

# British International School and Montessori Education

## Behaviour Policy

**Approved by:** Advisory Board **Date:** 09/09/2021

**Last reviewed on:** 01/09/2022

**Next review due by:** 09/09/2024

## Introduction and Scope

The British International School (BIS) believes that the maintenance and promotion of good discipline and desirable behaviour is of paramount importance for the growth, welfare and development of its learners. Learners should be given clear expectations, effective pastoral support and opportunities to build good social relationships. These aims are backed up by a system of rewards and where necessary, appropriate sanctions.

This Behaviour Policy has been referenced and will make reference to the following policies and documents, and should be read and considered alongside them, *Anti-bullying Policy, Health and Safety Policy, Child Protection Policy, Fieldtrip and Offsite Policy, and the School Handbook.*

## School Values

At BIS, our core values are integral to this policy. Our learners and staff are expected to uphold to our core beliefs and values. Our core beliefs are that everybody has:

- The right to be respected
- The right to be safe
- The right to learn

These values are shared and re-enforced through classroom displays, assemblies, reward systems, lessons and everyday interactions. Through our school values learners are encouraged to make positive contributions to the school and rewarded when they do so.

## School Policies and Standards

The school exists for the benefit of its learners and thus all staff, parents/guardians, learners, and the rest of the BIS community are required to work together in a spirit of cooperation and understanding. Learners are actively encouraged to fulfil their potential academically, in sports, the arts and any other school activities.

Learners are expected to behave considerately towards others in a socially acceptable manner as outlined in this Policy, the Anti-bullying Policy and by guidance from staff and parents/guardians alike. We live in a society, where social skills are vital to our well-being, and learning to interact with others is therefore a critical part of education. Learners are reminded of the importance of respecting others, whether inside or outside school. Selfish actions are discouraged and will be met with appropriate and measured sanctions as per the nature of the offence and maturity/understanding of the learner.

It is the duty of the entire BIS community to have and maintain high expectations, and to strive to uphold the reputation befitting a well-respected, learner-focused school.

The specific rules of the school are dictated by common sense and are referred to in a plethora of documents and policies. The following guidelines and expectation are not exhaustive.

## Behavior for Learning

We believe that relationships are the key to ensuring a safe, supportive and engaging learning environment. They are the heart of our behaviour approach. Positive relationships allow us to set secure boundaries and high expectations for our children. We are trauma-informed in our approach and believe that behaviour is form of communication which can hide an underlying need. We connect with our learners before we correct by responding to the emotion rather than the concerning behaviour. We believe that all feelings are acceptable but not all behaviours. We there support our learners in developing their emotional language from the Early Years upwards so that they can communicate their needs in positive ways.

## How we foster positive behaviour relationships

Relationships *“Every interaction is an intervention.”* Dr Karen Treisman 2017

In order to be successful at school all learners need to build relationships which enable them to feel safe and secure and develop a positive sense of self. We believe the best way to support a learner is a to build a connection with a staff member. For most learners this can be achieved by a simple acknowledgement of the learner and the learner knowing that you have them in mind, care about them and what they are doing. Staff need to be consistent and fair with learners (whilst accounting for individual needs) and learners should know that the staff member is always in control so that they feel safe. Staff should be approachable and there to help. If staff find that they are struggling with an individual or group of learners, they should seek support to make a positive change.

We develop positive relationships by:

- greeting every learner positively in the morning and ensuring we end the day on a positive note
- disapproving of the behaviour, never the learner
- getting to know each learner individually
- being consistent with learners and explaining the reason for consequences
  
- taking time to check-in with learners who may be distrustful of adults or struggle to have a positive view of themselves - building a shared understanding of expectations and responsibilities.

## Classroom Practice Routines and expectations

To help foster a climate of positive behaviour, learners' educational environment needs to be high in both nurture and structure. Learners need predictable routines, expectations and responses to behaviour. Class teachers compile a set of class rules with their learners at the beginning of each school year based on the school values.

Rules and procedures should:

- be kept to a necessary minimum
- be positively stated, telling the learner what to do rather than what not to do
- actively encourage everyone involved to take part in their development

- have a clear rationale, made explicit to all
- be consistently applied and enforced.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant. Expectations are communicated orally, visually and written to support all learners.

Good routines should be in place for;

- Start and end of day
- Transition times, including between lessons Independent, partner and group work Lining up, including assemblies and break times
- Getting changed for PE Moving around the school
- Break and Lunch times
- Transitions between different parts of the lesson and different lessons. These are to be well managed, for example, learners are given clear warning and opportunities to get ready to move on
- Teachers are expected to meet their class and support with transitions around the school building. Ideally a visual timetable is on display in every primary classroom and regularly referred to throughout the day.

## Classroom environment

Adults play a large role in setting the tone of the classroom through the language and behaviours they model. Teachers speak in appropriate tones of voice and volume within the classroom. A usual tone would be calm and warm but a firmer tone may be used when appropriate so that learners see appropriate firmness being modelled. Behaviours that are expected within the classroom are explicitly named and demonstrated by teachers. The language used by the teachers in the classroom should suit the developmental needs of the learners. Instructions are broken down and understanding is checked by all teachers. All teachers must use communication friendly strategies when instructing, questioning, or explaining to learners.

Classrooms are to be well-organised to support behaviour. Furniture and seating arrangements, access to resources and classroom displays all have a bearing on the way learners behave. Displays should be purposeful to support learning as well as reflect the learners in the class, so their contributions feel valued. There is a high level of learners' voices in the classroom. All contributions are valued and acknowledged. Feedback from learners is used to personalise our classroom environment and to ensure the environment meets the needs of all learners.

## Classroom Code of Conduct

A Classroom Code of Conduct exists in each class at BIS. At the start of each school year, each class will assist their teacher in creating their own Code of Conduct. Even though these may differ slightly from class to class, there are certain aspects of conduct that are expected throughout the school which include a learner's (i) right to learn (ii) right to be treated fairly (iii) right to learn in a clean and conducive environment and (iv) a right to feel and be safe. These are detailed below.

We have the right to learn which means that all learners are expected to:

- Arrive on time and enter the school / class in an organised manner
- Bring the proper equipment, including books and stationery

- Listen carefully to instructions and not interrupt when others are speaking
- Exhibit common courtesy and not disrupt learning
- Complete tasks (including homework) in an appropriate manner and not interfere with the work of others

We all have the right to be treated fairly which means all students are expected to:

- Be considerate
- Not knowingly make racist, sexist, homophobic or any other derogatory remarks
- Refrain from using bad language and name-calling
- Respect each other's belongings
- Not fight or bully, and to report incidences of this nature

We all have the right to learn in a clean and conducive environment which means all learners are expected to:

- Refrain from littering
- Help keep their learning environment neat and tidy

## Learning

Disorganised learning tasks can be a trigger for inappropriate behaviours. Lessons are planned to be engaging and appropriately pitched based on thorough assessment. Careful thought is given to differentiation and resources required by learners so they can successfully access learning. An element of challenge is planned for all lessons to ensure learners don't become bored or disengaged. It is understood that more challenging work can cause children anxiety or concern which impacts on behaviour.

Adults mitigate for this by providing a safe base for learners and building up their resilience to challenging work by:

- Achieving success in manageable tasks first
- Breaking the work down into smaller chunks
- Giving learners breaks to aid focus and concentration
- Using appropriate scaffolds
- Giving feedback to learners on how they were able to succeed.

## Communication and Partnership

Clear communication and a positive partnership with parents/guardians are fundamental in promoting positive behaviour. We value parental involvement in all aspects of school life and recognise the importance of a common approach to behaviour expectations. We believe that an effective partnership ensures that learners who are making positive behaviour choices are celebrated both at home and school.

## Respect

The school places the highest possible emphasis on three broad values, centered around 'respect' they are;

- (i) respect for others
- (ii) respect for property and
- (iii) respect for oneself.

## Respect for Others

This is fundamental to the entire operation at BIS. Any actions, words or attitudes which show a lack of respect for others will be taken seriously, in particular:

- Disruption: which shows a lack of respect for both the teacher(s) and other learners' experience
- Bullying: as detailed in the Anti-bullying Policy; at BIS we seek to nurture a culture in which all learners are valued as individuals. Any instances of bullying will be dealt with firmly and sensitively. Our aim is to pro-actively prevent bullying in any form. This requires ensuring learners understand and therefore avoid any deliberate unkindness to another member of the BIS community. It also requires that anyone who is made aware of any such behaviour to report it. The school is prepared to offer support and guidance to all learners, but bullying will not be tolerated. Any member of the BIS community who continues to bully after initial sanctions have been issued will have their enrolment/membership as a member of the BIS community reviewed by the senior leadership team (SLT).

## Respect for Property

We are committed to engender a culture in which the property of others is respected by all. Learners should do all they can to minimise the possibility of theft and vandalism by not bringing valuables or significant amounts of money to school. All clothing and equipment should be clearly marked with each learner's name. The following examples would be met with serious sanctions:

- Theft: if theft is suspected, a full investigation will be launched and may result in the learner(s) involved being immediately suspended or permanently expelled.
- Vandalism: any damage (which includes graffiti) to someone else's property, be it a fellow learner's, teacher's or the school's will be fully investigated. Not only will the damage have to be paid for by the learner's parents/guardians but depending on the severity; the learner(s) may face immediate suspension or permanent expulsion.

## Respect for Oneself

BIS wants and thus actively encourages and promotes all its learners to have respect for themselves, be it their mental, emotional or physical self. As a school, we strongly disapprove of the following:

- Smoking: BIS is a no-smoking environment for all members of its community.
- Alcohol: BIS is an alcohol-free environment; this includes any member of the BIS community entering the site under the influence of alcohol.
- Drugs: drug, solvent or other substance abuse in any form goes against everything BIS stands for, this includes any member of the BIS community entering site under the influence of or in the possession of the afore mentioned.

Respect for oneself means:

- Wearing the correct uniform
- Not chewing gums or eating in the classroom
- Not vandalizing

We all have the right to feel and be safe, which means that all learners are expected to:

- Use equipment appropriately and safely
- Not run, push, shove, or act dangerously or in a way that makes others feel uncomfortable and / or unsafe

## Rewards

It is the responsibility of all teaching staff to ensure that the school's policies and Code of Conduct are applied fairly and consistently, without regard to race, gender, or seniority, and should be consistent from learner to learner.

BIS cannot stress enough that the best way to ensure the highest standards in both behaviour and progression is to create a positive ethos where the self-confidence and self-esteem of learners are promoted by appropriate praise, congratulation, and affirmation. A school culture which is dominated by a mutual respect between and amongst learners and staff will not only lead to harmonious relationships, but also to the fulfilment of the learner's potential both academically and socially. Rewards should always outnumber sanctions and may take the following forms:

- Verbal or written praise
- Awarding of school-house points
- Commendations for particularly outstanding work or contributions to school life
- Merit certificates celebrating the award of individuals who have earned 25 house points
- Sending learners who have distinguished themselves to the SLT
- A positive note to parents in the learner's homework diary

## Sanctions

Whilst promotion of expected and desirable behaviour is our goal, it will sometimes be necessary to employ sanctions in order to: enforce school rules, to reflect on the seriousness of a misdemeanor, to deter individuals from repeating unsatisfactory behaviour, and to deter others from committing the same misdemeanor. In cases of bullying or other types of unkind or thoughtless behaviour, sanctions are also necessary to allow victims and those who speak up to see that they have been listened to and action has been taken.

All staff are encouraged to use the following less-formal sanctions, before applying one of the more formal school sanctions:

- Verbal reprimand
- Re-do inadequate work
- Report back for work at break or lunchtime

The above is not necessarily considered formal sanctions, but rather a way of encouraging and providing a learner with the opportunity to improve on their own accord.

More formal sanctions include:

- A phone call home to parents; a summary of which must be logged and filed through the school office
- After school detention (24-hour notice should be given in writing to parents)
- The filling in of a Cause for Concern Form
- Referral to SLT
- A note in homework diary requiring signed acknowledgement of receipt by a parent/guardian
- Placing the learner on a 'behaviour report' which requires a parent/guardian signature daily, for a specified number of days
- The above sanctions allow the school to bring the learner's (and parents'/guardians') attention to the gravity of their actions and allow all concerned parties to monitor a learner's behaviour more closely, whilst providing further support.
- For more serious or repeated behaviour considered a breach of this and any other school policy, the following may be actioned:
- Exclusion from Class. It is only ever appropriate to exclude a learner from class if their behaviour is seriously damaging the learning of others in the classroom. On occasions where the Teacher feels this is necessary; the learner should be brought immediately to a member of the school's SLT with their work. When the Teacher is next available, he/she will come back for a conversation with the member of SLT and the learner.
- Formal Written Warning: The School's SLT may wish to formalise the sanction of a learner. A formal written warning will require the learner's parents/guardians to attend a meeting at school with a member of the school's SLT and their child.
- Suspension: If deemed necessary by the school's SLT a learner may face suspension for one, three, or five school days. The number of days will depend on the severity of the learner's actions.
- Permanent Expulsion: This is the final step that the school will take if deemed necessary due to the severity of a learner's actions, and or the recurrence of behaviour considered as a breach of this or any other Policy, the school may expel the learner permanently.

**NB:** Corporal punishment is not permitted in any form at BIS. Any member of staff involved in inappropriate physical contact with a learner will face disciplinary action. Parents are advised that they are not permitted to give permission to staff to use corporal punishment on their child, since a parent's opinion cannot and does not simply override any school policy.

### Effective / Review Dates

**This policy is effective from: 1st September 2021 and supersedes all previous Behaviour Policies.**

**This policy is due for review and republication on: 1st September 2024**