

## **BEHAVIOUR MANAGEMENT POLICY**

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Author: Rachael Hodgson (Head of Secondary) – 22 Oct 2014

Revision: Ian Paterson (Deputy Head Secondary – Wellbeing) & Laura Crossland (Assistant Head Primary – Wellbeing) – Nov 2019

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# MISSION STATEMENT

## To Inspire, Challenge and Nurture for Excellence

### Our Guiding Principles:

- To sustain our reputation for academic excellence by providing a rigorous and balanced international curriculum.
- To enable our students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
- To foster leadership abilities in our students within a friendly and caring community that inspires, challenges and reflects our international ethos.
- To enable our students to develop a strong sense of belonging, respect and social responsibility in order to create a better more peaceful world.
- To be internationally recognized for our commitment to education for international understanding and partnerships.

## **1. PURPOSE**

- 1.1 To make clear and promote the values, beliefs and expectations of behaviour within the British School Jakarta (BSJ), to ensure the most positive environment for students of all ages and nationalities to learn and thrive as unique individuals.
- 1.2 To develop in students a love of learning and the personal qualities and social skills necessary to enable them to take their place in society and maximise their potential.
- 1.3 To act as a support for both staff and students in creating positive relationships, within a safe and welcoming environment, to facilitate the above.

## **2. AIMS OF THIS POLICY**

- 2.1 To be a community within which every student feels safe, happy and valued as a unique individual.
- 2.2 To promote appropriate behaviour and a strong work ethic amongst students to maximise their academic achievement and develop personal attributes which will equip them for the future.
- 2.3 To ensure that students and parents have a clear understanding of the behavioural expectations, and consequences of failing to meet these, at BSJ.
- 2.4 To ensure that staff consistently communicate, explain and apply, behavioural expectations to students.
- 2.5 To have a consistent and fair approach to rewards and discipline.
- 2.6 To clearly communicate the appropriate sanctions for inappropriate behaviour and the school's response.
- 2.7 To maintain accurate records, with confidentiality as appropriate, of behavioural infringements.
- 2.8 To establish an environment within which:
  - a. The Primary School Code (Courtesy, to be respectful to everyone; Care, to care for everyone and everything at all times; Concentration, to give of our best in all that we do) is upheld at all times.
  - b. The Secondary School Code (Respect, for themselves and towards Others; Responsibility for their actions and the consequences is upheld at all times.

## **3. THE RESPONSIBILITY OF THE BRITISH SCHOOL JAKARTA**

BSJ has a responsibility to discipline students in certain situations for poor behaviour which occurs on the school premises. When unacceptable behaviour outside the school premises is reported to school staff, it may be investigated and acted upon if there is a connection to the school. This can relate to incidents occurring anywhere off the school premises, for example on school buses and or through

student use of internet sites outside school hours.

#### **4. BEING A MEMBER OF THE BSJ COMMUNITY**

4.1 The Statement of Purpose in Section 1 of the Home School Agreement “Being a Member of the BSJ Community” (1.1) outlines the overarching values and expectations of behaviour that BSJ wishes to promote.

4.2 Section 1 of the Home School Agreement identifies:

- a. The part the School plays
- b. The part the Parents play
- c. The part the Students play
- d. The part the BSJ Teacher plays.

**(See also Appendix 1)**

4.3 At BSJ every individual is important. A high standard of self-discipline and behaviour is expected from all students and this will be recognised and rewarded as appropriate.

4.4 Should students choose not to respect and follow the principles of behaviour of our Community, there will be sanctions which will be carried out consistently.

4.5 In the event that a student’s behaviour is deemed as unsafe to themselves or to those around them, correct procedure will be followed. (see Policy on Physical Restraint).

#### **5. RECOGNISING AND REWARDING POSITIVE BEHAVIOUR**

5.1 The School expects every student to behave well, study hard, achieve and make a positive contribution to the school community. It is important that this positive behaviour is valued, recognised and rewarded.

5.2 A system of Praise and Rewards exists in both Primary and Secondary School to enable the above to happen. These systems are appropriate to the age of the students. **(See Appendix 2: Primary and Secondary Rewards)**

#### **6. ADDRESSING POOR BEHAVIOUR AND THE USE OF SANCTIONS**

6.1 All staff are expected to implement this behaviour policy consistently.

6.2 The School has the right and responsibility to impose sanctions, as appropriate to the misdemeanour and age of the student(s) involved.

6.3 Prior to a sanction being agreed, if appropriate to the situation, the student will be given the opportunity to explain their behaviour and correct it.

6.4 Parents will be informed as appropriate to the situation.

**(See Appendix 3: Primary and Secondary Sanctions)**

## **7. SERIOUS BREACHES OF DISCIPLINE**

- 7.1 All serious breaches of discipline will be investigated initially by the Assistant Head Student Wellbeing as appropriate to the age of the student.
- 7.2 Once the facts have been established, an appropriate sanction will be considered in discussion with the appropriate Head of School and Principal.
- 7.3 The most serious incidents may result in a student being excluded from school for a fixed period of time or permanently, as appropriate.
- 7.4 The Home School Agreement outlines the procedure in the event of a serious breach of discipline, including a Disciplinary Hearing if appropriate, in Section 6 (6.1 and 6.2) of the Home School Agreement.

## **8. APPEAL PROCESS**

If a parent has a complaint about a disciplinary matter, he/she should follow the procedure outlined in the Home School Agreement, Appeal Process, in Section 6 (6.3).

## **9. MONITORING, EVALUATION AND REVIEW**

- 9.1 This policy will be promoted and implemented by staff, as appropriate, throughout the School and all incidents will be recorded on iSAMS, in student files and in the offices of the Deputy Head of Primary and Head of Secondary as appropriate to the incident.
- 9.2 The policy will be implemented in conjunction with the Anti-Bullying Policy, the Child Protection Policy, the Physical Restraint Policy and the Home School Agreement.
- 9.3 The School will assess the implementation and effectiveness of this policy on an annual basis and an annual report, including a summary of behavioural issues, will be submitted to the Principal and the Board of Governors Education Sub Committee in the final meeting of the academic year.
- 9.4 The Governing Body is responsible for approving this policy.

## **APPENDIX 1**

### **GOOD BEHAVIOUR MANAGEMENT**

We aim to ensure that all students are aware of the BSJ expectations for behaviour in the classroom, play areas, sports facilities, all other areas of the school campus, school buses and the wider community.

Positive promotion and reinforcement of Good Behaviour Management takes place in all areas of education within BSJ. Examples, while not exhaustive, are given below.

- Recognise the individuality of each student.
- Encourage self-discipline, consideration for each other, the environment and property of others.
- Encourage participation in a wide range of group activities to enable development of social skills.
- Praise and acknowledge the positive actions and attitudes of students to facilitate their recognition of the value and respect which staff give to these.
- Encourage, and provide opportunities for students to speak for themselves in a creative and non-aggressive environment.
- Promote non-violence and encourage peaceful resolution of conflict.
- Ensure that when inappropriate behaviour occurs it is the behaviour that is unwelcome/unacceptable and not the student.
- Communicate openly and regularly with parents/carers, through for example Parent Workshops, to ensure partnership in reinforcing good behaviour.
- Ensure that in the event that a student's behaviour is deemed as unsafe to themselves or to those around them, correct procedure will be followed. (See Policy on Physical Restraint).
- Ensure that inappropriate behaviour is dealt with within an acceptable timeframe with inclusion of parents as appropriate to the situation.
- The Home School Agreement reinforces the values and expectations, in relation to good behaviour management, of all members of the BSJ community.

## **APPENDIX 2 RECOGNISING AND REWARDING POSITIVE BEHAVIOUR**

**It is important that positive behaviour is valued, recognised and rewarded. The age of the students are appropriately reflected in the Systems and supports in place.**

### **Primary School**

Statement on Praise and Positive Feedback

- Recognise the individuality of each child
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage students to participate in a wide range of group activities to enable them to develop their social skills
- Praise students and acknowledge their positive actions and attitudes therefore ensuring students see what that we value and respect them
- Promote non- violence and encourage students to deal with conflict peaceably
- Make clear to all students that in any event of misbehavior it is the behavior that is unwelcome and not the child

Effort and good behaviour are recognised through:

- Praise of students, by staff, who follow the Primary School Code by making positive behavioural choices
- A School Merit System
- Celebration of good behaviour: taking place throughout the school
- Roles and responsibilities: within every class facilitating opportunities for all students as appropriate
- Class Reward Systems: agreed by individual classes and their teacher.

### **Secondary School**

Effort and good behaviour are recognised through:

- Merits: Students who demonstrate achievement, progress and/or spirit in academic and extra-curricular activities are rewarded. Merits contribute to the House system and are recognised individually through the awarding-of certificates.
- Letters to parents and in school newsletters and publications.
- Student leadership opportunities.
- Public recognition in Key Stage and Year Group Assemblies.
- End of Year Awards, academic and pastoral, which recognise academic and sporting attainment, effort and contribution to the school and wider community.

### **APPENDIX 3**

#### **ADDRESSING POOR BEHAVIOUR AND THE USE OF SANCTIONS**

All staff are expected to implement this behaviour policy consistently. The School has the right and responsibility to impose sanctions, as appropriate, to the misdemeanour and age of the student(s) involved.

*(For a small minority of students who have individual needs, the consequences of inappropriate behaviour will be determined in relation to the specific circumstances of the incident. A personalised behaviour management plan will be created based upon the strategies of the student's individual education plan.)*

#### **Primary School**

Students who choose not to follow the Primary School Code will be subject to sanctions and the entry point will be dependent on behaviour displayed:

1. The student will be reminded of the school code and/or positive praise used.
2. A strong reminder of BSJ expectations will be given using positive phrases e.g. "I expect you to", "I want you to."
3. A student will be told to move next to/near to an adult/another class or teaching space.
4. Some play time will be missed.
5. A student will be sent to their Year Leader; the teacher will contact parents after school.
6. A Student will be sent to the Assistant Head Student Wellbeing who will contact parents after school; class teacher and Year Leader informed.
7. Students sent to Deputy Head who will contact parents after school; class teacher, Year and Assistant Head Student Wellbeing informed.
8. Student sent to Head Teacher who will contact parents after school; class teacher, Year Leader, Assistant Head Student Wellbeing informed.
9. Head Teacher will meet parents.
10. School Principal to be informed/consulted.
11. Where on-going inappropriate behaviour leads to serious harm to others, and if all other avenues have been explored, the school retains the right to exclude the student temporarily or permanently, subject to an appeal to the Board of Governors Pastoral Sub Committee.

All incidents will be recorded as appropriate to the level of misbehaviour displayed and sanctions incurred.

#### **Secondary School**

The Secondary School response to inappropriate behaviour, with an accompanying Referral Process is as follows:

##### **Level 1: Lack of Responsibility**

- Incorrect uniform
- Late to school
- Late to lessons
- Not prepared for learning



- Failure to complete homework/class work
- Use of phones/mobile devices not for learning purposes in lessons
- Dropping litter or not clearing up
- Leaving personal possessions unattended
- Chewing gum
- Use of headphones or a device while walking around the school
- Use of inappropriate language
- Low level disruption

#### *Possible Consequences*

- *Verbal warning from the teacher dealing with the incident*
- *Reasons established and ways to improve discussed – further investigation may be needed depending on response*
- *Confiscation of mobile devices/headphones during the school day by the teacher and handed in to the secondary office for collection at the end of the day*
- *Recorded on iSAMS by the teacher dealing with the incident*
- *Discussion with tutor about the incident.*

#### **Level 2: Lack of Respect**

- Repeated (at least 3 times in a half-term) behaviour level 1
- Disrespect shown towards fellow students, staff or any member of the BSJ community
- Inappropriate displays of affection
- Vandalism e.g. graffiti
- Disruption to the learning of others in lessons
- Truanting a lesson
- Name calling/isolating others/interfering with the personal property of others
- Disrespect on school transport towards other students/chaperones
- Mis-use of IT and/or equipment
- Plagiarism/academic dishonesty
- Bullying or cyber-bullying (see anti-bullying policy)

#### *Possible Consequences*

- *Recorded on iSAMS. The reason for behaviour explored.*
- *Parents informed by email by Year Leader (if a wellbeing issue) or Faculty Leader (if a subject issue) (as appropriate)*
- *Discussion about the incident with the tutor*
- *Meeting between student, teacher making referral and Year or Faculty Leader*
- *Student to be monitored, weekly report initiated by the Year Leader where appropriate*
- *Completion of work at break, lunchtime or after school. Faculty Level, Tutor Year Level (as appropriate) - bearing in mind that students must be given time to eat and use the bathroom*
- *Letter of apology where appropriate*
- *Community Service, repair of damage*
- *Loss of privileges, for example, after school activities, responsibility positions, teams, trips for a period of time.*
- *A lunchtime session with the wellbeing counsellors investigating behaviour and habits.*

### **Level 3: Serious Offences**

- Persistent breach of school expectations, repeated negative behaviour
- Fighting
- Theft
- Vandalism e.g. more serious damage than Level 2
- Smoking (including e-cigarettes/devices) or drinking alcohol on school premises or during school visits
- Academic integrity (NOTE: academic integrity in any component of external examinations may result in negation of award)
- Possession or supply of pornographic material
- Inappropriate use of digital platforms - more serious than Level 2

#### *Possible Consequences*

- *Immediate referral to Assistant Head or Deputy Head Wellbeing*
- *Recorded as a "referral" by Assistant Head of Stage. Fully documented, Reason for behaviour explored.*
- *Parents informed by Assistant Head of Stage. Meeting with parents and support implemented as necessary e.g. involvement of school counsellor/Individual Needs Co-ordinator*
- *Behaviour contract created with fixed term review and completion if appropriate.*
- *Internal suspension - student works in supervised conditions in Secondary Office*
- *Completion of work in controlled environment*
- *After school detention with Deputy Head Wellbeing*

### **Level 4: Very Serious Offences**

- Persistent breach of school expectations, repeated negative behaviour
- Possession of illegal substances
- Possession of any form of "weapon"
- Threatening or physical aggression towards any member of the school community.
- Intimidation/Harassment (physical or sexual) of another student or staff.

#### *Possible Consequences*

- *Immediate referral to the Head of School and/or Principal. Full documentation completed by member(s) of staff involved*
- *Students withdrawn from lessons - fixed term exclusion from school*
- *Parents brought into school*
- *Meeting with Principal*
- *Future enrolment discussed with Board of Governors – Education & Pastoral Working Group.*