



Behavioural Policy for the Primary School

Introduction

Good behaviour is necessary for effective teaching and learning to take place and an outcome of education that our parents expect. Consequently, we regard good behaviour as being of the utmost importance: both the self-discipline of the individual and the corporate behaviour of the entire school. A behaviour policy is not merely a list of regulations and sanctions but is also a statement of the school's values and beliefs, setting out expected standards of behaviour for teachers, pupils and parents indicating how each child can be helped and guided. Imposed discipline should be seen as being concerned with the training of children to behave in a socially acceptable fashion whilst in the care of teachers and others in the education process. Generally, discipline should aim to be positive and therefore this behaviour policy is intended to promote children's self-discipline within a disciplined yet sympathetic environment

Relevant School Aims

- To help the children develop a sense of right and wrong as the foundation for relationships, alongside consideration of the rights, feelings and well-being of all others.
- To sustain a friendly, safe and interesting environment that stimulates and encourages the fascination of learning.
- To enable the children to make a positive contribution to our multicultural society and to enjoy life, appreciating and coping with its disappointments and triumphs.
- To work with the children to attain the high standards that we expect from them in all aspects of life in school.

Responsibilities of Children

All pupils are expected to display the virtues of politeness, good manners, honesty and tolerance. Children should recognise that some forms of behaviour are unacceptable. e.g. not hurting or harming others physically or emotionally.

Children should instead show respect and be considerate towards others, including their work and property e.g. being supportive of one another in times of need, show kindness towards one another, and be prepared to listen to others.

They should also demonstrate obedience towards adults, respecting and co-operating with adults in school at all times.

Within teaching rooms children should maintain reasonable volume levels in conversation, using acceptable conversation, appropriate to set tasks, be silent where required to be so, always work to the best of their ability and behave in a way which will ensure their safety and the safety of others.

Children should move around the school and its grounds safely and sensibly, caring for the school building, grounds and the environment beyond.

They should also dress appropriately and safely for all school activities remembering that they are representatives of the school at all times.

Role of the parents

Standards of behaviour are well established in children before they come to school, but confusion could arise when the expectations of school are different from those of home. Often in a smaller community



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such as the home, individual needs can largely be accommodated without undue disturbance, but a school is a larger community and so behaviour which might be tolerated at home may not always be acceptable at school. Parents and teachers should be aware of this and act together to enable the whole school student conduct policy to work as successfully as possible. Parents play an extremely important role in shaping the attitudes that produce good behaviour at school, and we expect that, in accepting a place at BIS, parents undertake to support our aims and policies. A pupil's acceptance of any system of rules for behaviour is determined by the attitudes of home and local society, therefore parental acceptance of the school's expectations and active co-operation with the staff is essential. Although parents are not in school with the children their influence is still greater than that of a class teacher so we encourage an active working partnership with parents in order to promote good behaviour within school.

Parents must be aware that the school will address any behavioural issues that arise on school premises or during school hours. Parents must not seek to affect the behaviour of, or discipline any child who is not their own. They should instead explain to the school any concerns they may have and then their involvement should not go any further. Parents have a duty to ensure that their children do not cause injury or damage to others or to any property and they, therefore, have an obligation to promote the general policy and rules of discipline as laid down by the school. The co-operation of parents is sought in relation to maintaining high standards of pupil attendance, punctuality, personal appearance, the wearing of school uniform, caring for learning materials, particularly those which belong to the school and which may be sent home, and the supervision of homework.

Responsibilities of Staff

Teachers should be aware that they are continuously acting as role models and thus always set a good example to children in care of the school environment and those within it. Teachers should try to emphasise a sense of order and quality through the building, its decoration and displays of work. In so doing we aim to raise the children's self-esteem by creating an attractive environment of which they can be proud. We believe this also promotes a sense of responsibility towards the care of the property and objects with which the children come into contact. We encourage the children to take a pride in their appearance, which helps to reflect our aims and achieve a high standard of discipline. Teachers should set high levels of expectations for children's academic and social abilities and help children work towards meeting these expectations, so that they may experience satisfaction and a sense of achievement. They should actively listen to and show respect for the views of children and parents and consistently enforce rules about care and tidiness of the whole school.

Good teaching practice and positive teacher/pupil relationships are major contributors to good school discipline. When speaking to children, teachers should avoid shouting or losing their temper but instead maintain a calm, controlled approach to nurture children's growing maturity and self-esteem. They should avoid writing negative comments on children's work, never resort to physical punishment or admonishment and only physical restrain a child when their own or other child's safety is at risk. They should be able to justify their actions in the imposition of rules, rewards, sanctions and punishments as it is important to be consistent and fair.

In the interests of fairness staff members should exercise their professional judgement and employ the school's regulations sensitively if dealing with pupils with SEN or a pupil who has an individual plan to manage their behaviour. All staff members in the each Key Stage should therefore be made aware of such children by the Key Stage Co-ordinator/Senior Teacher.

Teachers should work with parents by meeting with them at the earliest opportunity, if possible prior to the child's admission to school, and establishing a positive working relationship



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- by listening, and responding to parental observations and views
- by clearly explaining and justifying their actions
- by sharing information with them about their child's progress and behaviour at school
- by agreeing with parents, appropriate action to meet a need
- by supporting parents when there are particular difficulties
- by advising parents and providing information regarding help which is available to them.

Teachers should organise their classroom so that teaching and learning is effective, employing sensitive grouping of children so that the self-esteem of the less able is not damaged. They should have clearly defined goals which are known to children, to provide challenging, exciting and meaningful learning activities that are matched to the children's practical needs, providing motivation to achieve their full potential. If a member of staff is concerned about the behaviour the child's class teacher is informed and the teacher records the incident.

School Rules

School rules exist to clarify the ideas of good and unacceptable behaviour within the British International School of Belgrade. They are based on the twin themes of consideration for others and safety. They are not intended to be absolute and can be amended or added to at the discretion of the School Principal.

Student Discipline

The maintenance of agreed standards of discipline is integral to the school's ability to meet its aims. The maintenance of discipline in the school is a collective responsibility and will be effective when every teacher plays his/her part as a member of a team, inside and outside the classroom. All matters of discipline should be dealt with as they arise, and referred onwards as appropriate. Every effort will be made to ensure that a member of the Senior Management Team is available at all times to deal with a crisis situation requiring instant action, but for most incidents this referral route should be used.

Subject Teacher → Class teacher (Primary) → KS coordinators → Senior Teacher
→ Deputy Principal → Principal

The guidance system can be also involved for background information and general back up at an appropriate stage by the Senior Management Team. The referral system should act as a filter to sift out trivial offences; the seriousness of an offence is indicated to students and staff by how far the offender progresses – through the referral system.

Misconduct of students

Disruption of School: Students shall not cause disruption or obstruction to the normal operation of this school.

Harassment/Bullying: Students shall not harass other students, school employees, persons that are guests of the school or persons conducting business for the school. This category also applies to remarks or actions of a sexual, racial, ethnic or religious nature that are deemed offensive.

Intimidation/Threats: Students shall not, through verbal, written, technological or any other means, make statements that state that physical or emotional harm may come to another person or to an institution.



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Use of Obscene Language / Materials / Actions / Gestures: Students shall not use obscene, vulgar or profane language, make inappropriate gestures/actions or possess vulgar materials.

Attendance: No student shall fail to comply with attendance rules including, but not limited to, truancy or tardiness from a specific class or school. No student shall leave school property or an assigned educational location once he or she has come under the supervision of school staff, prior to specified dismissal times, without official permission.

Forgery: Students shall not misrepresent a signature on any document.

Damage of Property: Students shall not cause or attempt to cause damage of school property, including buses and bus seats, or personal property. Students shall not touch or handle another person's property without their authorization. Students must pay for any damages they cause to school equipment, materials or facilities and may be subject to additional disciplinary action.

Assault: Students shall not act or threaten to act in such a way as to cause physical injury to other students, any school employee or other persons. Specific violations include but are not limited to:

- Fighting/Violence
- Serious Bodily Injury
- Threats of fighting, violence, or serious bodily injury

Failure to Obey Instructions / Insubordination / Disrespect: No student shall fail to comply with any reasonable instructions or requests of teachers, principal or other authorized personnel during any period of time when he/she is properly under the authority of such school personnel. No student shall fail to provide information, or supply false information, when it is requested.

Dangerous Weapons and Instruments: Students shall not possess, handle, transmit or conceal any dangerous weapon or instrument on school property, in a school vehicle or at any school-sponsored activity. The expulsion of students in violation of said policy is recommended.

Theft: Students shall respect the personal ownership rights of others. Students shall not take ownership of items of others. The Principal may exercise the prerogative of reporting thefts to local authorities.

Academic Dishonesty: Students shall not give or receive unauthorized information regarding class work or class activities, misrepresent the results of researched or laboratory assignments, or give or receive unauthorized assistance on assignments. Use of electronic translators without permission is a violation of this rule. Repeated violations may result in failure of academic subjects.

Dress Code: In the Primary school students should come to school wearing an official school uniform top. When students have PE, unless the teacher has stated they are not required (e.g. for swimming, students should wear an official school PE top.

Unauthorized or Unsupervised Areas: Students may not be in areas for which they have not been authorized or areas that are unsupervised.

Technology Misuse/Abuse: Computers/technology is provided for student use for teacher-assigned work in courses or programs at school.

Other violations: Other conduct violations not covered in the above rules.

Rewards

Aims

Our shared aims are to:

- Encourage students to take responsibility for their own learning and behaviour.
- Show respect for others and our school environment.
- Make learning accessible, effective and enjoyable so that students value their education and want to learn throughout their lives.
- Build the confidence of all our students by helping them develop their strengths and by celebrating individual achievement.
- Help students to value, support and participate in a variety of school and wider communities.



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- Promote a strong link between home and school.
- Provide each individual student with the skills, knowledge and understanding which allow the widest possible choice for the next step in their lives.

Code of Behaviour

BIS students agree to:

- Act with courtesy, consideration and respect to all.
- Co-operate to enable effective teaching and learning to take place.
- Behave responsibly in such a way as to ensure the health and safety of people and property at BIS.
- Take pride in our appearance and in our school environment.

Rewards

The school aims to encourage students to reach the highest standard of which they are capable of. The Rewards Policy recognises that praising students' efforts and successes has a strong motivational effect. Motivated students are unlikely to present behavioural problems. The praise must be genuine and well deserved. Indiscriminate praise rapidly becomes devalued and ultimately worthless. The criteria for giving praise especially in the form of merits, commendations, certificates, letters and prizes will be consistently applied. Students' achievements in all areas of school life including sport, art, music and extra-curricular activities are equally celebrated.

We reward in order to:

- Encourage an ethos where all types of achievement, whether they be academic, sporting, creative, social, etc. are openly recognised and valued by the whole community, students, staff, and parents alike.
- Help students accept praise in an appropriate manner.
- Encourage self-esteem in individual students.
- Recognise and reward effort as well as achievement.
- Raise the aspirations of all students.
- Provide written evidence of success for inclusion in other documents such as reports.

In addition, in the Primary school we operate a Merit System. The students work towards three levels of Merit, Bronze, Silver and Gold. Each student has an Achievement Book where a record is kept of their progress. All positive behaviour is praised and rewarded.

Praise

Praise can be given in many ways and as often as possible through:

- A quiet word or encouraging smile.
- A written comment on students' work, either in general terms, e.g. "well done", or in a more detailed way, picking out specific points or ideas.
- A written comment in the students' Diary for the form tutor/class teacher and parent to read.
- A visit to another member of staff, which may include the Senior Teacher or Form Tutor/Class Teacher.
- A public word of praise in front of a group, a year or the whole school.
- Displaying the students' work in the classroom, corridor, reception and hall.
- Public acknowledgement by presentation at an assembly or by giving some special responsibility.
- Commendations may be awarded to students for effort, achievement and attendance. It will be normal practice to verbally reward students for good work and behaviour.



Awards Ceremony

At BIS, we acknowledge the value of recognising positive behaviour in motivating and encouraging our students. Every member of staff may give a student a comment in the homework diary to recognise good organisation, participation, performance, effort in school activities etc.

A weekly assembly is held every Friday in both the Lower and Upper Primary School. Each teacher gives out a 'Star of the Week' certificate and then explains verbally why the certificate was awarded to the whole of the assembly.

The Principal's Award is also handed out to one student every Friday if a pupil has done something extraordinary.

Students from Reception to Year 9 have the opportunity to win Athletics certificates which come in Gold, Silver and Bronze depending on the number of points they have earned online. The Athletics certificates are handed out at the end of every half term with Bronze being handed out in class whereas Gold and Silver are handed out in the assembly. Other certificates that are awarded are for activities like the 100 Word Challenge and IDEA the Inspiring Digital Enterprise Award.

At the end of the academic year 'Pupil of the Year' and 'Most Improved student' certificates are awarded to one student in each class.

At the annual graduation ceremony several certificates are handed out such as the Citizenship award and the Johnathan Rider award for academic excellence in Year 6 and Year 9. A Pupil of the Year award is handed to the graduating class member with the highest overall grades.

Sanctions

Since the BIS Vision and Mission promises a healthy learning environment for the students, the School takes a pro-active role by encouraging positive attitudes and behaviour. However, should a student not achieve a satisfactory level of discipline and break the rules as listed in this policy then there are a set of disciplinary measures which the students understand.

This operates through a three tiered approach;

1. Time out at playtime for 5 to 10 minutes
2. Detention held on a Friday during Golden Time
3. Internal suspension organised between the teacher, the parents and Deputy Principal held in the Deputy Principal office for a given length of time; usually a full school day.

If a child commits three recorded incidents the teacher will then formally inform the Key Stage Co-ordinator/ Senior Teacher, who will interview the child, apply sanctions and decide if the child's parent should be called in for an interview, recording details of parental notification/discussion and sanctioning of the child as appropriate.

Anti-bullying policy

At BIS we do not tolerate bullying and parents who suspect that it is taking place should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Principal. Our definition of bullying is persistent long-term oppression by one child, or a group of children, against another child in the form of physical or psychological pressure. All racially motivated, sexist and homophobic remarks and/or behaviour will be treated as bullying.

It is vitally important that class teachers listen to and act upon information given by children, parents or colleagues. They should consult more senior members of staff for any necessary support in dealing with such problems. Any suspected bullying reported by parents should be noted in the incident book but clearly marked as suspected if not observed directly. Any directly observed bullying or reported by a child should also be recorded in the incident book. Any pattern of incidents will lead to increased supervision in movement areas and the playground, where most bullying behaviour occurs.



Specific anti bullying practices include:

BIS's curriculum which seeks to promote kindness, communication, cooperation, and friendship and includes lessons and activities stressing empathy, anger management, and conflict resolution skills.

Also, at the individual level:

- serious talks with any bullies and victims.
- serious talks with the parents of any bullies and victims.

The key components of our bullying intervention practice are increased adult supervision in all areas of the school, increased consequences for bullying behaviour, and a clear message that bullying will not be tolerated. At all times we must remember that: "All children and young people have a basic right to partake of the education, to which they are required to submit themselves, in an environment that does not subject them to cruelty and despair. They have the right to feel secure and happy, to be able to trust without fear and to expect protection from the adults who elect to make a career from their schooling.

Sanctions for bullying

Possible sanctions include having the bully

- apologise; discuss the incident with the teacher, Key Stage Co-ordinator/ Senior Teacher, Deputy Principal, Principal and/or parents;
- pay for any damaged belongings;
- spend time in the office or another classroom such as Key Stage Co-ordinator/ Senior Teacher;
- forfeit break time, golden time or other privileges;
- weekly meetings to communicate to students clear and consistently enforced expectations and to engage them as resources in preventing bullying behaviour;
- Daily behaviour report card;
- Ongoing communication with parents;
- Internal suspension;
- External suspension.

When considering appropriate sanctions for transgressions teachers should try as much as possible to "make the punishment fit the crime" and be constructive whenever possible. The emphasis should, of course not be on punishment but on positive reinforcement and praise. Sanctions, if required, should be one of the following.

- Various minor internal sanctions (a reprimand, expounding why behaviour is unacceptable, change of working place in the classroom, repeat of unacceptable work, essays, lines, withdrawal of privilege(s) etc.).
- If an incident has occurred elsewhere, a referral to the class teacher (who has the primary responsibility for the children in their class), or recording negative behaviour in the incident book. Any incident interpreted by a teacher as bullying should be recorded in the incident book.
- A supervised isolation for the offender either within the classroom / playground or as a detention in free time (from a few minutes of break time to a full lunchtime detention or golden time depending on the severity or persistence of offence.
- Exclusion from class (if the education of other pupils is being adversely affected. If this happens on more than one occasion, then the Senior teacher should be informed in writing).



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- Being sent to the Senior Teacher to explain their behaviour for an individual incident (the teacher should also send a brief written note to explain the circumstances within two working days).

Use of a report card for a fixed period (which is viewed daily by the Key Stage Co-ordinator/ Deputy Senior Teacher and may be sent to parents).

- Working for some lessons in isolation in a different classroom such as the Key Stage Co-ordinator/ Senior Teacher (a brief note or telephone call to parents may be necessary at this point).
- Formal notification to parents with a request to discuss the situation.
- Suspension of the pupil from school.
- Expulsion of the pupil.

Policy Review

This policy is reviewed annually.

Reviewed July 2019