



Behavioural Policy for the Secondary 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.



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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 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, 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.



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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

- 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.

The school rules apply while on school premises, school buses or any other place during school activities at or away from school, or off the school grounds. Students shall be given due process before a disciplinary action is taken.

Disciplinary actions

A violation of any rule may result in disciplinary action including, but not limited to:

- In-School detention
- Internal Suspension
- External Suspension
- Expulsion
- Compensatory payment of damages
- Loss of privileges
- Assigned work related to the offense

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 → Form Tutor (Secondary) → KS coordinator → 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.

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



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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.

Firearms, objects that are indistinguishable from and/or represented as firearms, explosives and knives (any object with a blade and a handle) are considered dangerous weapons. Other instruments/devices may also be defined as dangerous weapons depending on their use or intended use. Should a student have knowledge of a weapon or dangerous instrument on school property, in a school vehicle or at a school-sponsored activity and not report it to school staff, the student may be held to the same disciplinary measures as that of the perpetrator.

Narcotics, Alcoholic Beverages and Drugs: Students shall not possess, use, transmit, conceal, make arrangements to sell or purchase, or use the aforementioned items. Look-alike drugs are included and will be dealt with accordingly.

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 Secondary school students should wear clothing that shows respect for their peers. Clothing that is too revealing, or a lack of appropriate clothing (especially when the weather is hot) will not be permitted. Students dressing thus will have their parents informed and be required to return home to collect a proper level of dress.

Inappropriate Display of Affection: Students shall refrain from displays of affection. Students are not to hold hands, hug, kiss or demonstrate other similar acts of affection. In unusual circumstances involving sorrow or extreme joy, hugging is natural and acceptable.

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:



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- 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.
- 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.

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

BIS believes that all members of the school community have a responsibility to ensure that teachers are able to teach, students to learn, and that all can feel safe and happy at school.

All staff are responsible for the behaviour and discipline of students, and use behaviour management strategies and sanctions to ensure that a positive atmosphere is maintained within the school. It is the responsibility of each staff member to apply the rules consistently and follow the stages of action in response to poor behaviour.

Where students are unable to operate within the set framework, a structured sanctions system is implemented.

Stages of action in response to poor behaviour in class

In order to achieve consistency, it is important that staff follow the same procedure with classroom discipline. Five clear rules should be set for students to follow, with 5 clear steps being followed if these rules are broken, i.e.:

Five rules:



- Arrive to class punctually
- Bring all books and equipment to class as well as homework set
- One person talks at a time
- Keep your hands to yourself
- Do what the teacher asks the first time of asking

Five steps:

Step 1: Reminder of behaviour required

Step 2: Verbal warning to student

Step 3: Move student to different place in room. Note in a HW diary.

Step 4: Give student 5-minute time out. Speak to student alone and explain why such behaviour is unacceptable. Set break detention.

Step 5: Continued misbehaviour - Student is given detention with the person in charge for detention during ECA.

The teacher who gives detention to the student must fill in the “detention slip” (see Appendix 1) and send an e-mail to the person in charge for detention and the office, specifying why detention was given, and copies to: the form tutor, Principal, Deputy Principal and Senior teacher. This will be recorded on the Student’s File by the office.

Step 6: After few detentions in a short period of time with the person in charge for detention, Principal will contact the parents; the student will get a lower conduct grade and will be put on a report card for a week (see Appendix 2).

Step 7: Repeated misbehaviour of the student after being on the 1st report card may result in: a lower conduct grade/internal/external suspension, meeting with parents.

For more serious breaches of rules (see below), students may be given internal/external suspension and the lowest conduct grade.

These steps should be explained to students and it must be stressed to students that they should not enter into a debate or argument with a member of staff. If they disagree with what the member of staff is stating, the time to discuss this is at the end of the lesson.

Detentions

Break detention (Class Teacher) - 15-minute break detention

Break detention (Class Teacher) - 25-minute lunch break detention

Lunch break detention (Class Teacher) – 40-minute detention

Detention during ECA (person in charge for detention) – 40-minute detention

Detentions should be run by the class teacher in the first instance, with an e-mail being sent that day to the Office, and copied to the Form Tutor and Senior teacher briefly saying who, what, and why. This will be recorded on the Student’s File by the Office.

For more serious breaches of rules, detention should be run by Deputy Principal during lunch break. Students should be immediately referred to Deputy Principal for disciplinary offences causing serious concern e.g. anti-social behaviour in corridors, suspected of skipping lessons, deliberate disruptive behaviour, insulting conduct.

The Deputy Principal will take appropriate actions according to the seriousness of the offence. This may



include:

- monitoring report via a Daily Report Card
- subject period withdrawal
- restriction of access to extra-curricular school activities for a fixed period
- being set useful tasks around the school
- internal suspension, external suspension

Parents are informed by telephone call and/or letter of the action taken.

Serious Cause for Concern

The following behaviours are categorised as serious causes for concern:

Being Rude to Staff
Deliberately missing a lesson
Making Racist or sexist remarks
Bullying
Physical Violence
Vandalism or abuse of school property
Setting off a fire alarm
Plagiarism/Cheating
Forging Signatures

These could result in the suspension of a student. When such behaviour occurs, the student should be immediately sent to the Principal or Deputy Principal.

Internal Suspension – Students are isolated from the school community for up to three days and complete work set by staff in the Deputy Principal's office. Students are not able to take their breaks with other students. Internal Suspensions are authorised by the Principal or Deputy Principal. Parents are notified in writing with a copy held in the Student File, and recorded on that term's report.

External Suspension – Students are not allowed into school and work is set for students to complete at home. Re-entry to school is negotiated following a parental interview. External Suspensions are authorised by Principal.

Students Causing Concern

Students may cause concern either through their behaviour or through their lack of achievement.

Form tutors/Class teachers, Senior Teachers, Deputy Principal and Principal will agree a course of action for the Students Causing Concern. This may but is not limited to:

- monitoring
- mentoring
- telephone call and/or letter home
- parental interview

Students will not be allowed to take part in day excursions, school trips or any other activities that are not part of specific subjects' curriculum (i.e. school parties, annual school trip, day excursions) if:

1. They have had detention with the class teacher for misbehavior (3x) and detention with teacher on duty (3x) during the school year
2. They were on a report card



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3. They were internally suspended
4. They were externally suspended

If the student, after they have been on the report card, or after internal/external suspension, during the following three months, improves their behavior in such a way that they have not had any detention with the class teacher or teacher on duty for misbehavior, they will be allowed to attend the above described activities.

Behaviour - Grading

Grade 5. – excellent behaviour = 0 detention

4. – good behaviour = 1 detention

3. - acceptable = 2 detentions

2. – unacceptable = subsequent detentions, 1st report card/internal suspension

1.- poor = subsequent detentions, 2nd report card/internal/external suspension

Policy Review

This policy is reviewed annually.

Reviewed July 2019



APPENDIX 1 -Detention slip

BRITISH INTERNATIONAL SCHOOL BELGRADE DETENTION SLIP

Student's name: _____ Year group _____

Teacher giving detention _____

Date of offense: _____

Date of Detention _____ Time: _____

Reasons:

1. Disturbance in class
2. Disrespect
3. Verbal Abuse
4. Harassment
5. Defiance of Authority
6. Tardy (Excessive)
7. Offensive Behaviour
8. Fighting
9. Cheating, stealing, lying
10. Foul or inappropriate language
11. Leaving school property without permission
12. Cafeteria Behavior
13. Break time Behaviour
14. Other

Teacher's Signature: _____

APPENDIX 2-Daily report card



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BREAKS

	1st Break	Lunch Break	2nd Break
Spoke appropriately to all peers at all times.			
Behaved appropriately to all peers at all times.			
Followed all teacher instructions promptly and respectfully.			
Left promptly for class at end of break.			
Mobile phone used with consideration to others.			

Any extra teacher comments.

DAILY REPORT CARD

NAME:

CLASS:

DATE: