



Behaviour 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, students and parents indicating how each student can be helped and guided. Imposed discipline should be seen as being concerned with the training of students 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 student's self-discipline within a disciplined yet sympathetic environment.

Relevant School Aims

- To help the students to 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 a positive attitude towards learning.
- To enable students 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 students to attain the high standards that we expect from them in all aspects of life in school.

Responsibilities of Students

All students are expected to display the virtues of politeness, good manners, honesty and tolerance.

Students should recognise that some forms of behaviour are unacceptable. e.g. not hurting or harming others physically or emotionally.

Students 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 appropriate obedience towards adults, respecting and co-operating with adults in school at all times.

Within teaching rooms students 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.

Students 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 students 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 behaviour 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 student'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. Similarly, we do not expect parents to approach or engage with the parents of other students in relation to breaches of the behaviour policy. The school will be the point of liaison between parents in regard to any behavioural issues between students. 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 student 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 student 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 student'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 students come into contact. We encourage the students 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 student's academic and social abilities and help students 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 students and parents and consistently enforce rules about care and tidiness of the whole school.

Good teaching practice and positive teacher/student relationships are major contributors to good school discipline. When speaking to students, teachers should avoid shouting or losing their temper but instead maintain a calm, controlled approach to nurture student's growing maturity and self-esteem. They should avoid writing negative comments on student's work, never resort to physical punishment and only physically restrain a student when their own or other student'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 students with AEN or a student who has an individual plan to manage their behaviour. All staff members in each Key Stage should therefore be made aware of such students by the Head of Primary.



Teachers should work with parents by meeting with them, preferably with another teacher or Head of Primary present, at the earliest opportunity 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 students, so that the self-esteem of the less able is not damaged. They should have clearly defined goals which are known to students, to provide challenging, exciting and meaningful learning activities that are matched to the student's practical needs, providing motivation to achieve their full potential. If a member of staff is concerned about the behaviour the student, class teacher is informed and the teacher records the incident on the [form on Google drive](#).

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 Director of Education.

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/Teaching assistant → Class teacher → Head of Primary
→ Head of School → Director of Education

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 the 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, gender, 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 should 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 authorisation. 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, Head of Primary or other authorised 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 Director of Education may exercise the prerogative of reporting thefts to local authorities.

Academic Dishonesty: Students shall not give or receive unauthorised information regarding class work or class activities, misrepresent the results of researched or laboratory assignments, or give or receive unauthorised 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.

Unauthorised or Unsupervised Areas: Students may not be in areas for which they have not been authorised or areas that are unsupervised. This is true of the whole school site during school times and after school hours unless in circumstances agreed with the Head of Primary.

Technology Misuse/Abuse: Computers/technology are 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.

EYFS: We recognise that some of our youngest students are still developing their understanding of social norms and will adapt the application of the above standards accordingly.



Positive Behaviour Management

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 become lifelong learners.
- Build the confidence of all our students by helping them recognise and develop their strengths and by celebrating their individual achievements.
- Help students to value, support and participate in a variety of school activities and in the wider community.
- Promote a strong link between home and school.
- Provide each individual student with the, knowledge, skills and understanding to afford them 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 to which they are capable of. We recognise 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.

All positive behaviour is praised and rewarded. Individual merit systems may also be operated with given classrooms and year groups, at the discretion of the class teachers and in consultation with the Head of Primary.

Praise

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

- A quiet word, thumbs up, 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' reading diaries for the form tutor/class teacher and parent to read.
- A visit to another member of staff, which may include the Head of Primary or 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 Head of School's/ Director of Education award is also handed out to one student on a regular basis if a student 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 and Gold and Silver handed out in assembly.

At the annual graduation ceremony several certificates are handed out such as the COBIS award and the Johnathan Rider award for academic excellence in Year 6.

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.

In order to achieve consistency, it is important that staff follow the same procedure with classroom discipline. Outlined below are examples of unacceptable behaviour and sanctions which should be used. This is not a tariff, and each case should be dealt with according to its merits. However, there is an expectation that they will be applied fairly.

Stage 1: Incidents

Subject teachers/Teaching assistants/Class teachers should fill in the BIS Behaviour form (online form) following the procedure outlined below. The form can be found by clicking on the following link: https://docs.google.com/forms/d/1xd05U_A1JlApdUOMtiPRikTSB_oJ7EZYIE2GAf8Ghjw/edit?usp=sharing

Incidents that are dealt with by the subject teacher/teaching assistant/class teacher could include:

- interrupting teaching and learning



- using inappropriate language (to another student or member of staff)
- no homework
- not following instructions
- petty theft of school or student property
- damage to school or another student's property
- absenteeism or lateness (more than once a week)
- verbal intimidation or spreading rumours likely to cause distress
- actual or threatened physical assault against students or adults
- other**

**when on break duty a minor/medium/serious incident occurs, teacher on duty fills in the form by clicking on 'other' option, describes the incident in the space provided.

**if the incident that occurred is not provided on the list, class teacher/subject teacher/teaching assistant fills in the form by clicking on 'other' option, describes the incident in the space provided.

Interventions could include:

- detention (10 minutes)
- detention (20 minutes)
- loss of 5 minutes increments of Golden Time
- referral to Head of Primary*
- mentoring by Head of Primary
- verbal reprimand
- other

*referral to the Head of Primary is made when the teacher has intervened by giving longer detentions and the behaviour has not improved and when serious incident has happened (see criteria for serious incident below).

Stage 2: Persistent minor incidents or incidents of medium/serious severity

These incidents must be recorded and dealt with by the Head of Primary.

This Behaviour Policy clearly sets out our expectations regarding the conduct of students. However, as indicated, there may exceptionally be instances where a student's behaviour merits the application of a suspension or even a permanent exclusion. Staff member witnessing incident of serious severity should fill in the BIS Behaviour Form and make a referral to the Head of Primary. **Any decision to suspend a student will never be taken lightly.**

The types of incidents or situations which would merit an internal suspension (temporary exclusion) are:

- Sustained challenge to the authority of a member of staff
- Persistent defiance of the overall code of conduct
- Deliberate damage to school or student
- Petty theft
- Online bullying
- Verbal or physical bullying
- Inappropriate sexual behaviour

The types of incidents and situations which would merit external suspension are:



- Actual or threatened physical assault against pupils or adults.
- Persistent bullying, harassment or abuse, either physical, verbal or on-line.
- Deliberate and serious damage to property
- Theft of a high value item or repeated incidences of petty theft
- A record of suspensions

When such behaviour occurs, the student should be immediately sent to the Head of Primary.

Appropriate action by the SMT will include some or all of the following:

- phone call to parent/carers
- meeting with parents/carers
- daily report card
- mentoring by Head of Primary
- internal suspension-students are isolated from the school community for up to three days and complete work set by staff in the head of School's office. Students are not able to take their breaks with other students. Internal Suspensions are authorised by the Director of Education or Head of School. Parents are notified in writing with a copy held by the Head of Primary.
- 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 the Director of Education. These are recorded and held by Head of Primary.

Stage 3: Persistent incidents of minor/medium/serious severity

Should poor or unacceptable behaviour persist despite the implementations of appropriate strategies as outlined above, the Director of Education may use the school's terms of enrolment to permanently exclude a student from the school.

Anti-bullying

Please see anti-bullying policy.

Policy Review

This policy is reviewed annually.

Reviewed July 2021