



Behaviour Policy

To be read in conjunction with the Anti-Bullying Policy

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Introduction

At the British International School we recognise that effective teaching and learning can only take place in a caring, well-ordered environment. At the British International School our behaviour policy is applied fairly and consistently, without regard to race, gender or seniority. Good discipline is important for the growth, welfare and development of our pupils. In this regard, our pupils are given clear expectations, effective pastoral support and opportunities to build good social relationships. High standards of behaviour, manners and discipline are expected of all pupils at all times. Pupils are expected to behave in such a way as to be a credit to themselves and to the School.

All pupils and staff at British International School are entitled to learn and work in a safe and supportive environment where everyone is valued. Effective learning takes place where principles of high moral, ethical and personal standards are clearly communicated. Pupils are expected to show kindness, respect and tolerance and should understand the impact of their behaviour on the mental health and wellbeing of others. The British International School takes a child centred approach; all systems, processes and policies operate with the best interests of the child and the community of children at their heart.

The purpose of this policy is to provide pupils, parents and staff with a clear understanding of the expectations, standards and procedures relating to the maintenance of good order in the School. It is essential in the creation of a positive and high-quality learning environment that these expectations of standards of work, appearance and behaviour should be shared and supported by all. It is upon these principles that the expectations for pupils were developed and should apply not only in school but on trips or external activities where pupils are representing the School.

This policy references the Behaviour in Schools (2022) guidance. Specifically, we observe our duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils. We will provide appropriate support systems for pupils, liaise with parents and other agencies, manage pupils' transition, and take appropriate disciplinary action against pupils who are found to have made malicious allegations against staff.

Corporal punishment is not used or threatened at the British International School.



Promoting positive behaviour

At the British International School our code of behaviour is based on four general principles:

- We believe in giving our best effort at all times and fulfilling our commitments
- We believe in trying to be a positive influence in what we do and encouraging others to do the same
- We believe in being courteous, considerate, kind and respectful to others
- We believe in taking pride in ourselves, in our ideals and in our environment

British International School actively fosters an ethos which is motivating, supportive and friendly, which we believe will promote good behaviour and integrity in our pupils. We aim to create an atmosphere where pupils behave with courtesy, consideration, kindness and respect for other people, their property and their surroundings and where pupils can strive for and give their best regardless of their physical or mental needs. Creating this environment and the good behaviour that underpins it is a **whole school responsibility**.

Pupil Expectations

All pupils are expected to:

- behave with courtesy and consideration for others – all staff, pupils, parents and visitors
- behave in such a way that promotes the mental health and wellbeing of others
- respect others property, their general environment and the fabric of the building
- take responsibility for their own actions. This includes refraining from using offensive, vulgar or foul language and behaving in an anti-social manner
- not misuse technology, particularly in order to create or disseminate images and material designed to bully, harass or abuse
- not act in a way which brings themselves or the school into disrepute
- respond co-operatively to instructions from staff and School officials
- dress according to the appearance guidelines and to be smart and well presented
- walk sensibly and calmly in corridors
- put rubbish and litter into the bins in and around school
- refrain from chewing gum or spitting

In addition to these general expectations, pupils will abide by the following expectations at each stage of the school day.



Before arriving at School all pupils will:

- eat a nutritious breakfast, setting themselves up for the day
- have completed all 'Homework' work to a high standard
- be appropriately equipped for all lessons and extra-curricular activities

On arrival at British International School all pupils will:

- be punctual and arrive in good time before 08:25
- wear uniform with pride and always look smart
- make sure they have signed in

Walking around school and moving to/ from lessons:

- line up outside classrooms and wait for the teacher
- have the relevant equipment ready for any given lesson
- hold doors open for others
- walk sensibly on the corridors and stairways

During lessons pupils will:

- complete classwork to the best of their ability
- listen to, and follow instructions and to remain quiet when asked
- always contribute to the lesson positively
- respect the right of other pupils to learn and teachers to teach regardless of their learning, physical or mental needs

During break and lunchtime pupils will:

- use this time to meet with a member of staff, if required
- be polite and respectful to the restaurant staff saying thank you after being served
- avoid using 'out of bounds' areas (Art, ICT classrooms and science labs) without adult supervision
- only play authorised ball games in the allocated areas
- refrain from engaging in any violent or aggressive behaviour, including play-fighting
- consult their Form Tutor or a member of duty staff if they encounter an issue

At the end of the school day all pupils will:

- attend extra-curricular activities, if applicable
- ensure they have the relevant information in order to complete their homework to a high standard
- ensure they conduct themselves in the local community with pride, looking smart and behaving sensibly
- use public transport calmly and respectfully, giving up their seat to a member of the public who needs it more, if necessary
- attend Friday reflection, where required



Mobile phone policy

Mobile Phones

There should be very few occasions when pupils ever need to use a mobile phone for either sending or receiving information during a School day. However, it is appreciated that travel and other School arrangements can change at short notice and that many parents feel happier knowing that their son/ daughter has access to a telephone for emergency use. Therefore, on some occasions the use of a mobile phone is appropriate.

Rules for Pupils about using mobile phone:

- Pupils in Years 7 to 11 are not permitted to have their mobile phones in School. They are to hand them into their Form Tutor at morning registration or, if late, on arrival to the school office.
- Pupils in Years 12 and 13 are permitted to have their mobiles phones switched off during School hours (8.30-3.20pm).
- Phones must not be used for any purpose (e.g. phoning, texting, surfing the internet, taking photos, taking videos) during the School Day
- Phones should never be used to take photos or videos either on School premises or during any School related activity (the same applies to cameras, except with staff permission) without the express permission of the teacher and once used the phone should then be immediately switched off
- Phones must not be taken into examinations

Further guidance on our policy regarding the use and possession of mobile phones can be viewed in the Parent and Pupil Handbook.

CCTV

CCTV is installed in all areas of the building to ensure the safety of all pupils, staff and visitors.



Rewards

We place a strong emphasis on the celebration of pupil achievement at British International School. Rewards are awarded fairly and consistently, especially with reference to age, gender and ethnicity. The table below outlines the differing levels of reward but there are also other prizes given out for achievement, effort, performance and citizenship.

Credits (1) – Recorded on iSAMS
Academic Credits can be awarded by any teacher for very good work (in class, Homework, practical/ performance work, tests, marked progress, special effort). Non-academic Credits can be awarded by any member of staff for considerate and helpful behaviour towards others or around the school.
Postcard Home (2) – Recorded and sent through iSAMS
Academic – awarded by teacher or Head of Department for an exceptional piece of work or outstanding contribution in practical or performance work. Non-Academic – awarded for excellent contribution to school life, charity fundraising or other extra-curricular achievements.
Pupil of the Week (5) Shared on Newsletter
Academic – awarded on a weekly basis in each Form Tutor group for the pupil showing outstanding contribution to learning that week in that subject. For example – Best exam score, Excellent Essay or Project, consistently outstanding in lessons. Non-Academic – awarded to the pupil who has contributed to the School’s extra- curricular activities in an outstanding way or displayed resilience. For example – organising a competition or best effort grade score in the Form Tutor group or pupil nomination.
Key Stage Merit Award (15) Half term Celebration and shared on Newsletter
Awarded by Key Stage Coordinators and the SLT or consistently outstanding contributions or exceeded expectations.
Head Commendation (25)
This is the highest accolade in the School. The Head’s commendation is awarded by the Head, by specific nomination by a member of staff and for an exceptional piece of work or contribution to the whole school or an excellent average of effort grades in the term.



Cumulative Credit Prizes

Over the course of an Academic Year as pupils accumulate Credits which are tracked on iSAMS then they can achieve the following prizes. Once they hit Bronze, Silver, or Gold, they can choose a reward.

Bronze 35 credits

Choose one:

- Queue Jump Pass (skip the lunch queue once)
- Casual dress/no uniform Friday (1 day)
- An erasable pen or a nice marker
- 1-day out-of-school pass (Y13 only)
- Personalised School lanyard/badge bronze colour

Silver 80 credits

Choose one:

- Pizza lunch with friends (up to 2, supervised)
- Homework Pass (one homework excused for your class with teacher's agreement)
- Casual dress/no uniform Friday (2 days)
- Free snack voucher (canteen item-750 RSD)
- 2-day out-of-school pass (Y13 only)
- Personalised School lanyard/badge silver colour

Gold 150 credits

Choose one:

- "Head for a Day" privilege
- Social media spotlight
- Premium gift card (2500 RSD for fashion, gaming, cinema or music)
- Casual dress Friday/no uniform (3 days)
- 3-day out-of-school pass (Y13 only)
- Personalised School lanyard/badge gold colour

End of Year Achievement Celebration

- Overall Contribution to School life
- Academic Excellence & Academic Endeavour
- Sustained Progress
- Subject Excellence Awards
- Music Prize
- Art Prize
- Debating and Public Speaking Awards
- Sports Awards



Sanctions

Our principle guideline is: **“Pupils are here to learn, and Staff are here to teach”**. Any behaviour that prevents either of these from taking place will be treated as a serious matter and will be managed accordingly.

Decisions on pupil behaviour will be made in relation to the evidence available. A decision will be made on the balance of probability, not a standard of “beyond reasonable doubt”.

Concerns, and therefore sanctions, whether of a behavioural or academic nature, progress through three increasingly more serious **Tiers**. They start with a quiet word from a teacher or tutor, progress through to warnings, reflections, suspensions and finally, *in extremis*, permanent exclusion.

The British International School reserves the right to deal with minor offences in house without reference to parents. Persistent misbehaviour and disruption will lead to contact with parents to discuss the issues and explore solutions

Staff will consider the extent and motive of a pupil’s behaviour and consider whether it raises any concern for the welfare of the pupils involved. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they will follow the procedures set out in the School’s Safeguarding and Child Protection policy and discuss their concerns with the DSL without delay. The School will also consider whether any disruptive behaviour might be the result of unmet educational needs or any other needs, and will discuss concerns with pupils’ parents accordingly.

Tier 1 incidents are minor misdemeanours. Staff will use these to flag concerns and hopefully, pre-empt a potentially escalating problem.

Tier 2 incidents are persistent repetitions of Tier 1 incidents, despite earlier interventions or a serious ‘one-off’ breach of the Pupil expectations.

Tier 3 incidents are when there is a serious breakdown in behaviour or academic standards, or a high-level ‘one-off’ incident occurs.

Reflections

On occasion, it may be necessary as a sanction to keep a Pupil in school beyond 3.20pm for a 15 minute period or on a Friday to provide them with the opportunity to reflect with a member of the SLT, for a period of 25 minutes. Parental consent is not required for reflections; however email notification about the Friday reflection will be sent in advance. Valid reasons for non-attendance must be communicated in writing to the Head.



The criteria below is indicative and may be subject to change depending on the case presented and the context in which the pupil's action takes place. Tiers are used to determine and guide the level of sanction to be applied. If a pupil's behaviour falls outside of the below indicative descriptors, then an appropriate sanction will be applied.

Pupil Behaviour Tier of Response

Tier 1 Non-academic		
<i>Tier 1 incidents are minor misdemeanours. Staff will use these to flag concerns and hopefully, pre-empt a potentially escalating problem.</i>		
TYPE OF INCIDENT	STAFF RESPONSES	STAFF /ACTION
1. Disrupting the lunch queue 2. Uniform infringement 3. Littering 4. Eating outside of restaurant 5. Poor corridor or playground behaviour 6. Conflict with another Pupil 7. Mild teasing 8. Thoughtless unkindness 9. Inappropriate behaviour or language 10. Misuse of technology/ phone 11. Not speaking English	Member of staff involved has an appropriate discussion and/or 15 minute reflection	Member of staff concerned Pupil informed Logged on iSAMS by member of staff as a concern Monitored by KSc and HoSe

Tier 1 Academic		
<i>Tier 1 incidents are minor misdemeanours. Staff will use these to flag concerns and hopefully, pre-empt a potentially escalating problem.</i>		
TYPE OF INCIDENT	RESPONSES	STAFF / ACTION
1. Academic eg. no homework, poor quality work, not meeting a deadline, repeated no resources after a warning. 2. Low level disruption in class impacting on learning 3. Significant lateness to a lesson (particularly after break or lunch)	Member of staff involved has an appropriate discussion and/or 15 minute reflection New deadline for homework set, plus letter of apology	Subject teacher concerned Pupil informed Logged on Isams by subject teacher as a concern Monitored by HoDs/ KSc and HoSe



Tier 2 Non-academic

Tier 2 incidents are persistent repetitions of Tier 1 incidents, despite earlier interventions or a serious 'one-off' breach of the Pupil expectations.

TYPE OF INCIDENT	RESPONSES	STAFF / ACTION
1. Abusive rudeness/ disregard of another pupil. 2. Rudeness to staff 3. Inappropriate comments 4. Bullying 5. Aggressive Conflict between Pupils 6. Minor theft 7. Failure to attend reflection for the second time 8. Disregard for basic standards of dress 9. Repetition of Tier 1 incidents 10. More serious misuse of technology ie. Sharing passwords, setting up a bogus account, taking pictures of people without permission, having inappropriate material/ games in school 10. Off site without permission	1. Appropriate discussion with KSc 2. Friday reflection 25 mins with KSc/ HoSe 3. Behaviour report 4. Withdrawal of privileges 5. Carrying out a useful, positive task in school 6. Making a positive presentation to others in school 7. Written apology	Member of staff reports to FT and KSc Logged on iSAMS as a conduct by FT with response. FT to send email to parents Monitored by KSc and HoSe

Tier 2 Academic

Tier 2 incidents are persistent repetitions of Tier 1 incidents, despite earlier interventions or a serious 'one-off' breach of the Pupil expectations in class.

TYPE OF INCIDENT	RESPONSES	STAFF / ACTION
1. Significant disregard for standards of work in class or Homework 2. Significant disruption to learning (own and others) in class 3. Repetition of Tier 1 incidents 4. Truancy a lesson 5. Cheating and plagiarism,	1. Appropriate discussion with KSc/HoD 2. Friday reflection 25 mins with KSc/HoD/HoSe 3. Academic report 4. Withdrawal of privileges 5. Carrying out a useful, positive task for the Department 6. Making a positive presentation to the class 7. Written apology	Member of staff reports to FT/HoD and KSc Logged on iSAMS as a conduct by subject teacher with response. Subject teacher to send email to parents Monitored by HoDs/KSc and HoSe



Tier 3

Tier 3 incidents are when there is a serious breakdown in behaviour or academic standards, or a high-level one-off incident occurs.

TYPE OF INCIDENT	RESPONSES	STAFF / ACTION
1. Abuse against a person with a protected characteristic 2. Significant disregard for expected standard of general behaviour/dress 3. Use of abusive language to Staff 4. Major bullying issues 5. Serious vandalism 6. Serious theft 7. Smoking/Vaping 8. Fighting 9. Involvement with alcohol or illegal drugs 10. Significant disregard for expected classroom behaviour 11. Misuse of technology ie. Contravening the School security system, sexting, viewing highly inappropriate material like pornography and gambling, taking photos of or recording staff without permission 12. Bringing the school into disrepute/ damaging its reputation 13. Bringing to school objects that could put other students in danger, like firecrackers, blades etc	1. Referral to KSc/ HoSe 2. Letter to Parents 3. Meeting with Parents 4. Internal suspension 5. External suspension 6. Final Monitoring Period 3 months 7. Permanent exclusion	HoSe may ask for an investigation HoSe speaks with pupil HoSe communicates with parents HoSe communicates with HoSc/Director HoSe logs on iSAMS as a serious incident with response

Appropriate Responses and Action staff guidance

Dealing with incidents

No matter how effectively we operate consistent strategies, there will be occasions when pupils' behaviour or standards of work are unacceptable. Swift and appropriate action should be taken in and out of the classroom and an incident should be dealt with **at the time it arises** by the member of Staff. Often this will also prevent a relatively minor offence escalating. Staff should **calmly**, but assertively, remind the pupil of our expectations.

Under no circumstances should Pupils be sent out of a classroom unsupervised. If you need to take the pupil outside the class this should be momentary in order to restore equilibrium. Otherwise, support from SLT should be requested via the school office by sending a reliable pupil to request it and the matter will be handled in a way that minimises the disruption of the lesson.



Parent Meetings

If a parent meeting is scheduled, the guidelines are as follows;

- Thank parents for coming into school
- Give progress report. Emphasise positive achievements as well as concerns
- Identify behaviour causing concern
- Devise support strategies
- Agree future targets
- Set a review date
- Document action

After the meeting write a summary email to ensure all the action points and points of discussion are shared with all parties.

- If a resolution is not reached, continue to seek advice from the HoKS
- In exceptional circumstances it may be necessary to draw up a behaviour contract which will be monitored through a **behaviour report**
- Make a follow up appointment with the Parents if necessary
- Devise support strategies (may include involvement of outside agencies)
- Set a review date
- Document on iSAMS

Remote Learning

Whether Pupils are learning at school or via remote learning, the British International School Behaviour policy will be followed by all staff when dealing with incidents of poor behaviour. Equally, the School would always continue to promote positive behaviour and reward students, where applicable. Any amendments to this policy and our overall approach would be communicated to Pupils, Parents and Staff in advance of any extended periods of remote learning.

Behaviour/ Academic /Monitoring reports

Reports will be used when Pupils' have repeatedly failed to meet our expectations. The reports are not a sanction as such, but a tool to support Pupils to self- regulate and adjust their approach, attitude, behaviour and/ or effort. Parents will always be informed if a Pupil is being placed on report. Reports will last for a minimum of one-week, or longer if deemed necessary. **In the event of a Final Monitoring Report, this will last three months and should requirements not be met, it will result in permanent exclusion.**



Incident Investigation

Those alleged to have been a part of an incident, victim and alleged perpetrator(s), will be asked to complete a formal written statement. Following these statements, witnesses will be identified who will be required to complete witness statements. The use of CCTV may be used where possible to support the investigation process. Pupils are likely to be held in a remotely supervised space until the incident investigation has been concluded. Parents will be notified at the earliest convenience once the staff member dealing with the incident is satisfied, they have a sound understanding of what transpired. This contact will also be used to inform the parents of any sanctions being imposed. Any incident which would be considered breaking the law or involves a direct threat to the safety of pupils will be referred to the Police. Following presentation of the findings, they may deem it necessary to speak to both the parents and pupils.

Physical Restraint

In accordance with the DfE's guidance Keeping Children Safe in Education (2025) and Use of Reasonable Force (July 2013), force will only be used when immediately necessary and for the minimum time required to prevent a student from doing (or continuing to do) any of the following:

1. committing a criminal offence;
2. injuring themselves or others;
3. causing damage to property (including their own)

Any physical restraint is only permissible when a child is felt likely to inflict an injury on themselves or on another and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present as a witness if prior to communication with a pupil it was judged that the pupil was in an agitated state. All incidents of this kind will be recorded and a record kept centrally by the HoSe.

Identifying illegal items

School staff may identify illegal or dangerous items brought on to site by pupils by investigation of their person or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have an illegal item. These include:

- knives or weapons
- alcohol and illegal drugs
- stolen items
- fireworks
- pornographic images



The member of staff carrying out the identification:

- May not require a pupil to remove any clothing other than outer clothing
- Must be of the same sex as the pupil and may carry out the identification only in the presence of another member of staff who is also of the same sex as the pupil
- A pupil's possessions (including any goods over which he/she appears to have control) may not be accessed excepts in his/her presence and another member of staff

If in the course of the identification, the member of staff finds anything he/she suspects of falling within the knives and offensive weapon category or any other thing he/she suspects is evidence in relation to an offence, they may seize and retain it.

For further guidance on British International School's Policy on conducting an identification of a suspect item, please refer to Appendix C.

Suspensions and Permanent Exclusions

The Head may form the view that a short-term suspension may be justified. In this instance, parents will be contacted and asked to collect the pupil promptly from the school should it be external. The Head will provide a letter explaining the nature of the suspension, its term and the reason for the action being taken.

Internal suspension

Internal suspension can be imposed following an accumulation of **Reflections/ Conducts** or in response to a Tier 3 incident.

External suspension

External suspensions can be imposed in response to Tier 3 incidents. No pupil will be readmitted to school without a readmittance meeting with the Head, with the pupil and parents in attendance.

Permanent Exclusion

The Head has the power in his discretion to suspend or exclude any pupil and in the event of permanent exclusion shall invite and give due consideration to representations from the parents of such pupil and consult the Director before reaching a final decision.

- Any pupil who sells drugs to other pupils on school premises will be permanently excluded
- An accumulation of sanctions, reflections and/ or suspensions may well result in a pupil being asked to leave the School
- The School will also consider whether permanent exclusion is a suitable response to bullying
- Permanent exclusion is subject to a right of appeal and the procedure is as outlined in Appendix B

A central record of serious sanctions/incidents is maintained by the HoKS/ HoSe. It is reviewed monthly by the Head and annually by the Director responsible for complaints.



Smoking, Vaping, Drinking and Drugs

(See also Appendix A)

No smoking is allowed by pupils at the School or on School outings. Incidents involving pupils smoking, or in the company of smokers or with smoking equipment, will be deemed serious incidents. Smoking onsite will result in a Friday reflection and the second offense will result in suspension. Parents will be informed if and when such offences occur.

The possession of alcohol is forbidden at School. Infringements of this rule are also the immediate concern of the Head as is the possession, and/ or supply, and/ or taking of any banned/ illegal substance.

Possession, use and/ or supply and/or manufacture of drugs/ illegal substances is totally forbidden and is also unlawful. Pupils in the possession of drugs will be suspended and may be expelled. Any pupil who supplies and/ or manufactures illegal drugs or harmful substances must expect to be expelled from the School, and where appropriate, to have their actions reported to the Police.

Any pupil re-admitted to the School following their involvement in an incident of substance abuse must agree to be subject to random oral fluid testing at any time the School may request such and to comply with any actions requested by the Police. A test would be carried out under guidelines issued by the Medical Officers of Schools Association.

The School's Drugs Education and Safety Policy can be found on the website. The School offers smoking cessation courses and drugs education is delivered through PSHCE. We operate a **zero-tolerance** policy on drugs. **Without exception.**

Offensive Weapons.

Any pupil bringing a knife, blade or other offensive weapon into school with the intention of inflicting harm may lose their place at the school. These items are strictly banned. The school may feel it appropriate to call in the Police in such matters.

Bullying (see also our Anti-Bullying Policy)

The School aims to create a safe and secure environment in which pupils develop confidence and self-discipline and expects all members of the community to treat one another with kindness and consideration. Pupil behaviour is expected to reflect high standards of courtesy and self-control.

We strive to ensure that all our pupils' time at British International School is a happy one, encouraging kindness and consideration for one another and actively discouraging bullying. Isolated acts of unkindness or a lack of proper consideration for others may not be seen in themselves as bullying but are, nonetheless, serious offences, as everyone has the right to be treated with kindness and respect. We are mindful of the impact of bullying on the mental health of individual pupils and seek to put all pupils' wellbeing at the forefront of our practice



whilst realising that bullying and unkind behaviour can also be a symptom of mental health issues, unhappiness and poor wellbeing.

When identified, both the victim(s) and perpetrators will be supported by the School.

Examples of bullying include;

- Threats
- Teasing or name-calling
- Interfering with someone's property or person including 'upskirting', 'sexual violence' or 'sexual harassment' as detailed in the Safeguarding and Child Protection Policy.
- Making fun of someone because: they are adopted, they are carers (or in care), of their appearance, colour, culture, disability, faith, gender, race, religion, special educational need, sexuality, shape or speech
- Spreading rumours
- Homophobic behaviour
- Deliberate shoving and pushing or any form of physical assault
- Any method electronic or digital of cyber-bullying via, for example, text messages, instant messenger services, social network sites, email, images or videos posted on the internet or spread via mobile phone
- Initiation ceremonies that are intended to cause pain, anxiety or humiliation

The above may be one off incidents, unacceptable but not evidence of bullying. We therefore take the **STOP** approach - **several times on purpose**.

All these and many more demonstrate the wide variety of ways in which pupils can be bullied. It is vitally important that **any** incidents of bullying be notified immediately to the Form Tutor or other relevant members of staff. Pupils and parents will be periodically reminded that if they ever feel that appropriate action is not being taken to resolve the problem, they can have immediate access to the Head.

Whose responsibility is it to report bullying?

It is the responsibility of **the victim, other pupils and parents** to report incidences of bullying. Sometimes, the victim may find it difficult to report the matter, therefore other people, including parents have a responsibility to see that the matter is raised and dealt with appropriately.

What action will be taken?

The priority is to safeguard the victim and other pupils and totally remove any possibility of repeat. In the event of not being able to secure these conditions with an offender or if any one incident is particularly serious in the judgement of the Head, the bully will be permanently excluded from the School using the normal procedures.

Child-on-child Abuse

All Staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. It is important that all Staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and



coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

It is important to remember that boys can also be impacted by sexual harassment and violence and may need support. All abuse of this kind is unacceptable and will be taken seriously.

Online child-on-child abuse is any form of child-on-child abuse with a digital element, for example, consensual and non-consensual sharing of nudes and semi-nudes' images and/or videos, online abuse, coercion and exploitation, child-on-child grooming, threatening language delivered via online means, the distribution of sexualised content, and harassment.

All staff should understand, that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy). Staff should also understand that children may not feel ready or know how to tell someone that they are being abused. Staff should understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).



When dealing with child-on-child abuse, the School follows the key safeguarding documents, the latest issues of KCSIE and Working Together to Safeguard Children. This will entail:

- effective implementation of the School's usual safeguarding and Anti-Bullying policies (and recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue)
 - seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by the Safeguarding Partners
 - if a child is in immediate danger or is at risk of harm, an immediate referral to children's social care and/or the police
 - following the advice for practitioners in: What to do if you are worried a child is being abused
 - effective information sharing with any agencies or other professionals involved where allegations of abuse or assault have been made against one or more of its own pupils.
 - A thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator pupils receive appropriate support.
 - Decisions arising might include, for example, whether the accused pupil should be removed from School for a period, or whether contact with certain individuals should be prevented or supervised, the availability of counselling, the adequacy of arrangements for listening to children etc.
- good record keeping of related conversations, meetings, and communications

Minimising Risk

British International School's academic, pastoral and extra-curricular programmes create an environment that helps to minimise the risk and occurrence of child-on-child abuse. The opportunities outlined below provide teaching and learning opportunities to our pupils, including education about abusive behaviour:

- School assemblies
- Form Tutor programme delivered in FT Time
- Engagement between Pupils and the wider pastoral team
- PSHE Curriculum
- Presentations from external speakers
- School Council

Such lessons should be delivered in an emotionally safe environment; ground rules of confidentiality should be given and any vulnerable pupils identified and managed in line with our Safeguarding and Child Protection Policy. We recognise that young people can face challenges talking about such issues and so learning opportunities should aim to develop confidence in our pupils so that they feel they can communicate about safeguarding issues, including asking questions and disclosing concerns.

Recording Allegations

The DSL will discuss the concern(s) or allegation(s) with the member of staff who has reported it/them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.



Where any concern(s) or allegation(s) indicate(s) that indecent images of a child or children may have been shared online, the DSL should consider what urgent action can be taken, to seek specialist help in preventing the images spreading further and removing the images from the internet.

Allegations are recorded on the serious sanctions register. This document includes details of the staff and pupils involved, locations, dates, times, actions and outcomes.

Whether concerns are raised verbally or electronically, all information is logged on the Wellbeing Manager on iSAMS with all actions, minutes of meetings and other relevant information is recorded.

Procedures for dealing with allegations of Child-on-child abuse Responding to initial disclosure/allegation

- Any disclosure by a pupil of an incident of abuse will be taken seriously and managed sensitively. The protocols of listening sensitively, providing reassurance, not asking leading questions and not guaranteeing confidentiality should be remembered.
- All incidents should be responded to in line with the Safeguarding and Child Protection Policy.
- Any incident should be referred to the DSL and/or the DDSL without delay.
- The DSL will meet with staff involved and conduct interviews with the young people involved, if appropriate.

Investigation

- Following the interviews with the young people involved, the DSL will decide if further information is required to decide on the best response. This might involve liaison with the Head, DDSL and/or any other members of staff which will enable the DSL to undertake a rigid contextual assessment.
- In incidents that involve young people not from British International School, the DSL will decide if there is a need to contact another school, college, setting or individual.
- When necessary, the DSL will take advice from the local authority on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.
- If a pupil against whom an allegation of abuse has been made is required to be interviewed by the Police, then the pupil will be supported during the interview by an appropriate adult.

Risk Assessment and Referral

- The DSL will assess the risk presented by the incident to the pupil(s) involved and in conjunction with the Head decide whether a referral to the Police or other authorities as outlined in the Safeguarding and Child Protection Policy.
- The DSL will inform parents at an early stage and involve them in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of serious harm a referral should be made to Children's Social Care. Any staff member can make such a referral but should inform the DSL as soon as possible that a referral has been made.



Our approach is to minimise risk and be proactive in educating our pupils to prevent such behaviour occurring. British International School is also committed to responding appropriately and quickly to reports of sexual violence and sexual harassment, within a framework of effective safeguarding practice. Allegations and/or disclosures of incidents relating to child-on-child sexual violence and sexual harassment, will be led by the DSL and will involve the following protocols:

- Initial responses, considering the needs of both victim(s) and alleged perpetrator(s)
- Record Keeping
- Risk Assessment Consideration of the various options to manage the report, including internal management, the need for early help, referral to other authorities and/or referral to the Police.
- Ongoing response – safeguarding and support for all pupils involved

Reports of sexual violence and sexual harassment are almost always complex, and decisions are likely to be made on a case-by-case basis. The needs and wishes of the victim should be paramount (along with protecting the child) in every response.

The British International School's response will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from School, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

In the event of considering expulsion the Head of the School will inform parents of their right to make further representation to the Director and Board of Directors. Please see Appendix B.



Appendix A: School Procedure regarding Permanent Exclusion

Information for the Head and the Director/ Board of Directors

1. The Head writes to parents stating provisional intention to expel and offers a further meeting with, or opportunity to make representation in writing to, the Director (Sample letter attached)
2. If requested by parents, the Director convenes a meeting with at least one other Board member and an outside Observer, if requested, to ensure fairness (Sample letter and Procedure for Meeting is attached)
3. Following the Meeting, the Head consults with the Director and reaches a decision, which is final
4. There are no other appeals

Information for Parents regarding Permanent Exclusion procedure

1. Expulsion from the School may happen on occasions for very serious misbehaviour or activity
2. The School Policy clearly states;

"The Head shall have the power in his discretion to suspend or expel any pupil and in the event of expulsion shall invite and give due consideration to representations from the parents of such pupil and consult the Director (or if other Directors, if unavailable) before reaching a final decision."

3. The Head shall inform the parents, in writing, of his intention if he is considering expulsion
4. An opportunity for parents to make representation to the Director in writing or verbally via interview will be offered. Parents may, if they wish, be accompanied by a friend when making their representation. The Director, plus at least one other Director, and an outside observer, to ensure fairness, shall consider the views given by the parents, pupil and their friend/representative
5. Efforts will be made to complete the procedures within ten working days in the interests of all parties concerned
6. If the parents wish to make representation in writing and not attend a meeting, the Director shall make whatever enquiries and arrangements he feels necessary before offering his advice to the Head
7. The Head will attend the meeting to clarify any points on School Policy and listen to the comments made by persons present.



Letter to the Parents from the Director

Dear

Re: (Pupil's Name)

Following your request to meet with me to make representation over the Head's intention to expel (Pupil's Name), I have now arranged for a meeting to take place at the School at (time) on (day) (date).

Please report to the Main Reception at the School by (time).

The procedure for the meeting is attached.

Yours sincerely

Director



Information for Parents – Meeting with the Director regarding expulsion

Procedure for a meeting between parents and/ or making representation to the Director regarding expulsion

1. Introductions
2. The purpose of the meeting is described to all present by the Director
3. Senior staff provide a verbal report to all present supported by documentary evidence where appropriate
4. Parents, pupil(s) and their friend/representative are offered the opportunity to verbally respond supported by documentary evidence where appropriate
5. The Director plus Governor(s) in attendance will seek clarification on any issues from the persons present
6. When the Head has received the views of the Director and received advice on the fairness of the meeting, he will make a final decision concerning expulsion and inform the parents as soon as possible in writing
7. If the parents wish to make representation in writing and not attend a meeting, the Director shall make whatever enquiries and arrangements he feels necessary before offering his advice to the Head
8. The Head will attend the meeting to clarify any points on School Policy and listen to the comments made by persons present



Appendix B: British International School Policy on conducting an identification of a suspect item.

These should only be carried out if staff suspect that the pupil is in possession of an item that is illegal or dangerous to pupils and then only with the expressed permission of a member of the SLT.

However, a member of staff may ask a pupil to turn out their pockets etc. and this should be done in the view of at least one witness who should be an adult preferably their FT or HoD. As no physical searches are carried out by British International School staff, requests to turn out pockets can be made by staff of the opposite sex to the pupil. In some circumstances a pupil may be asked to turn out their pockets with another pupil as a witness, for example, if a pupil is suspected of smoking or is caught in or just after the act.

Parents should always be informed of any such action.

Staff must never:

- Touch the pupil forcibly
- Search the pupil's person which includes clothing and pockets
- Remove the pupils clothing (even a coat)

If a pupil refuses to comply with the request to turn out their pockets, they should be taken under supervision to a member of the SLT. If they still refuse, then parents should be contacted and asked for their support. Parents may be informed that the Police will be contacted to conduct a search if the matter is deemed significant enough to require their involvement (e.g. for weapons, illegal drugs or content on an electronic device).

Pupils' Belongings and/or School Property

An identification of a suspect item in Pupils' Belongings can only be carried out if there is reasonable suspicion that an item will be discovered and the reason should be recorded appropriately and parents informed following the process. The investigative action should be carried out in the view of an adult witness and the outcome should be recorded.

Consent should be sought from pupils in the first instance. If permission is not granted, then the parents should be asked for permission. Police may be contacted to carry out a search if support was not given by parents.

If the suspect item is perceived as posing a significant threat to the health and safety of members of the School, then a search may be conducted without consent or pupil presence if agreed by a member of the SLT or a member of Staff authorised by the Head.



When carrying out an identification of a suspect item, Staff will:

- Explain the suspicions to the individual or group with a witness present
- Explain that the staff want to carry out an identification
- Ask for permission. If this is given, the consent form will be signed and the identification will be carried out with the individual present in the presence of a witness and, if the pupil chooses, an identified advocate of the pupil's choice. The advocate may be another pupil.
- If consent is not given, then the individual or group as required will be isolated and a member of the SLT or the Head must be informed. Parents should be contacted and permission should be sought from them after explaining the circumstances.
- If no consent is agreed but suspicion is high, a member of the SLT may contact the Police have been.

All items discovered, the consent forms, details of the why the action was taken should be passed onto a member of the SLT/Head.

See form below



British International School Identification of Suspect Item Consent Form

Please record the reason for the identification including details of the source and level of suspicion. If there is a reason for anonymity, please write this on another sheet and attach.

I understand that there is cause to suspect that there is an item(s) that may be concealed in my private space or property or that staff want to eliminate my property and space from an investigation. I consent to the identification being carried out.

Name _____ Date _____

Signature _____

List any items found below (recorded by the adult witness)

Record details of the process, the outcomes and who is dealing with the outcomes below.

Staff signature _____ Date _____



Appendix D: Warning to pupil with monitoring period

WARNING TO PUPIL WITH MONITORING PERIOD

A warning is given to the BIS school pupil
attends class for a serious violation of discipline and behavior stipulated by the School's internal documents.

A pupil who, by his/her behavior, and in accordance with the current procedure of the School (BIS - Behavior policy), commits such a violation of discipline for which a Tier 3 measure is prescribed, receives a Warning with a period of monitoring the pupil's further behavior.

The school Director can suspend the pupil from classes if he/she considers that such a measure is necessary for the safety of the pupil, but this measure does not stop this Warning.

As part of this warning, the pupil is subject to behavior monitoring by the Form Tutor, as well as the Key Stage Coordinator, for a period of 3 months from the date of issue of this Warning.

If a pupil commits a disciplinary offense within a period of 3 months for which a measure of Tier 2 or higher is prescribed, this will mean that the conditions for expulsion from the school have been met and that the Management can make such decision.

.....
This Warning is delivered to the parent/guardian via the email that the parent/guardian provided to the School.

UPOZORENJE UČENIKU SA PERIODOM PRAĆENJA

Upozorava se učenik/ca BIS škole
pohađa razred na ozbiljno kršenje discipline i ponašanje koje je propisano internim dokumentima Škole.

Učenik/ca koji svojim ponašanjem, a u skladu sa važećom procedurom Škole (BIS - Behaviour policy), učini takvu povredu discipline za koju je propisana mera nivoa 3, dobija Upozorenje sa periodom praćenja daljeg ponašanja učenika.

Direktor škole može udaljiti učenika sa nastave ukoliko smatra da je takva mera neophodna zbog bezbednosti učenika, ali ta mera ne stopira ovo Upozorenje.

Učenik/ca se u sklopu ovog upozorenja stavlja na praćenje ponašanja od strane razrednog starešine, kao i koordinatora za nastavu u trajanju od 3 meseca od dana nastanka ovog Upozorenja.

Ukoliko učenik/ca u periodu od 3 meseca napravi disciplinsku grešku za koju je propisana mera nivoa 2 ili veća to će značiti da su se stekli uslovi za isključenje iz škole i da uprava može doneti takvu odluku.

.....
Ovo Upozorenje se uručuje roditelju/staratelju putem elektronske pošte koju je roditelj/staratelj dostavio Školi.

In Belgrade, on / U Beogradu, dana

10.05.2024.

BRITISH INTERNATIONAL SCHOOL

.....
Aleksandra Keserović, Direktor