



BRITISH INTERNATIONAL SCHOOL STUDENT BEHAVIOUR AND CONDUCT POLICY

FOREWORD

Children learn best when they feel safe and know what is expected of them and other children. Education is most effective if teachers can focus on teaching and learning and do not spend an undue amount of time on managing children's behaviour. Relationships between children and school staff are crucial to the management of behaviour. Because they value the approval of adults, most children respond positively to instructions if they feel liked and respected by staff and if they know that they will be treated fairly. Indeed, the key to promoting good behaviour in the classroom is for teachers to have positive relationships with their children. Children are less likely to misbehave if they are fully occupied with work that interests and challenges them. The school expect high standards of achievement and behaviour and the children rise to meet these. Children are encouraged to be independent, responsible and to develop self-discipline. This leads them to develop self-confidence and respect for the opinion of others.

At British International School we treat all children as significant individuals and all situations as unique. We aim for a consistent approach to promoting positive behaviour throughout the school, but recognise that all children are individuals, and this will be taken into account when staff respond to behaviour issues. We also believe that whole class sanctions should only be used when it is clearly the whole class, and not individuals within the class who should receive sanctions.

We also believe that all adults involved in the school community have a duty to act as role models to the children with regard to their behaviour.

The school expects every member of the school community to behave in a considerate way towards others.

This policy applies to all staff when interacting with all British International School children in school time, including children of members of staff. Members of staff who have contact with British International School children out of school time will discipline them in accordance with their own arrangements with parents as long as it does affect the child physically or mentally.

Aims with regard to 'Promoting Positive Behaviour

- ➔ We aim to teach learners to behave in socially acceptable ways and to understand the needs and rights of others to help them to become positive, responsible and increasingly independent members of the school and wider community
- ➔ To encourage a calm, purposeful and cheerful atmosphere within the school.

- ➔ To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- ➔ To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- ➔ To have a consistent approach to behaviour throughout the school with parental cooperation, involvement and support.
- ➔ To make boundaries of acceptable behaviour clear and to ensure safety of everyone within our community.
- ➔ To raise awareness about appropriate behaviour.
- ➔ To enable all children/students to learn and work to their full potential without their education suffering due to the inappropriate behaviour of other children.
- ➔ To help pupils, staff and parents have a sense of direction and feeling of common purpose.

We think children's behaviour is best when –

<ul style="list-style-type: none"> • They are supervised • Adults are fair and value the children • They are motivated, encouraged and Praised • Reasonable demands are made by teachers of children • There is a consistency of approach by all Staff • They see good examples set by adults and those around them • Rules are reinforced and consistently Applied • They feel ownership with the classroom rules that are set • They are a part of a meaningful activity • They are given clear guidelines / Expectations 	<ul style="list-style-type: none"> • They have regular reminders of expectations • They are treated as individuals • There is a climate of trust and mutual respect They are in pleasant surroundings • Tasks are appropriately challenging, and they are interested in what they are doing • They feel secure / happy in their environment • All children are given opportunities to shine • They feel that teachers listen to their problems with understanding and empathy • Teacher address individual needs
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To achieve our aims we use assertive and caring discipline within the school. By this we mean we deal with issues firmly and fairly as they arise. Whenever possible, we encourage good behaviour by using a range of rewards and frequent praise.

Rules

At British International School we are guided by a set of Golden Rules:

Be gentle	Do not hurt anyone
Be kind and helpful	Do not hurt people's feelings
Be honest	Do not cover up the truth
Do work hard	Do not waste your or other people's time
Do listen to people	Do not interrupt
Do look after property	Do not waste or damage things

Code of Conduct

In addition to these Golden Rules, we have a number of rules to ensure the safety of everyone and to ensure that children can learn and enjoy school in a safe and orderly environment. These rules can be found in our pupil code of conduct

Class rules

At the beginning of each new school year, and on occasions throughout the year, teachers will discuss classroom rules with their children. These are likely to be similar from class to class, but different classrooms and different subjects may have different rules. All class rules will be positively phrased.

Uniform

We believe children should take pride in their appearance and should wear the full BRITISH INTERNATIONAL SCHOOL uniform. Failure to be appropriately dressed may result in disciplinary action. See our Uniform code.

Responsibilities

It is the responsibility of all members of the school community, including teachers, non-teaching staff, parents and all children to act as positive role models while on the school premises. All members of the school community have the responsibility to treat each other with respect.

Behaviour Coordinator

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. The class teachers have overall responsibility in each class, but **every adult in the school community has full responsibility for adhering to and carrying out the school's behaviour policy**. The behaviour coordinator supports all staff in promoting the good behaviour of the children and is responsible, as the next point of call after class teachers, for dealing with incidents of bad behaviour.

The School Principal

The School Principal has overall responsibility for issues concerning behaviour. It is the responsibility of the School Principal to implement the school behaviour policy consistently throughout the school, and to report to the Governors, when requested, on the effectiveness of the policy.

We require the School Principal and Behaviour Coordinator:

- Keep her/himself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development;
- Check that all staff, **including non-classroom based staff** have relevant in-service training on promoting positive behaviour.
- Keep records of all reported serious incidents of misbehaviour.

The Role of Governing Board

The School Principal has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the School Principal about disciplinary issues. The School Principal must take this into account when making decisions about matters of behaviour.

Working together

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour (this includes positive behaviour feedback) by their class teacher. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately. In dealing with inconsiderate or poor pupil behaviour we will always first discuss with the pupil possible alternative positive behavioural responses and the effect their behaviour has on other people. We prioritise telling parents about their children's good and improving behaviour, although we understand that parents also need to be told about their child's undesirable behaviour, in order to help them develop more appropriate behaviour patterns. We Listen to parents ideas and thoughts regarding the behaviour and discipline of their children and where possible, take the view of the parents into account.

Promoting Positive Behaviour

The most effective way to encourage good behaviour from our children is through the use of praise and rewards. At British International School we use a range of strategies to praise and reward our children, which include:

Praise

Praising children and classes is an extremely effective way of promoting good behaviour. We praise our children both verbally and with comments in their books. We often encourage children to behave well by praising those around them. For example, if a child is talking when they should be listening, praising another child who is listening carefully usually prompts the inattentive child to listen. Giving children positive attention when they are behaving well, is a powerful tool for ensuring continued good behaviour. We reward good behaviour *with immediate positive specific verbal feedback and praise*. That means that we don't just tell the children they are behaving well, but we also tell them what it is that they did that was so good. (for example: "Well done, Adam. You wanted to go on the bike, but you let your friend have a turn first. I am really proud of you for being so kind and patient.") This helps the children to extend this positive behaviour into a habit.

Special Awards

Each term, learners who have achieved outstanding results from previous term; achieved behaviour goals or made remarkable progress are honoured during the The Principal's Golden Letter Assembly. This is only next to our annual Graduation and Prize Day, during which, Subject prizes and various trophies and certificates are awarded to individual pupils for overall achievement, effort and contribution to the school throughout the year.

Golden time

The younger classes in the school use Golden Time as a reward for good behaviour during the week. Stickers can also be used to determine good behaviour.

Weekly awards

Learners in Early Years Department receive weekly certificates as awards for outstanding work.

Class rewards

Classes will have short term, or long-term reward systems to meet the needs of individuals within the class.

No Shouting

Unless there is a clear health and safety risk, our teachers avoid shouting. Teachers may occasionally need to shout to make themselves heard out on the playground or in other large spaces, but we recognise there are more effective ways to gain the children's attention in the classroom. Our teachers do not shout at individual children as a means of discipline.

Teachers gain the attention of the children in class using a variety of positive methods such as these, as recommended by behaviour experts.

- Ring a bell, tap a tambourine etc. When the children hear the sound they stop and listen.

- Have a special word which when called out, signals to the children they need to stop and listen.

- Clap a rhythm and the children copy the teacher.

Teachers give an instruction e.g., “Hands on top” and the children respond by putting their hands on their heads and saying “everybody stop”.

Children upon hearing teacher say “waterfall” would make a sound of waterfall and quiet down.

Adult attention

Some children don’t receive the adult attention they need and misbehave as a mechanism to ensure they receive attention from an adult. We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour. We promote positive behaviour by giving children individual attention when they behave well.

The awards go towards a house point system, which is quantified into number points.

Consequences

Despite having a strong emphasis on praise and rewarding positive behaviour, there may still be some occasions when the behaviour of some of the children falls below our high expectations.

Generally, poor behaviour falls into two groups, low level behaviour and more serious behaviour.

Examples of Level 1 offence include:

Name calling	Disruptive behaviour
Running on the corridors	Disobedience
Yelling at people	Task avoidance
Lack of attention during lessons and assembly	

More serious behavioural issues include (Level 2)

Fighting/rough play/play fight	Smoking
Ganging up on another child	Alcohol
Continuous name calling / racial abuse	Unprescribed uniform
Deliberately damaging school property or the property of another child	Poor behaviour during Assembly
Rudeness to Adults	Swearing at staff/use of vulgar words
Sexual harassment	Taking other people’s property
Drugs	Openly lying to staff or blaming others for something they do
Sexual misconduct	Being rude to staff
	Defiance
	Frequent poor effort in class.

In most cases, the class teacher will handle low-level discipline issues. Repeat offenders will be referred to the behaviour coordinator. More serious behaviour issues will normally be handled by the behaviour coordinator. Class teachers will be kept informed of these situations. The behaviour coordinator will liaise with colleagues to resolve behaviour issues and will inform parents as necessary.

Please refer to the BIS Code of Conduct for details of mode of correction.

Children will not be punished by being placed outside the classroom, as we have a duty of care to all children and they must be appropriately supervised at all times.

Our teachers don't send children out of the room by themselves, if they need to go to see a senior teacher about behaviour, children will always be accompanied.

In school, British International School children will not receive physical discipline such as spanking and caning by our teachers. Children are also never threatened with these.

We do not use techniques intended to single out and humiliate individual children. However, we accept that depending on the situation, some children may feel embarrassed by their behaviour and by being disciplined. If this embarrassment is a result of the discipline, and not an intended part of the discipline then this is acceptable.

Record keeping

Before referring a child to a senior teacher, a British International School behaviour monitoring form should be completed. Whenever possible, the child should be sent with work to do if the referral is during lesson time. All level 1 and 2 behaviours will have to be recorded in a behaviour book.

Subject teachers

Subject teachers should inform class teachers about behaviour incidents in their classrooms. However, subject teachers are responsible for implementing good classroom management practice in their rooms and should not rely on class teachers to discipline children for minor misbehaviour.

Physical restraint

Our teachers may use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. E.g. children who are fighting may be separated and temporarily restrained by a teacher. Similarly, teachers may, if appropriate to the situation, physically remove a child from a situation.

Exclusion

In severe cases of misbehaviour, children may be asked to leave the school. In such situation our pupil exclusion policy applies.

HOUSE POINTS SYSTEM

The whole school reward system will be based on a house point system. The four houses are: (Red), (Green), (Yellow) and (Blue). Every child and member of staff is given one of these four Houses to support. Each child is placed in a House on entry to school and remains a member of this team throughout their time at the school. Siblings are placed in the same House team. House Captains are elected from highest level pupils and Vice Captains from the next level of the highest-level pupils and they provide positive leadership to the children in their House and the various competitions and events organised throughout the year.

On Sports Day the Houses compete against each other as teams and a cup is awarded to the winning House. Teaching and non-teaching staff also belong to a House, except for the Head teacher, and they encourage and support the children in positive team building through the House system.

The House Captains are responsible for leading their House in competitions and events and representing the school in the community and a range of school events and activities. The responsibilities of the House Captain are to:

1. Set an example to the other children
2. Earn house points and encourage others to do so
3. Represent the house when collecting awards
4. Be somebody others can turn to for advice

Earning House Points can be awarded by all staff to children for a variety of reasons. For example:

- Polite, well-mannered behaviour
- Demonstrating a caring attitude towards peers
- Working to the best of their ability
- Good attendance and punctuality
- Putting special effort into a piece of work
- Neatly presented work
- Positive attitude towards work
- Sporting achievement
- Taking part in competitions and events
- Helpful approaches to different situations

House points are awarded using the following guidance:

- **1** House Point for an isolated achievement (e.g. a one-off act of kindness, helpfulness, good work etc)
 - **2** House Points for a sustained achievement (e.g. sustained good behaviour, an achieved target, hard work on a project etc)
 - **3** House Points for a special achievement (e.g. something that goes above and beyond) or a group achievement (e.g. for winning a class-based team game)
 - **5 to 10** House Points can be awarded for extra special achievements by the Senior Leadership Team
- Every week, the house points are counted by our House Captains and a weekly winner announced during our Achievement Assembly every Friday and added to the house point's chart. House points are then tallied over the course of a term, a winner is announced, and the children in that house are rewarded with a special event or treat. Administration of the House point System

Children will be allocated a House when they join the school. Each house will also have members of teaching staff allocated to it.

Each class will display a House Point Chart for each of the four houses. These charts will list the names of the children in each house. There will be a tally system for recording house points against each child's name.

Individual teachers can decide how they want to record house points. This may happen as a house point is awarded, or at set times during the day. House points may be recorded in workbooks and it is important that children are given the opportunity to see this reward and add it to their own tally.

The normal house point award should be 1 point, with 2 points available for trying particularly hard. An exceptional award of 5 house points may be given for setting a particularly good example of behaviour or attitude.

Each Thursday afternoon, House Point Monitors from each class will calculate the total house points for their team and add it to the class house point sheet. Sheets from each house will be given to a member of teaching staff responsible for house point that term. They will calculate the totals for each house given them to the office, to be announced at assembly each Friday morning. House Point Monitors for each house in each class will be decided on by the class teacher. The children will change each term, to give a range of children the opportunity to be a Monitor during the school year. Children in the EYFS will be included in this role when it is deemed appropriate.

Class teachers will complete a certificate for the child in their class who has received the house points overall that week. This certificate will be sent home with the child on a Thursday afternoon.

On Friday mornings, the Vice principals will announce the total house points for each team that week. This will be added to the existing total, and the new total will be displayed on the House point display in the hall.

At the end of each term, the house with the most house points that term will receive a small reward from the Headteacher. The cup will display ribbons in their house colour for the following term.

This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children.

British International School

Behaviour Monitoring Form

Child's name_____ Class_____ Date_____

Member of staff_____

Details of behaviour (Please tick)

Persistent Talking in class	<input type="checkbox"/>	Not respecting school property	<input type="checkbox"/>
Poor Effort in class	<input type="checkbox"/>	Disrespectful/disobedient	<input type="checkbox"/>
Disturbing other children	<input type="checkbox"/>	Behaviour around the school	<input type="checkbox"/>
Intentionally hurting someone	<input type="checkbox"/>	/at playtime	<input type="checkbox"/>
Inappropriate / insulting language	<input type="checkbox"/>	Other	<input type="checkbox"/>

Details of incident(s) (if necessary)

Sent to and followed up by _____ Date_____

Sanction used/action taken

British International School

A chance to ponder about my behaviour

Child's name_____

I am not proud of my behaviour today and I have been asked to reflect on my behaviour.

Teacher's comment:

What I did wrong:

Why it was wrong:

How I should have behaved

(Optional) comment by parent.

Parent signature _____