BISG School Behaviour Policy

Our Values at BISG

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. BISG is a caring community, with values built upon mutual trust and empathy. The school recognises that every member of the school community has a responsibility for promoting good behaviour in school. Staff are committed to working closely with parents and students to promote positive behaviour and to create a culture of respect throughout.

This behaviour policy is designed to support the way in which all members of the school can live and learn together, in an environment where everyone feels happy, safe, secure and valued.

Our school actively promotes the attributes of the **IB Learner Profile**. Our policies and procedures (outlined here and in our Welfare Team Policy) enable us, as a learning community, to foster these attributes throughout all aspects of school life.

The IB Learner Profile

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled

- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

This Behaviour Policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Classroom Management - a foundation for good behaviour

Teachers and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

Together they will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Encourage independence
- Support pupils in developing strong self esteem
- Encourage pupils to be confident to speak to adults about any concerns
- Display and consistently use the Behaviour Thermometer and Reward Rocket and their own agreed classroom rules
- Develop a consistent, positive relationships with students by:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour, verbally and non-verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption eg a cool down / time out area identified in class

1. <u>Pupil code of conduct Defined</u>

- Be honest
- Behave in an orderly and self-controlled way
- Treat others with respect at all times
- Take care of property and the environment in and around school
- In class, work to the best of your ability and make it possible for all pupils to learn
- Move sensibly and quietly in and around the school building
- Accept sanctions when given and work hard to change
- Respond appropriately to the instructions of staff and other adults working in school
- Cooperate with children and adults in all aspects of school life
- Help formulate and comply with classroom rules and expectations
- Share in celebrating the achievements of all members of the school community
- Refrain from behaving in a way that brings the school into disrepute, both inside and outside the school premises

2. <u>Unacceptable Behaviours Defined</u>

Unacceptable behaviours are defined within our Behaviour Thermometer system. The thermometer describes the

response to the behaviours listed in the column on the right.

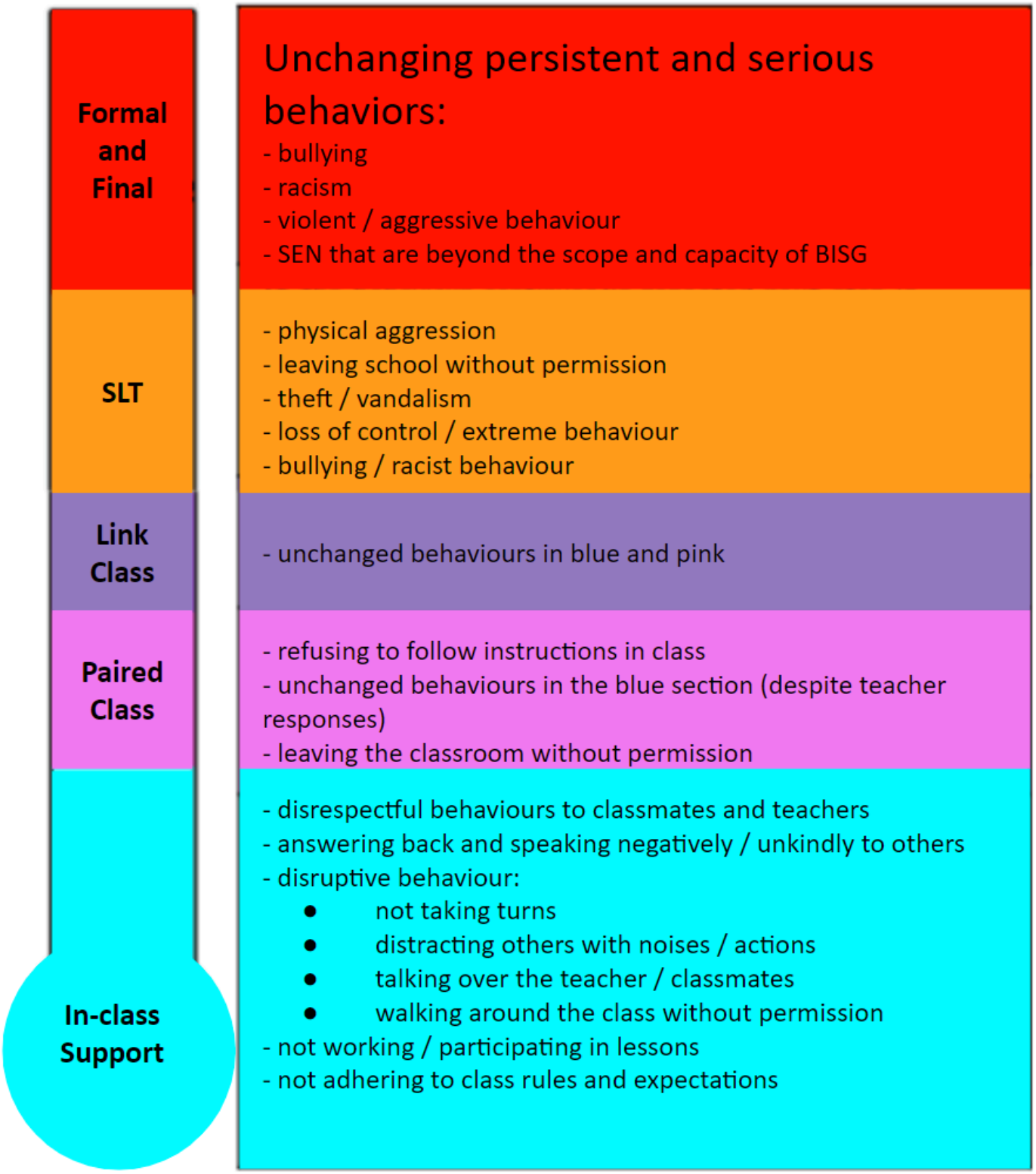
Formal and Final - a student persists in serious and unchanging behaviours (see nr 3) and despite the longstanding efforts of the Welfare Team and work with parents, the behaviour remains unchanged and therefore school directors deem our school unsuitable for this student. The contract with the parents is terminated with a month's notice and the student leaves BISG.

SLT - the SLT is the Senior Leadership Team within the school and includes Directors, T&L (Teaching and Learning) Team and the Welfare Team. Despite the efforts of the class teacher to manage the behaviour of the child, the behaviour remains unchanged and therefore the Welfare TEAM takes responsibility for the creation of a support plan. This plan will always include working with the parents.

Link Class - a designated older class where a student is sent with work as a way of removing him/her in order that a consequence to unchanging behaviour in the pink and blue zones is experienced. Also, the rest of the class is given some respite.

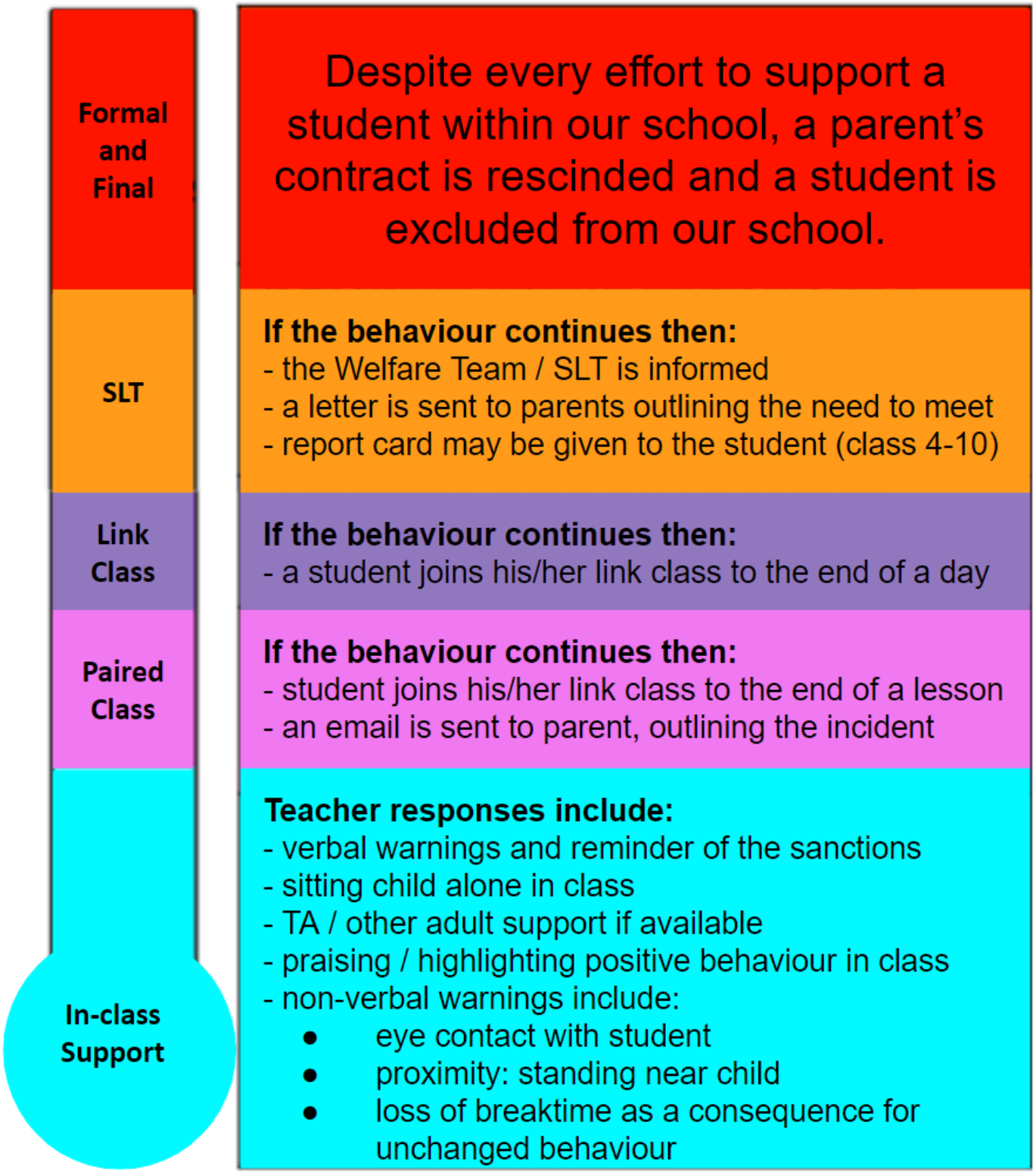
Paired Class - a *time out* opportunity for a student to cool off and reflect on the need to make a behavioural change. Students are sent to their paired class with work.

In-class Support - most behaviour issues are responded to and resolved in class. The steps above are options available to the teacher if - despite his/her best efforts - the behaviour persists and is unchanged.



3. Sanctions for Unacceptable Behaviours Defined

Unacceptable behaviours are sanctioned in the following ways:



Following an incidence of negative behaviour, students will be involved in a follow up discussion with a member of staff who will support them in managing their behaviour better in the future. This discussion could include questions and actions such as:

- Asking the child to describe what they did
- Asking the child to consider how their behaviour has affected him/herself and others
- Asking a child to consider what he/she could do next time you feel this way

Additionally, class teachers may use one or more of the following sanctions in response to unacceptable behaviour:

- Placing a student in a time out or isolated area of the classroom
- Expecting work to be completed at home, or at break or lunchtime

- Referring the pupil to a senior member of staff / SLT / Ed Psychologist / Welfare Team
- Email and meeting with parents
- Agreeing a behaviour contract **appendix 2** (Class 4-10 only)
- see **appendix 1** for further guidance

4. Recognising and Rewarding Positive Behaviours

Positive recognition and restorative approaches play an important role in helping students develop self-discipline, personal responsibility, and positive relationships within the school community. Our approach encourages students to reflect on their choices, learn from their experiences, and strive to demonstrate the attributes of the **IB Learner Profile** in their everyday actions.

In addition to recognising academic effort and achievement in lessons, teachers actively acknowledge students who demonstrate the attributes of the IB Learner Profile, including being **Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced,** and **Reflective**.

Recognition may take place informally during lessons, homeroom sessions, assemblies, and other school activities. Homeroom teachers use PSHE time to encourage students to reflect on their learning, relationships, and personal growth, considering how they have demonstrated the IB Learner Profile attributes throughout the day or week.

To celebrate student achievements and strengthen the home–school partnership, Homeroom teachers may:

- send a congratulatory email to parents/guardians (copying the relevant school leaders where appropriate);
- contact parents/guardians by telephone to share positive achievements;
- send home a certificate, commendation, or personalised note recognising the student's positive contribution or demonstration of the IB Learner Profile.
- present an **End-of-Year Homeroom Teacher's Award** to a student who has consistently demonstrated the IB Learner Profile attributes, shown personal growth, and made a positive contribution to the homeroom and wider school community.

Appendix 1 - Summary of the BISG Teacher's Steps to Behaviour Management

A) Subject Teachers may respond with:

- a quiet conversation with the child during / after the lesson;
- reference to whole class behaviour systems
- use of a break time to more seriously address the behaviour;
- informing the Homeroom Teacher to have a constructive conversation about the behavioural issue;
- informal observation of a child during a lesson to identify possible "trigger" points or patterns within lessons;
- an informal conversation with a member of the Welfare Team for advice / suggestions.

B) Homeroom Teachers may respond with:

- a quiet conversation with the child during / after the lesson;
- reference to whole class behaviour systems (Class 2-3 whole-school behaviour system and Class 4+ own behavioural Systems)
- use of a break time to more seriously address the behaviour;
- informing a parent in order to have a constructive conversation about the behavioural issue;
- a conversation with subject teachers (if the behaviour is only evident in a particular lesson;
- informal observation of a child during a lesson to identify possible "trigger" points or

patterns;

- an informal conversation with a member of the Welfare Team for advice / suggestions.

C) The SLT / Welfare Team may respond with:

- implementation of a Weekly Behaviour Report Card for students in Class 4-8 and secondary;
- a scheduled meeting with the class teacher, parents and/or Welfare Team member;
- an Individual Support Plan;
- a summary of actions to be taken, shared with the parent, class teacher and relevant subject teachers;
- a summary of the *effect* of actions taken, shared with the parent, class teacher and relevant subject teachers;
- Further meetings with parents and/or specialists if actions do not lead to improvement.

1	**Reflect**	**Think about what is happening in your classroom / lessons** - What are my expectations for these children? - Why is the child / children behaving as they are? - Is there something about the organisation of the lesson / environment that could change? - Would another opinion help?
2	**Change**	**If what you are doing is not working, you must change something!** - What will I change? - How will I communicate this change to my students / teachers? - Is the change sustainable?

3	**Inform**	**Inform the child's HT and the parent of the on-going behaviour.** - **Talk with the child's HT before emailing parents** - Email the Parent and CC: HT, Director - Describe the child's behaviours and give some detail - Describe what you have done so far to help improve the <u>situation</u> Ask for the parent / HT to support you by reinforcing your expectations with the child. - **The behaviour is unchanged and so the Class 1-3 HT has referred the situation to The Welfare Team and a support plan is underway.**

4	**Report**	**The behaviour is unchanged and so the Class 4+ HT gives the child a report card (kept only in director's office).** - Collect your Report Card and sign the Report Card Register - The child begins the Report Card on the following day - The target is written at the top and is Specific, Measurable and Achievable - The Child then carries the Report Card with them throughout the day and each lessons receives either a **M** (met) or a **NM** (not met) - The HT checks the Report card at 15:15, comments upon the day and the HT then sends the child with the Report Card to Kasia at 15:20

Appendix 1 – Behaviour Cards

- Homeroom Teachers (in consultation with the Welfare Team) are able to give a weekly Behaviour Card to their students;
- A behaviour report card is given once other attempts have been made to help a student alter his/her behaviour.
- Collect your Report Card and sign the Report Card Register in the Director's office.
- The child begins the Report Card on the following day.
- The target is written at the top and is Specific, Measurable and Achievable.
- The Child then carries the Report Card with them throughout the day and each lesson receives either a **M** (met) or a **NM** (not met).
- The Homeroom teacher checks the Report card at the end of the day, comments upon the day and then refers the student to Vice Director for final check-in

Name:_____ Class:_____ Date:_____

My behaviour target is:

Met (M) Not Met (NM)	1	2	3	4	5	6	7	HT Teacher Comment	WT Sig
Monday M / NM									
Sig.									
Tuesday M / NM									
Sig.									
Wednesday M / NM									
Sig.									
Thursday M / NM									
Sig.									
Friday M / NM									
Sig.									

Take this card to every lesson and then at 15:20, see Director to get your day signed off.

My Behaviour <u>has</u> improved and so my report card is now complete. ☺	

My Behaviour <u>has not</u> improved and so my report card will now be sent home. ☹	

Dear Parent / Carer, please sign to show that you have read the report card and please give a time and date when you are able to come and talk to us about your child's behaviour.

Parent Signature	**Time and Date for meeting with the class teacher and WT**

This BISG policy is updated regularly with the most recent update in bold.

August 2021
August 2022
August 2023
June 2024
August 2025
July 2026