



School Policies

Behaviour for Learning / Secondary School

Aims

- The following policy is intended to guide all personnel within school as to the types of behaviour which we expect to see from our children, the ways in which we will encourage and reward good behaviour and sanction misbehaviour. It is important that children are treated consistently, with all adults in school having the same understanding of acceptable behaviour, applying the same reward system, and exercising the same sanctions for poor behaviour.
- As well as keeping in mind our Vision Statement we should at all times, in relation to behaviour, be aware of the paragraph in our school philosophy statement that reads: '*We will promote a caring ethos throughout the school (between children, staff, and parents) so there is an atmosphere of mutual respect and cooperation.*'
- Good behaviour follows naturally when children see the need for it, when they are treated with respect, and when they see good role models in the behaviour of the adults around them. We need to be aware, as adults that we are powerful influences (for good and bad) upon the children in our care and this influence can be experienced by the children even when we are not conscious or aware of it.

Objectives

1. We aim to uphold the important rights of everyone at IBSB. These rights include:
 - the right to communicate ideas, feelings, and needs;
 - the right to move safely around the school;
 - the right to work and learn;
 - the right to feel secure at all times and, if disputes occur, to have them settled positively, fairly and non-aggressively.

Towards positive behaviour in children - we encourage and support the following strategies

We believe that encouraging positive behaviour is more effective when there is no element of judgement. For this reason we acknowledge the educational benefits of making mistakes and learning from natural consequences.

1. The **“Our Mission/Expectations”** will be displayed prominently in classrooms, and referred to regularly, so that children will be quite clear as to expectations and their behaviour.
2. It must be made clear to children that the expectations are the same whether they are in the classroom or out, whether it is their teacher or any other adult within school - appropriate behaviour is expected in all aspects of school life.
3. Each teacher should make a concerted effort to identify students being good. We believe we can shape the behaviour of students by rewarding and praising good behaviour when it is observed.



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4. If a student has a complaint, the following procedures are in place:

- a) If the student feels it is relevant they can inform their class Student Council Representative who will raise the concern at the next Student Council meeting.
- b) Inform their Form Tutor either verbally or in writing as to the nature of the concern.
- c) Write down their concern and put it in the 'Student Concern' box on the ground floor of the main building where it will be picked up by a member of staff.
- d) Inform the Educational Psychologist or the relevant Key Stage Coordinator.

Strategies for Avoiding Power Struggles...

- **Use non verbal communication;** non verbal gestures to ask for silence, to ask students to start writing or non verbal gestures to ask a student to move can all achieve co operation and avoid power struggle.
- **Write instructions** on the board instead of giving them orally, this could include for example, 'I would like everyone to sit quietly.' If children continue to talk, you can simply tap the board with a pen and ask the class, 'Are we currently following this instruction.'
- **Describe desirable behaviour** as an indirect instruction instead of directly giving orders. For example, 'Sitting quietly' 'Walking in a line' 'Pack up quietly'
- **Use curiosity questions:** These are questions that encourage the students to find solutions for themselves instead of being given instructions. Examples include, 'What do we need to do to prepare for the lesson' instead of 'Sit down and be quiet.'
- **Use discretion:** When giving instructions to individual students, approach the student and whisper the instructions in the students ear. This gives them the opportunity to avoid embarrassment.
- **Give choices:** Word your instructions in a manner that gives the child a choice without being disrespectful. An example could include, 'I know I can't force you to cooperate so I'm going to say, you have the choice to either leave the room when I ask you, or you can choose not to and take it up personally with the school Principal.
- **Make promises not warnings:** A warning provokes fear and aggression, instead explain to the child what action you are going to take if they continue their behaviour. This can be delivered in a calm and respectful way.
- **Give the child an opportunity to contribute:** Power struggle is linked to a child's attempt to gain autonomy, therefore give the child responsibility for an area of the class, for example, put the child in charge of handing out books, or perhaps making sure the class sit in a seating arrangement.

Strategies for dealing with Attention Seeking...

- **Give only due attention:** Attention seeking is when a child attempts to get attention at an undue or inappropriate time. Therefore when a child is attention seeking, ignore them. If you have to speak to them, do not give them eye contact. Then come back and give them the full attention when they are quieter. This takes some time, but will in the long term stop the negative behaviour.
- **Positively reinforce good behaviour:** Quite simply, ignore the bad behaviour and give full acknowledgement when they are behaving positively. Use physical touch on the shoulders and talk with them when they are on task.



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Strategies for dealing with a rowdy class...

- **Be unpredictable:** Doing something unpredictable can maintain the attention of the class, this could include teaching while walking around the room or teaching from the back of the room. Teaching while standing beside a student who is likely to be talkative can be effective. Other strategies include using PowerPoint with sound effects, using related music as a lesson starter or intriguing tasks that provoke the curiosity of the student. The idea is to keep it fresh!
- **Fight fire with fire:** an example of behaviour such as note passing could include a teacher writing a note of their own say, 'STOP PASSING NOTES' and then to pass the note around the class. Another example is to ignore the noise and begin teaching but to speak very quietly so that the students will have to stop talking to hear what you are saying.
- **Use humour;** A good sense of humour and personal stories makes a teacher interesting and also builds a relationship with the students. Making a short joke or a short funny story and then bring the conversation back onto the topic of the lesson is a good way to redirect the attention of the students.
- **Go with what works;** any respectful dignified method of making a class quiet is worth trying again.

We do not condone the following strategies for reprimanding children.

- **Public humiliation:** this includes, shouting at children, embarrassing punishments, unreasonable criticism, publically highlighting failures, writing names on the board, and disrespectful use of humour and sarcasm. These types of behaviour can encourage children to give up on learning or seek revenge. Long term effects can include damage to the individuals self esteem or social withdrawal.
- **Unrelated punishment:** this may include, break time detentions for not understanding lesson material or writing lines for arriving late to class. This approach is often perceived as unfair and can create deep resentment and anger towards a teacher which can have long term effects on the child in their future.
- **Intimidation:** this may include, continuous staring at a child for being talkative, making unreasonable threats to the child, shouting aggressively, blackmailing, or insulting the child. Children have a right to learn in an environment without fear. This type of approach invites rebellion as all human beings tend to eventually turn against authority figures that they perceive to be tyrannical.
- **Dismissal of rights:** Teachers should expect to explain the reasons behind their requests. If a child objects to an assigned task then the reasons for the task should be explained. However, this is should be done at a time which is convenient to the teacher and student and it is understood that there may be times when "Please, for now, start the task and will explain the reasons soon" is necessary. The important point though, is that we, as teachers, should be required to answer these questions and students' rights should not be dismissed out of hand.
- **Disrespecting the individuality of the child:** this includes, telling the child what they are feeling, aggressively forcing our beliefs and values onto the child , unnecessary violation of privacy e.g. opening text messages on a student's mobile phone, publically discussing students' academic performance or relationships in front of other students. Children have a great need for privacy as part of the individuation process.



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Furthermore we strongly oppose the following methods of reprimanding children.

- **Corporal Punishment:** this includes, slapping, hitting, spanking or any other method of physically assaulting a child as a means to punish them. This method teaches children that physical violence is an acceptable method of handling difficult situations. Children model their behaviour on the adult figures in their lives. Discipline through violence teaches children to be violent, discipline through mutual patience and respect teaches children to be patient and respectful.
- **Promoting bigotry:** this includes racist, sexist, or homophobic humour. This includes making statements that encourage children to support the oppression of the identities of other people. As an International school we have a duty to promote the United Nations Universal Declaration of Human Rights. As children will model the adults in their lives, we must act with integrity, professionalism and with a healthy worldview.
- **Unhealthy relationships:** this includes, offering exclusive privileges to certain students that creates an imbalance in fairness. Having personal relationships or personal friendships with a student that transcends the professional requirements of the institution. This can also include spending inappropriate time with students that compromises the teacher-student relationship. Our role as teachers is to be friendly well wishers, not friends.

Rewards and Sanctions

Rewards

- **Praise the good behaviour** of others or find a way to praise the individual's good behaviour if possible.
- **Subject based rewards** i.e. interesting activities, something chosen by the student.
- **Student of the week in each subject**, Pastoral as well as Academic.
- **Postcards in each subject given out in the lessons.**
- **Emails home** to parents is greatly encouraged.
- **A House Point System will be used to award good behaviour and academic effort and achievement in classes student involvement in extra-curricular activities and school life.** The students will collect House Points throughout the year and bronze, silver, gold and platinum certificates will be awarded by the relevant Head of School (225 House Points = bronze, 450 = silver, 675 = gold, 900 = platinum) In addition a diamond certificate will be awarded for the student with the most House Points at the end of the year. House Points will be awarded taking into account the following criteria: classroom contribution (1 to 3 House Points), homework (1 to 3 House Points) and test results (1 to 3 House Points). House Points will be recorded on weekly basis in the school data base for the Secondary School and on classroom wall charts for the Primary School. Teachers in the Secondary School will be required to enter student House Points and warnings in the school base system by Wednesday 4pm each week. The students will also keep a record of their House Points in their homework diaries.



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Secondary School Procedure

1: Verbal warning

- Give a verbal warning (up to 2) then give a written warning. The third warning becomes a written warning and should be recorded in the Day Book in Schoolbase.

2: Written warning

- The written warnings will be recorded on Schoolbase by each subject teacher. In order for student, parents and other members of staff to understand the situation, **reasons for the Warning MUST be given.**
 - The misbehaviour **must** be discussed with the student during this period or at break time so that the student is fully aware of their misbehaviour.
 - **If a teacher believes that more than three warnings are necessary in one lesson, OR if three warnings are given in a subject during one week then the teacher should email with the details to the teachers Head of Department and a departmental detention should be given which is organised within the department and recorded in the Day Book using the departmental detention option.**

3: Behaviour Committee

- **If a student receives 3 or more** departmental detentions, or three or more detentions across all subjects
 - **An email message will be sent to the parent** and with an invitation to discuss the issues concerned.
 - Student obliged to attend a **Behaviour Committee** ran by KSC, School Counsellor and Head of Secondary. This committee:
 - Is held weekly
 - Will discuss individual misbehaviour.
 - Will involve an individualised “task”, related to the main “theme” of each student’s misbehaviour, to be presented to the Head of Secondary by Thursday 16:00.
 - **At least one session with the Student Counsellor**
 - **This should be recorded on Day Book as Behaviour Committee detention**

Behaviour Committee guidelines below:

Detentions held during breaks or lunch times 1.00pm – 1:45pm and supervised by a senior member of staff on the committee.

- During this time their poor behaviour may be discussed further and sanctions (listed below in *Possible sanctions* list) given.
- If poor behaviour occurs during these detentions, they are missed or attended late then the extra detentions will be given and if necessary, further warnings.



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- If a **student attends 3 or more behaviour committee detentions in a half term then:**
 - Students will be placed on a **Behaviour Support Card or Academic Support Card depending upon reasons for detentions and warnings**, with targets set by student in collaboration with their Form Teacher, the Behaviour Committee and parents.
 - This sheet is to be collected by the student from their Form Teacher when they arrive in the morning at the beginning of the week/day as appropriate. Students are required to give the sheet to their teacher at the beginning of each lesson and to collect it at the end of each lesson / period. This card is the student's responsibility. At the end of the day they should show it to their Form Teacher, Key Stage Coordinator, Head of Secondary, Deputy Head of Secondary school, Head of School as appropriate – see below, taken home and signed by parents. At the end of the week, the Monitoring Sheet will be given to the Head of Secondary, who will keep the support card on file.
- Fails or low grades will depend on individual targets, but as suggested reasons:
 - Not working hard enough or producing enough work in the lesson.
 - Misbehaviour or lack of punctuality by individual subject and form teachers.
 - Not completing homework.
 - Not collecting the sheet at the beginning of the week.
 - Not submitting the sheet to a teacher at the beginning of a lesson or collecting it at the end.
 - Not submitting the sheet to a form teacher by the morning registration of the next day they attend school.
 - Not keeping their sheets in their student planners.
- Students will be removed from the support card if they complete 30 consecutive sessions (1 week's lessons worth) with no fails (3's are considered fail).
- Parents will be informed and invited into school to discuss their child's behaviour **at every level**. If parents do not attend these Parent Meetings, a member of the Senior Leadership Team will contact the parents, either by telephone or email (confirmation to pastoralcare@ibsb.ro on copy) with the possibility of the student being suspended at each level until such time a meeting can be arranged. It is important to note that these meetings are set up for home and school to work together for the benefit of the student.

Please note: Students who are on a support card may not be allowed to take part in any extracurricular activities or have privileges. This will be at the discretion of the Head of Secondary.

The member of staff responsible for the Monitoring Sheet is to inform the Head of Secondary School by Thursday 4.00pm of each week how the student is progressing so the situation can be discussed in the Senior Leadership Team meeting.

5. Pupil scans

These will be held on dates on the SS calendar. Staff can raise students of academic or behavioural concern, but students will enter the sanction ladder at the appropriate level for the evidence that has been recorded. Students will not be given behaviour committee detentions if there have been insufficient departmental detentions given. No report card will be given if there are no detentions given etc.



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6: Internal / External Suspension

If a student fails their targets on the weekly Monitoring Sheet or appears a further 3 times in one half term in the behaviour committee then they are on the point of internal or external suspension of up to one week and will move through the following staff members, in regards to who they report to: Form Teacher – Key Stage Coordinator - Head of Secondary School - Deputy Head of School – Head of school. If parents do not attend the ‘Next stage meetings’ at any level, students will be suspended until they return with their parents to discuss the concerns.

7: Student Exclusion/Expulsion

If a student runs through this entire procedure twice then they are on the point of permanent exclusion.

Parent Communication

At the end of the first week an email will go home to inform parents if the student has passed or failed the first week. Parents will be reminded of the sanction should the student fail the report and also of the fact that a meeting will be needed following the sanction before the next report begins.

Reporting Stages of Monitoring Sheet

Report Stage	Person checking support card	End of week 1	Sanction for failing support card	Meeting with parents/suspended student
Report 1 (2 weeks)	Form Tutor	Email to parents	1 day internal suspension	First school morning after suspension. To discuss the next stage of report and agree on targets for report. Head of Secondary to lead meeting. Form Tutor to attend meeting. Deputy Head of School to attend meeting as required.
Report 2 (2 weeks)	Key Stage Coordinator	Email to parents	1 day internal suspension	
Report 3 (2 weeks)	Head of Secondary	Email to parents	1 day external suspension	
Report 4 (2 weeks)	Deputy Head of School	Email to parents	3 day external suspension	
Report 5 (2 weeks)	Head of School	Email to parents	Permanent exclusion	
				n/a

Possible ‘Sanctions’ during detentions:

- Completing homework or classwork
- Set a specific self-reflection task
- Discussion with Head of Secondary
- Community Service



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‘Poor Behaviour’ includes (N.B. This is not an exhaustive list but does cover the types of behaviour which are considered to be inappropriate).

- Repeated instances of misbehaviour noted in [Stage 1](#).
- Deliberate physical aggression
- Rough play, play fighting
- Intentional hurting of feelings
- Leaving school grounds without permission
- Intentional ignoring of staff instructions
- Use of bad language
- Intentional minor damage of property
- Theft of minor items
- Insolence, cheekiness, back answering
- Bullying (isolated incidences)
- Not doing homework
- Cheating in a test (more than one detention may be given depending on the test)
- Not wearing the correct school uniform

The school reserves the right to miss out any of the strategies above if the poor behaviour is deemed severe (severity differs from one circumstance to another).

Possible ‘Severe Poor Behaviour’ may include:

- Smoking on campus
- Drinking alcohol on campus
- Gambling on campus
- Verbal abuse of a teacher
- Serious fights where a person is seriously injured
- Severe theft or the destruction of other people’s property (including the schools)
- Possession or use of a potentially dangerous weapon such as a sharp knife
- Any wilful behaviour that is deemed to place or to have potentially placed the health of others in jeopardy
- Deliberate, intentional significant damage to property
- Any situation that is deemed potentially harmful to the reputation of the school
- Drug use or the selling of drugs
- Physical aggression toward a member of staff
- Extreme verbal abuse or physical violence toward a student
- Sexual misconduct including sex with consent on school grounds

Again, this list is not exhaustive, but does cover the types of behaviour which are considered to be inappropriate.

Homework

If a student does not complete homework, then a warning will be given, but also subject teachers, at their discretion, can message parents or Form Teachers who will then message parents if the student is regularly missing homework from several subjects and oblige them to lose their breaks to complete their homework:



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Parental Contact:

- 1. Parents will be contacted first through Schoolbase. If there is no response, parents will then be contacted by phone, and then by formal letter.*
- 2. All parental meetings will be recorded on a Parental Meeting Form and all in attendance (including the parents and students) will be asked to sign this form. This form should be kept by a relevant member of staff and copies given to the parents and to all other relevant members of staff.*

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