put on a pastoral support plan. This plan is a temporary support program of a fixed duration, where learners receive additional support and follow-up from relevant members of the wellbeing team as well as tutors and Head of Secondary in some cases. The support plan is implemented as follows:

1. An educator places a request for a pastoral support plan using the form provided in the Secondary Drive
2. The form is reviewed by the well-being team and Head of Secondary and a pastoral support plan drafted
3. A member of the well-being team meets with the learner to discuss the plan and make adjustments based on the learner's input
4. A meeting is called with the parents to discuss the plan and build a partnership in addressing the behaviour
5. The plan is implemented according to the requirements laid out there within
6. At the end of the stipulated period, a follow-up meeting is called with the learner and their family to discuss the plan and determine whether it should be extended or concluded.
7. In cases where students do not respond positively to the support measures implemented and continue to exhibit negative behaviours, the school will enforce a behaviour contract based on this Positive Behaviour Policy, which will need to be signed by the students, their parents, and the head of the section. This contract will outline the expectations for both the student and their family, specify the continued support the school will provide, and detail the consequences for failing to meet these expectations. These consequences may escalate and could ultimately lead to the refusal to offer re-enrollment for the following academic year.

Records of updates in the pastoral support plan are documented and stored on the Secondary Shared Drive.

25.   Uniform

Learners in Grades 6 to 9 are expected to wear the appropriate uniform including the PHE uniform, unless exceptional circumstances apply. Days involving casual clothing or costume events will be communicated in advance. Any outerwear on cold days must be in the same colors as the school uniform, and have the uniform visible underneath, so closed hoodies for example will not be considered acceptable outerwear. Jewellery must be worn in a way that does not cause a safety hazard, and fingernails must be of an appropriate length to allow for full engagement in PE and other active learning. In cases where learners do not follow the uniform policy, the following will apply:

1st incident: learner given a verbal reminder by the tutor (noted on Managebac)
2nd incident: Tutor sends email home with a reminder about uniforms (use template from folder) (noted on Managebac)
3rd incident: A meeting will be arranged with the family and a member of the wellbeing team to address the matter.

Information on the school uniform can be found at the back of this handbook, on the school's website, and on displays around the school.

Learners in Grades 11 to 12 are not required to wear a school uniform, with the exception of a house shirt for house events. They are expected to wear clothing that prioritizes comfort while being appropriate for a school environment. Any dress code violations will be addressed using the steps listed here above.

The dress code guidelines for learners in Grades 11 to 12 can be found online, on ClassApp, as well as in the Secondary Shared Drive.

Appendix 1

Discussion prompts for Level 1-3 discussions with learners

These prompts may be used to guide the discussions with learners on each level of the escalation process in Secondary. educators and counselors may choose to use any or none of the prompts provided before the learners complete their behaviour reflection.

Level 1 - Low-Level Concern:

Reflect on Choices:
- What do you think has happened that led to us having this discussion?
- What choices do you think you have made that have led to us having this discussion?
- How do these choices align with maintaining a positive and productive school environment?

Impact on Others:
- Consider the impact of your behaviour on your peers and the learning environment.
- How can you contribute positively to school life/your relationships with others/the learning environment in the future?

Goal Setting:
- What specific goals can you set to improve your behaviour going forward? What are you going to do to reach those goals?
- How can you ensure you make choices that positively contribute to the classroom atmosphere?

Recognizing Positives:
- Identify positive aspects of your behaviour during this reflection period.
- How can you build on these positive aspects to enhance your overall conduct?

Understanding Consequences:
- What are the consequences of the choices you have made for yourself and for others? (if learners say that the consequence is to complete this reflection, ask them to reflect on the consequences on the learning environment, their relationships, or their learning).
- How can you learn from this experience to avoid similar situations?

Seeking Support:
- Are there specific challenges you're facing that we can help you with?
- How can educators and other adults at school support you in making positive choices?
- Is there anyone else in your life that can support you?

Problem-Solving:
- Brainstorm alternative actions you could have taken in situations.
- How can you approach similar situations differently in the future?

Ownership of behaviour and Restorative Practices:
- Reflect on how your behaviour aligns with your personal values.
- How can you take ownership of your actions and make choices that reflect your best self?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Level 2 - Medium Level Concern:

Accountability:
- Acknowledge the accountability associated with this discussion taking place. (The person facilitating the reflection should review the behaviour notes with the learner)
- How can you demonstrate responsibility for your actions moving forward?

Reflection on Suspension:
- Share your thoughts on the reflection experience
- How did this experience impact your understanding of the importance of self-management?

Communication with Parents:
- Discuss your feelings about the fact that the behaviour reflection sent home to parents.
- How can open communication with your parents contribute to positive changes -?

Setting Boundaries:
- Why do you think it is important to set and respect boundaries in a school environment?
- How can you ensure your behaviour respects the boundaries set by the school community?

Identifying Triggers:
- Identify potential triggers for disruptive behaviour. Gently redirect the learner if they remain fixed on assigning blame to others
- How can you recognize and manage these triggers to avoid future issues?

Empathy and Understanding:
- Consider the perspectives and feelings of others affected by your behaviour.
- How can empathy guide your actions to create a positive and inclusive environment?

Positive Role Models:
- Identify positive role models within the school community. It can be an adult or another learner
- How can you learn from their behaviour and contribute positively to the school culture?

Building Relationships:
- Discuss the role of positive relationships in a school setting.
- How can you actively contribute to building positive relationships with peers and educators?

Goal Revision:
- Revise and set new goals based on the lessons learned from this reflection.
- How can these goals contribute to sustained positive behaviour?
- What other benefits can meeting these goals bring to you?

Celebrating Progress:
- Acknowledge any positive changes in behaviour since the last reflection.
- How can you celebrate and reinforce these positive steps?

Level 3 - High-Level Concern:

Understanding the Warning:
- Reflect on the significance of receiving a written warning.
- How does this impact your understanding of the seriousness of the situation?

Impact on School Community:
- Consider how high-level concerns can impact the overall school community.
- What steps can you take to contribute positively to the community moving forward?

Family Discussion:
- Why do you think it is important to bring your family in to discuss these concerns?
- How can your family support you in addressing these concerns going forward?

Responsibility for Actions:
- Acknowledge the need to take full responsibility for actions leading to this level of concern.
- How can a strong sense of personal responsibility contribute to positive changes?

Setting Clear Expectations:
- Clarify the expectations set by the school in terms of behaviour.
- How can you align your behaviour with these expectations?

Pastoral Plan Collaboration:
- Discuss your thoughts on the pastoral plan developed for close monitoring.
- How can you actively participate in and benefit from this support system?

Learning from Experiences:
- Reflect on the consequences of physical/verbal aggression and actions that threaten safety.
- How can these experiences serve as powerful lessons for personal growth?

Alternative behaviours:
- Brainstorm alternative actions in high-stress situations.
- How can you replace negative behaviours with positive and constructive alternatives?

Event Exclusion Discussion:
- Discuss the potential exclusion from events such as MUN conferences, residential trips or inter-school sports.
- How can you work towards regaining the privilege of participation through positive behaviour?

These prompts are designed to facilitate constructive and reflective discussions at each level, emphasizing personal responsibility, growth, and positive contributions to the school community.