Primary Behaviour Policy

Approved by:	Angie Bignell	Last reviewed on:	October 2026
		Next review due by:	October 2027

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Introduction

Magno International School's Primary Behaviour Policy is designed to create a safe, respectful and positive learning environment where every student can thrive academically, socially and emotionally. The policy provides a consistent and transparent approach to promoting positive behaviour. Through clear expectations, consistent responses and meaningful positive reinforcement, we aim to ensure that all students understand the choices they make and the consequences that follow, enabling them to become responsible, respectful and successful members of the school community.

Objectives

1. Promote positive behaviour by creating a safe, respectful and inclusive learning environment.
2. Ensure consistency by providing all staff with a clear framework for responding to behaviour.
3. Support student development by encouraging responsibility, reflection and positive decision-making.
4. Recognise and reinforce positive behaviour through meaningful rewards and recognition.
5. Prevent low-level behaviours from escalating through early intervention.
6. Strengthen partnerships with families by maintaining clear communication regarding behaviour.
7. Monitor behaviour effectively to identify patterns and provide appropriate support where needed.

Behaviour principles

- Every student has the right to learn in a safe, respectful and inclusive environment.
- Every member of staff has a responsibility to promote positive behaviour.
- Behaviour expectations should be applied fairly, consistently and proportionately.
- Positive behaviour should be recognised and reinforced.
- Students begin each day with a fresh start.
- Students should be encouraged to reflect upon and improve their behaviour.
- Serious behaviour will be addressed promptly in accordance with the school's Framework for Coexistence.

- The school recognises that some students may require personalised support to achieve success within the behaviour system.

Inclusive Behaviour Support

The school is committed to ensuring that every student is supported to achieve success. Whilst the Green – Amber - Red Behaviour System provides a consistent framework for promoting positive behaviour, it is recognised that some students may require additional personalised support to help them consistently meet the school's behaviour expectations.
Where appropriate, students may be supported through either a Motivation Plan *(Appendix A)* or a Personal Behaviour Plan *(Appendix B).* These plans are developed collaboratively by the Class Tutor, Head of Stage, Orientation Department, parents/carers and the student.
These personalised approaches provide agreed targets and strategies to support behaviour whilst maintaining the principles of the school's Behaviour Policy.
A Motivation Plan provides short-term targeted support for students who require additional encouragement, structure and positive reinforcement to develop consistent positive behaviours. It focuses on achievable behaviour targets, regular monitoring, positive feedback and celebrating success. This approach is intended to promote self-management and prevent behaviours from becoming more persistent.
A Personal Behaviour Plan provides individualised support for students whose behavioural needs are more significant, persistent or linked to identified additional needs. The plan identifies personalised behaviour targets, potential triggers, preventative strategies, reasonable adjustments where appropriate, agreed adult responses and methods of supporting emotional regulation. Progress is reviewed regularly in partnership with parents and relevant staff.
Both plans complement the school's Behaviour Policy and provide additional support whilst maintaining the expectations and principles of the Green - Amber - Red Behaviour System. Students will be removed from either plan once sustained improvement has been demonstrated and ongoing additional support is no longer required.

Behaviour System

The school operates a whole-school Green – Amber - Red Behaviour System designed to provide students with a clear, visual and consistent approach to behaviour management across Primary.
The system complements the school's Framework for Coexistence by ensuring that behaviour expectations, consequences and positive reinforcements are applied consistently by all members of staff across classrooms, playgrounds, corridors and shared spaces.

GREEN – Expected Behaviour

All students begin each school day on GREEN, representing expected behaviour.
Students remain on GREEN by:

- Following school expectations.
- Demonstrating respect towards others.
- Participating positively in lessons and school activities.
- Showing self-control and responsibility.

GREEN reinforces that every student begins each day with a fresh start.

Step 1 – Verbal Warning

For low-level inappropriate behaviour, teachers will provide a clear verbal warning, reminding the student of the expected behaviour.
Where a student receives two verbal warnings, they move to the AMBER stage.

AMBER – Caution Stage

AMBER indicates repeated low-level behaviour or moderate inappropriate behaviour.
Examples may include:

- Deliberate disruption.
- Repeated refusal to work.
- Minor disrespect.
- Misuse of devices.
- Leaving the line or designated area without permission.

Consequences include:

- Loss of five minutes of break/patio time - to be spent with the duty teacher.
- Completion of a reflection sheet.
- Recording of the incident using the school's Behaviour Recording Form.

Students who demonstrate improved behaviour may return to GREEN during the same day.

RED – Serious or Continued Behaviour

Students move to RED when:

- Inappropriate behaviour continues following the AMBER stage and two more verbal warnings are given; or
- A serious behaviour incident requires immediate escalation.

Examples of behaviours resulting in an immediate RED include:

- Aggression.
- Bullying.
- Damage to property.
- Serious disrespect.
- Unsafe behaviour.
- Safeguarding concerns.

Consequences include:

- Loss of ten minutes of break or patio time.
- Communication with parents.
- Completion of a reflection sheet or statement sheet.
- Recording of the incident using the school's Behaviour Recording Form.

Students remain on RED for the remainder of the school day.

Direct Escalation

Certain behaviours require immediate escalation without progressing through the warning stages.
Examples of behaviours resulting in an immediate **AMBER** include:

- Deliberate disruption.
- Repeated refusal to work.
- Minor disrespect.
- Misuse of devices.
- Leaving the line or designated area without permission.

Examples of behaviours resulting in an immediate **RED** include:

- Aggression.
- Bullying.
- Damage to property.
- Serious disrespect.
- Unsafe behaviour.
- Safeguarding concerns.

These behaviours are defined in accordance with the school's Framework for Coexistence.

Bullying, Harassment and Discrimination

Bullying, harassment and discriminatory behaviour are unacceptable in all settings, including within school, online, on school transport, during school trips and extracurricular activities, and outside school where the behaviour has a significant impact on the school community. All incidents will be addressed in accordance with this policy and the school's Anti-bullying Policy.

Restorative Practice

Where appropriate, staff will use restorative approaches alongside the school's behaviour system to help students understand the impact of their actions and take responsibility for their behaviour.
Restorative conversations may explore what happened, who was affected, what harm was caused and what the student can do to put things right and prevent similar incidents from happening again.
Restorative practice complements the consequences outlined in this policy and does not replace an appropriate consequence where one is required.

Positive Reinforcement

The behaviour system is balanced through a structured approach to recognising and rewarding positive behaviour.

Dojo Points

Students may be awarded Dojo Points for:

- Following class rules.
- Demonstrating respect.
- Showing self-control.

Every ten Dojo Points are converted into one House Point.

House Points

House Points are awarded in recognition of:

- Cooperation.
- Leadership.
- Emotional intelligence.
- Integrity.
- Contribution to the school community.

House Points are collected weekly by House Captains and contribute to the school's House System.

Behaviour Tracking

All AMBER and RED behaviour incidents are recorded using a Behaviour Recording Form *(access via school SharePoint)*, which feeds into a central Excel spreadsheet.
Each class has its own dedicated record, enabling behaviour to be monitored consistently across the school.
The tracking system is accessible to:

- The Head of Stage
- The Designated Safeguarding Lead (DSL).
- The School Leadership Team.

Behaviour tracking enables the school to:

- Monitor behaviour across the school.
- Identify emerging patterns.
- Ensure consistency between members of staff.
- Provide timely follow-up and intervention where required.

School Transport and Buses

School transport is an extension of the school environment. Students travelling on school buses are expected to demonstrate the same standards of behaviour, respect, responsibility and resilience that are expected within school.
Students must:

- Follow all instructions given by the driver and supervising staff.
- Arrive at the bus stop on time and wait sensibly.
- Board and leave the bus safely.
- Remain seated while the bus is moving and wear seat belts where fitted.
- Speak respectfully to the driver and other passengers.
- Respect the property of others and the condition of the vehicle.
- Keep aisles, exits and emergency equipment clear.
- Contribute to a safe, calm and positive environment for all passengers.

The following behaviours are not acceptable:

- Bullying, harassment or intimidation.
- Physical aggression or fighting.
- Throwing objects inside or outside the bus.
- Excessive noise or behaviour that distracts the driver.
- Vandalism or damage to the vehicle.
- Tampering with emergency exits or safety equipment.
- Filming or photographing others without permission.

- Use of prohibited items or substances.
- Eating food or chewing gum.

Any behaviour on school transport that compromises safety may result in a student moving directly to a red card or depending on the seriousness of the incident, further action may be taken in accordance with this Behaviour Policy and the school's Coexistence Framework.
The school reserves the right to suspend or permanently withdraw access to school transport where a student's behaviour poses a risk to the safety or wellbeing of others. Alternative transport arrangements will then become the responsibility of parents/carers.
The protocol for any incidents on the bus will be the bus monitor recording these incidents and sharing a copy with the relevant Head of Stage who will then take further action. For any incidents on the bus that happen in the moment, the monitor has the right to ask students to change seats from the original seating plan. The monitor also has the right to confiscate any prohibited material to ensure the wellbeing of everyone on the bus.

Related School Policies and Documents

This Behaviour Policy should be read alongside the following documents which are accessible via the school SharePoint:

- Framework for Coexistence
- Safeguarding Policy
- Anti-bullying Policy

Supporting Documentation

The following documents support the implementation of this Behaviour Policy:

- Personal Behaviour Plan Appendix A
- Motivation Plan Appendix B
- Reflection Sheet Appendix C
- Green – Amber – Red Behaviour Flow chart Appendix D
- Class Tick Sheet (digital) Appendix E
- Behaviour Recording Form Access via school SharePoint

Evaluation and review

This policy will be reviewed annually to ensure its effectiveness and relevance. Feedback from the school community will be collected and necessary adjustments will be made to improve behaviour at Magno.
The review will take into consideration feedback from staff, students and families, behaviour data and trends and any updates to the school's related policies and procedures. Where necessary, amendments will be made to ensure the policy continues to promote a safe, respectful and positive learning environment for all members of the school community.

Appendices

Appendix A: Personal Behaviour Plan

	PERSONAL BEHAVIOUR & SUPPORT PLAN *School–Home Partnership*		
Student		**Year Group**	
Date		**Review Date**	
Class Teacher		**Plan Lead**	
PURPOSE OF THE PLAN			

AREAS FOR DEVELOPMENT

WHAT WE WILL DO TO SUPPORT XX

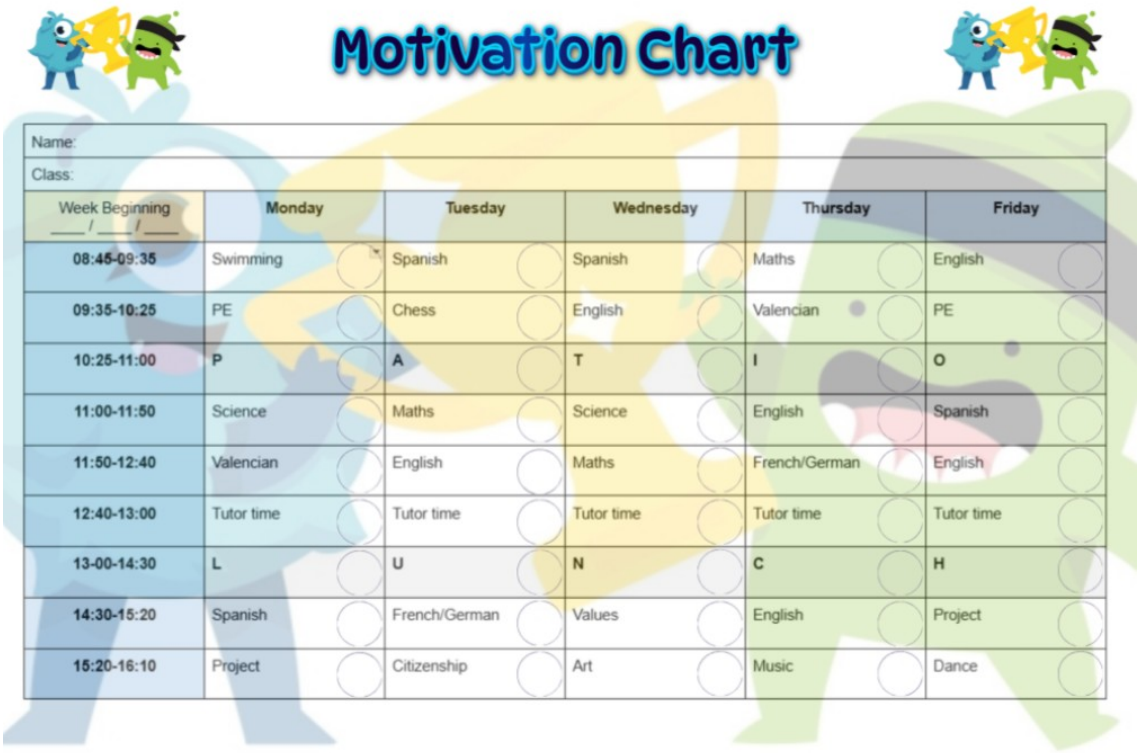
WHAT XX IS WORKING TOWARDS	
Respectful communication	
Responding to correction	
Positive choices	
MONITORING & REVIEW	

HOME–SCHOOL COMMUNICATION

AGREEMENT

Parent	Class Tutor	Orientation	Interim Head of Primary

Appendix B: Motivation Plan



Motivation Chart

Name:

Class:

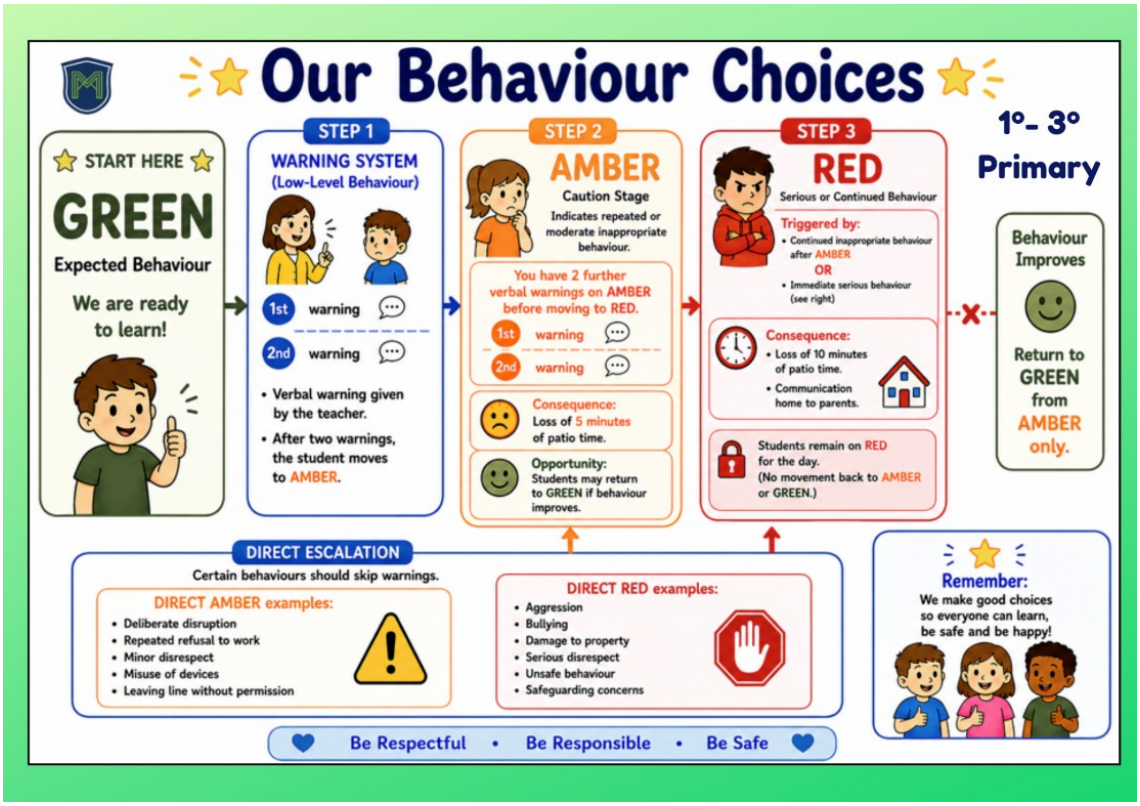
Week Beginning ___/___/___	Monday	Tuesday	Wednesday	Thursday	Friday
08:45-09:35	Swimming	Spanish	Spanish	Maths	English
09:35-10:25	PE	Chess	English	Valencian	PE
10:25-11:00	P	A	T	I	O
11:00-11:50	Science	Maths	Science	English	Spanish
11:50-12:40	Valencian	English	Maths	French/German	English
12:40-13:00	Tutor time	Tutor time	Tutor time	Tutor time	Tutor time
13-00-14:30	L	U	N	C	H
14:30-15:20	Spanish	French/German	Values	English	Project
15:20-16:10	Project	Citizenship	Art	Music	Dance

Appendix C: Reflection Sheet

Behaviour Reflection Sheet		
Name	**Class**	**Date**
In your own words, explain what happened:		
Who was involved and who was affected by what happened?		
How do you think the other person felt, and why?		
What could you do differently next time?		

What could you do to make things better or help the other person feel better?
What have you learned from this experience?

Appendix D: Green – Amber – Red Flowchart





Appendix E: Class Tick (Digital)

DATE	STUDENT	CURRENT STAGE	NOTES (e.g. good behaviour, tick removed.)