**Personal, Social and Physical Education Policy**

**April 2018**

**Mission**

Through a positive learning environment, the Japanese International School respects the diversity of its community and provides quality education by empowering students to think, create, discover, solve problems, become responsible citizens, and achieve their personal best.'

**IBPYP**

As an International Baccalaureate Primary Years Programme school, all members of the JIS community are expected to model attributes from the **learner profile** and the 3 Core Values (Kindness, Commitment, Respect). All teachers plan regular learning engagements which give students opportunity to develop and reflect upon these attributes.

#### **What is Personal, Social and Physical Education?**

The expectations of PSPE at JIS are closely aligned to the PYP Student Profile, the JIS Mission Statement, and the PYP PSPE Scope and Sequence.

PSPE in the IB Primary Years Programme (PYP) is concerned with the individual’s well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being. Well-being is intrinsically linked to all aspects of a student’s experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

Lifelong learners adopt a positive attitude to learning, develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new learning and skills in different contexts. In order to become successful learners, it is necessary for students to feel empowered by their learning, to value and take responsibility for their learning, to demonstrate resilience and to develop independence. Such learners are able to reflect on themselves, their experiences, and the process of learning in order to support personal growth and their ongoing commitment to personal, social and physical well-being. *(PYP Introduction to the PSPE Scope and Sequence p1).*

The PSPE Scope and Sequence is organised into 3 strands: identity, active living and interactions. It is the responsibility of *all* teachers to be familiar with the conceptual understandings in this Scope and Sequence and integrate them into classroom inquiry. The PSPE curriculum is integrated into all units of inquiry and is also taught in a ‘stand-alone’ way through circle times, morning meetings, role-play, literature and assemblies. Where appropriate, small groups of children may need extra opportunities to develop in PSPE and classes will be differentiated to allow more instruction time for these skills to develop according to the needs of the students. The Appendix G provides resources to support the teaching of these skills.

**Why we value student well-being at JIS**

Schools play an important role for developing positive emotions and school relationships, directly impacting student achievement potential. At JIS, we are committed to providing an inclusive, caring and supportive learning environment where students feel safe and comfortable to express their individuality. In doing so, we empower students to deal with challenging thoughts and feelings that may have an impact on their learning, motivation, achievement and their relationships with others.

**Behaviour management**

At JIS we have a positive, pre-emptive approach to behaviour management. All classes create Essential Agreements with the students which give clear, fair, positive statements of expectation.

Throughout the school, we have agreed the following values which are linked to Learner Profile which all members of the community are expected to abide by:

* Respect
* Commitment
* Kindness

How each of these values are exemplified in classrooms is negotiated with the students at the start of every year to support the creation of class **essential agreements**.

For other areas, staff and students worked together to negotiate clear expectations for these areas. Below are the results from this negotiation.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Classroom** | **Hallways** | | **Lunchtimes** | | **Bathrooms** | | **Assemblies** |
| **Respect** | Class Essential Agreement | We will walk at all times.  We will greet others.  We will use appropriate voice levels. | | We will clean up after ourselves.  We will eat quietly and use appropriate voice levels.  We will line up quickly and quietly when requested. | | We will keep the bathrooms clean.  We will respect other people’s personal space and privacy. | | We will enter and exit assembly sensibly and quietly.  We will put our hand up to speak  We will wait until called upon to comment.  We will respect each other’s personal space and the environment. |
| **Commitment** | Class Essential Agreement | We will stay focused on what we are doing and where we are going. | | We will try and finish our lunch.  We will eat a variety of healthy foods.  We will minimize our use of disposable plastic. | | We will limit our use of resources (ie - water, paper towel, etc.)  We will use bathroom time efficiently and return to class promptly. | | We will use assemblies as a learning opportunity by staying focused. |
| **Kindness** | Class Essential Agreement | We will pay careful attention when using the stairs.  We will be aware and sensible about personal space. | | We will be inclusive during play.  We will use kind words with others.  We will be helpful when needed. | | We will be a good friend to others.  We will be helpful when needed. | | We will encourage and celebrate the achievements of others. |
|  | **Playground** | | **Bus** | | **School Trip** | | **Pool/Change rooms** | |
| **Respect** | We will follow the instructions of staff on duty.  We will play safely alongside other children.  We will use school property and equipment appropriately. | | We will listen and follow instructions given by bus escorts and drivers.  We will stay seated and wear our seatbelts at all times.  We will use soft voices and appropriate language at all times. | | We will respect the surroundings and people we meet.  We will respect ourselves by following safety rules.  We will listen patiently and attentively to teachers, instructors, volunteers and each other. | | We will respect other people’s privacy and property.  We will respect the school facilities.  We will keep the area clean. | |
| **Commitment** | We will follow school playground rules.  We will respond promptly to the bell to line up.  We will wait quietly in line for permission to return to class. | | We will be on time for the bus (mornings and dismissal).  We will use bus equipment responsibly.  We will help others when needed. | | We will use the trips as a learning opportunity by being open-minded and fully taking part in activities.  We will understand that we are representing the school so we dress and act accordingly.  We will reflect on our learning experiences. | | We will get changed quickly and quietly.  We will come to school prepared with our swimming kit.  We will try our best to participate and follow instructions. | |
| **Kindness** | We will show empathy for others.  We will use kind words.  We will play for fun. | | We will keep the bus clean and tidy.  We will act responsibly and thoughtfully towards others.  We will show appreciation and be polite. | | We will offer help to those who need it.  We will use kind language.  We will share the space sensibly with others who are using it. | | We will respect everyone’s swimming abilities.  We will encourage others.  We will be helpful when needed. | |

**Positive Language**

At JIS, we use positive language that **reinforces, reminds and redirects**. This language specifically identifies expected behaviours and is compatible with developing a growth mindset. Examples of this are provided in **Appendix A**. All members of staff are responsible for reflecting on their own use of language around school. Assistants will be offered training and support in use of this language.

**Resources/ Tools**

We believe that in order for students to fulfill their potential, they need to be able to pay attention, follow directions, stay motivated and control impulses. At JIS, we use the IB PYP Scope and Sequence along with 'Second Step' programme to teach students skills for learning (being respectful, focusing attention and listening, using self talk, being assertive) as tools to foster positive and lasting relationships, show empathy towards others, and to promote self-regulation. These are important for reception readiness, school, and life success.

Some teachers (ie - Student Support) may also use “**Zones of Regulation**” to empower students to reflect on their own feelings. Examples of this language and resources are provided in **Appendix B**.

**House Community**

At Japanese International School, students, faculty and staff are divided into three houses, Dragon, Pheonix and Pegasus. Students will remain in these houses until they graduate from JIS.

Why do we have houses at JIS?

* To promote teamwork and cooperation among students and staff
* To encourage students to work with students across all year groups
* To have a greater sense of identity at JIS
* To be involved in house activities and experiences that will bring the group together
* To be a part of a team (not just at sports day and swimming gala)
* To demonstrate the 3 core values at JIS: respect, commitment & kindness

**Class Dojo**

At Japanese International School, each year level will use Class Dojo as a tool to manage their classrooms, highlight specific student achievement, and communicate with parents about school happenings in ‘real time’. While individual teacher’s use of this tool, may vary, the school itself will also have its own account (updates and postings handles primarily by the school principal and PYP coordinator). This will be updated with information regarding whole school events and highlights on a weekly basis.

**What happens when a student is not following our 3 core values?**

There will be times when children challenge, test or forget about the expectations and agreements. Whilst maintaining consistent, high expectations, we use these occurrences as opportunities to teach and reinforce expectations. Reminders should be given in a calm, respectful tone, using clear language which refers back to the expectations. Students will undergo a modelled, supported process of reflection and there will be a clear, natural consequence, based on the age and development of the child. It is important that we, as the staff of JIS are consistent, fair and model and expect respect. Examples of appropriate consequences include: reflective time-outs, loss of privileges such as seating choice, use of play equipment, finishing off incomplete work during recess time.

**Involvement of Student Support staff**

**Phase 1: Classroom**

Should a child show repeated occurrences of inappropriate behaviour, teachers may choose to create their own behaviour management programme with clear targets, and involvement of specialist teachers and parents. The Student Support department should also be informed. Teachers should keep clear and regular anecdotal notes to keep track of behaviour. At this point, the teacher is the main facilitator, but should feel free to seek advice from other staff members, including the school leadership .

**Phase 2: Involvement of Student Support**

If the behaviour shows emotional or behavioural difficulties which substantially and regularly interfere with the student’s own learning or the learning of others, teachers may refer the child to Student Support department. In this case there 3 stages of intervention. Please refer to **Inclusion Policy 3.0** for more details. If a child’s behaviour gets to a point where the classroom environment is being adversely affected and the rights of the other students are being REGULARLY affected, then this child will be on a “stage 3” and officially referred to the Student Support department. At this point, Student Support department assumes joint responsibility for the progress of the child; the child, teacher and family work with the Student Support department on more formal interventions and official documentation. Students may also be expected to seek support from the school counsellor.

**Phase 3**

Should the behavior continue to affect the rights of other students, in consultation with all concerned parties, the Principal may consider school suspension or the child may be asked to continue their education elsewhere.

**Bullying**

At JIS, we believe that prevention of bullying is key to maintaining our respectful, kind environment. Though PSPE education, students are supported in nurturing positive friendships, empowered to identify bullying behaviours and how to respond if they occur.

**Definition of bullying**

Bullying should not be viewed as one-off inappropriate or bad choice behaviour. Bullying is the use of targeted harassment with the intention of hurting another person. Bullying results in pain and distress to the victim, and is typically a repeated behaviour.

Bullying can be:

* **Emotional**: being unfriendly, excluding, tormenting (eg. hiding books, missing someone out, using threatening gestures)
* **Physica**l: pushing, kicking, hitting, punching or any use of violence
* **Racist**: racial taunts, graffiti, gestures
* **Linguistic**: continually using a language that deliberately excludes others
* **Sexual**: unwanted physical contact or sexually abusive comments
* **Verbal:** name calling, sarcasm, spreading rumours, teasing
* **Harassment:** that is ongoing and repetitious
* **Cyber bullying**: using technology - please refer to ICT policy

**Prevention**

At JIS we will use methods for helping children to prevent bullying. As and where appropriate these include:

1. Promoting the defined set of school values and rules. These are developed into a class based ‘essential agreement’
2. Encourage students to use skills learned from Second Step programme to deal with potential situations or confrontations (ie - be assertive, use self-talk, use a “Stop” signal, etc.)
3. Use of PYP Learner Profile to explore the issues related to positive behaviour and bullying, through the use of such techniques as ‘circle time,’ developing empathy through literature, role-play
4. Having sincere, open dialogue about bullying and why it matters
5. Peer mediation, “befriender” system, playground area designation system.

**Procedures When Bullying is Reported**

1. All members of the school community should report incidents. The first point of contact for parents should be their child’s teacher.
2. The bullying behaviour must be stopped quickly. Staff must investigate and should record important details regarding the incident and then decide if it is necessary to inform the school Principal.
3. Where appropriate, parents (on both sides) should be informed and be invited to a meeting to discuss the problem. The meeting should also involve the teacher and school Principal. Notes will be taken and copied to all members of the meeting.

**Outcomes**

1. The bully (bullies) will be guided through a reflection process and asked to genuinely apologise. If possible, the students will be reconciled. The class teacher will differentiate instruction to include more experiences to develop social awareness and empathy; how bystanders can help and how victims of bullying can recover.
2. Appropriate consequences take place, for the bullies for example loss of play time, time away from class, suspension from the bus
3. In serious cases of violence or malice, suspension from school will be considered
4. After the incident has been investigated and dealt with, each case will be monitored and a review date set to ensure that repeated bullying does not take place.

**If the bullying continues**

Should the bullying continue, despite intervention, the bullying child will be referred to Stage 3 Student Support and put on an official Behavior Management Plan. All teachers will be informed and behaviour will be monitored and documented. The bullying child will be expected to work with the school counsellor for at least 4 sessions. The victim of bullying will be supported in class and, if appropriate, also be offered sessions with the school councillor. In case of repeated bullying behaviour, suspension from school will be considered.

**To summarise**

1. **Bullying reported to class teacher.**

Class teacher works with bullies, victims and both sets of parents. Class teacher keeps a record of actions taken and results. All teachers, administration and student – support are informed.

In-class reflection and consequence for bullying behavior.



If bullying stops, teacher continues to monitor the situation

If the bullying stops, teacher and Student Support continue to monitor the situation. If there are no further incidents of bullying after a 3 month period, responsibility is handed back to the class teacher.

**3) If the bullying continues or worsens**

School suspension may be considered or the child may be asked to continue their education at another school.

**Appendix A. Language that Reinforces, Reminds and Redirects**

##### **Keys to Effective Reinforcing Language**

Name concrete and specific behaviors. Rather than saying a global “Good job!” or “Nice work,” tell students what they specifically did well so they know what to keep doing and build upon.

* Instead of: “Your spelling shows progress.”
* Try: “You remembered to change the ‘y’ to ‘i’ when adding ‘ed.’ “

De-emphasize your personal approval. Emphasize what the student did. Otherwise, students may focus more on pleasing you than on improving their skills.

* Instead of: “I’m so pleased with the way you added key details to your main point.”
* Try: “You added key details to your main point. That helps your audience understand and be persuaded.”

Avoid holding one student up as an example for others. The student held up may feel triumphant, but the others are likely to feel devalued or criticized. And the student held up may even feel embarrassed.

* Instead of: “Notice how Glenda used four sources for her research project. Let’s see all of you do that.”
* Try: To Glenda privately: “You used at least three sources as we learned to do. That makes your research credible.”

Find positives to reinforce in all students. Every child has strengths. Over time, every child should feel that we see and appreciate their positive actions and attitudes.

* Instead of: Using reinforcing language with only the students who do proficient work, are the first to get organized, or are otherwise the “best”
* Try: To a student who struggles but made a strong effort: “You read three pages during readers’ workshop today. What helped you concentrate?”

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### **Reminding Language**

Just as we all need reminders to stay organized in our everyday lives, children need reminders in school to keep their work and behavior on track. By using reminding language before students start a possibly challenging task, or right when they start to make a mistake, teachers help them stay on task, organized, responsible, and safe.

Before using reminders, be sure to teach students what the expectations are and how to meet them, as children can only be reminded of what they already know. Also, keep in mind that reminders are most effective when both the student and teacher feel calm. That’s why it’s so important to give reminders early, before students’ behavior has gone on long enough for frustration to build.

##### **Keys to Effective Reminding Language**

Prompt children to remember for themselves what they should be doing. This shows faith in their competence and builds their autonomy.

* Instead of: “Sit alone or next to someone you won’t be tempted to talk to. Put away everything you don’t need. If your mind wanders, take a few deep breaths and tell your mind to come back to your reading.”
* Try: “Think about what you can do to help yourself concentrate.”

Use neutral tone and body language. Giving a reminder as a matter-of-fact piece of guidance shows respect for the student. It also helps her focus on what she needs to do rather than on what we think of her.

* Instead of: “What did we say is the next step in making these kinds of graphs?” said with a singsong voice, arms crossed, and rolling eyes. (Even if meant to be humorous, implies the student isn’t very smart.)
* Try: “What did we say is the next step in making these kinds of graphs?” said with a matter-of-fact voice, neutral body position, and a neutral gaze. (Implies student can remember and directs his attention to doing so.)

Be brief. Students tend to tune out of long strings of words.

* Instead of: “I’m hearing people starting to sound disrespectful when they disagree. Everyone, remember to say ‘I hear your point, but I have a different idea’ or ask a clarifying question the way we learned. If we interrupt and say things like ‘No, that’s not true,’ or ‘You’re wrong,’ we’ll shut down discussion.”
* Try: “What did we learn about disagreeing honestly and respectfully?”

Watch for follow-through. After giving a reminder, take a moment to see if the child acts. If we don’t do this, children may learn that we don’t mean what we say.

* Instead of: Giving a reminder and then turning away immediately to tend to something else
* Try: Watching, and then acknowledging the child’s action with a nod or a smile. No words are needed.

### **Redirecting Language**

A third grade class is working on an art project. Jessica waves her scissors in the air, the point coming perilously close to a tablemate’s face. Down the hall, a class of fifth graders is doing some science experiments when a small group starts playing games with the materials, games that quickly have the children laughing and scuttling about, the science experiment completely forgotten.

When students are doing something harmful to themselves or others, are too far into a mistake to correct themselves, or are too emotional to think reasonably about what they’re supposed to be doing, teachers need to redirect them with clear words. Skillfully used, redirecting language lets teachers provide wise external control to keep children safe and productive when their self-control is failing them.

As with reminding language, it’s important to be brief and to use a neutral tone and neutral body language when giving a redirection. Here are other essentials to keep in mind.

##### **Keys to Effective Redirecting Language**

Be direct and specific. When children are far enough into a mistake to need a redirection, they need to hear exactly what you want them to do differently.

* Instead of: “Mark, you need to work harder.”
* Try: “Mark, put your watch away and continue with your assignment right now.”

Say what *to* do, instead of what not to do. Saying what not to do may sound like a complaint or an attack on students’ character, and many students may miss what we’re wanting them to do. Naming the desired behavior is clear and respectful of children.

* Instead of: “Class, stop wasting everyone’s time.”
* Try: “Freeze. Everyone return to your seat with your folder. Then we’ll start.”

State a redirection as a statement, not a question. A question gives the illusion of choice and can confuse children. It’s more respectful to calmly give a statement that tells children exactly what we want them to do.

Instead of: “Anna, could you refocus on your math?”

Try: “Anna, refocus on your math.”

Follow up with action if necessary. Watch to see if the student follows your redirection. If not, give a clearer redirection or take action that helps her return to positive behavior.

* Instead of: Redirecting Anna and then turning away immediately to tend to something else
* Try: Directing Anna to move to a seat close to you (if sitting near classmates seemed to be pulling her off task).
* or
* Directing Anna to “take a break” (take a positive time-out) in a place away from the action so she can regain her focus.

**Appendix B: Zones of Regulation**

## **The Four Zones: Our Feelings and States Determine Our Zone**

The Red Zone (volcano) is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone (picnic) is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

Source: <http://www.zonesofregulation.com/index.html>

We have 2 copies of the Zones of Regulation Curriculum, which provide ideas on how to develop emotional regulation. The website also has a sharing section with free resources.

**Appendix C: Unacceptable Behaviour at JIS**

The following is a list of types of behaviour that the school considers to be unacceptable (not exhaustive)

*Physical*

• Hitting, kicking, punching, tripping

• Pushing, shoving, spitting, pinching, poking

• Making rude gestures

• Taking, stealing or damaging the property of others

• Forcing others to hand over food, money or something that belongs to them

• Making someone do something that they don’t want to do

• Violent Behaviour- fighting, dangerous throwing of objects in the classroom and on the playground and reckless behaviour

*Verbal*

• name calling, put downs, threats, teasing, insulting, threatening,

• sarcasm or joking in a put down manner

• making fun of someone because of their appearance, physical characteristics, cultural background(racism), gender, disability or other difference.

• gossiping or spreading rumours

• making fun of someone’s actions or attempt at an answer

• sexual comments or talk (sexual harassment)

• causing discomfort through telephoning, emailing and or other forms of communication (Facebook or other similar social software)

*Psychological and Emotional*

• excluding someone from a group, game or any other activity

• isolating someone by stopping others from being that person’s friend

• ignoring someone or a member of a group

• hiding, ostracising

• standing over, use of body language to intimidate

• stalking, spreading rumours, hiding or damaging possessions

• making or giving invitations in front of the excluded child or children

• whispering to others in front of one member of a group with the intent to exclude them

• use of threats to obtain goods

*Passive*

• standing by and watching a bullying incident without seeking help

• encouraging another child to bully on your behalf

**Appendix D : Signs and Symptoms of Bullying – to be aware of**

A child may indicate by signs of behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

* is frightened of walking to and from school
* doesn’t want to go on the school / public bus
* begs to be driven to school
* changes their usual routine regarding going to / coming home from, school
* is unwilling to go to school (school phobic)
* begins truanting
* becomes withdrawn, anxious, or lacking in confidence
* starts stammering
* attempts or threatens suicide or runs away
* cries themselves to sleep at night or has nightmares
* feels ill in the morning
* begins to do poorly at school work
* comes home with clothes torn or books damaged
* has possessions go ‘missing’
* asks for money or starts stealing (to pay bully)
* has money continually ‘lost’
* has unexplained cuts or bruises
* comes home starving hungry (lunch/snack given away)
* becomes aggressive, disruptive or unreasonable
* is bullying other children or siblings
* stops eating
* is frightened to say what’s wrong
* gives improbable excuses for any of the above

Some of these signs could indicate other problems and bullying should be considered a possibility and should be investigated. Liaison with the school Principal is very important at this time.

**Appendix E - Bus Behaviour**

High standards of behaviour are also expected on the JIS school buses.

Students are expected to

· sit in their allocated seat & wear the seat belt (if provided)

· no eating or drinking

· remain seated until the bus stops

· keep noise to a talking level

· keep hands inside the bus at all times

· Obey school rules and behaviour expectations consistent with the school ethos

Bus escorts are expected to

· Monitor student behaviour and maintain expectations

· Keep a seating plan and expect children to comply with this

· Maintain a log of any unacceptable behaviour and provide this to the school on a weekly basis

· Report serious incidents to the school as a matter of urgency – within 24 hours where possible

· Report poor behaviour to parents directly.

School buses at JIS are also issued with a behaviour agreement for the bus – in English and Chinese. This agreement uses yellow and red cards for the bus and involves students, parents and JIS staff. Students may be excluded from the school bus for continued inappropriate behaviour.

**APPENDIX F : IB Standards and Practices**

**Standard A 4:** The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community

**Standard A6**: The school promotes open communication based on understanding and respect

**Standard C3.16** Teaching and learning develops IB learner profile attributes

**Appendix G : Research on teaching PSPE and useful resources:**

**Zones of Regulation:** 2 books available for check out in staff library

**PHSE Associatio**n: lessons on teaching mental health and emotional well-being. Print out available in staff library. Online version at:

<https://www.pshe-association.org.uk/sites/default/files/Primary%20lesson%20plans.pdf>

**Growth mindset** <http://www.edutopia.org/article/growth-mindset-resources>

<http://www.edutopia.org/resilience-grit-resources>

**Second Step**: <http://www.cfchildren.org/second-step/research>.

**Learning through literature**

The library has on ongoing list of recommended books related to learner profile and attitudes. This is also on the Library file on our Google docs yearly file. Teachers are encouraged to add literature as they find it, and/ or request books if necessary.

Books by Julia Cook are recommended for a variety of issues. A full list can be found here: <http://www.juliacookonline.com/>

***Thanks to various schools, educational journals and websites for collation of this policy and information***