



Behaviour Policy

Version Number 1.1



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February 2021



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Executive Summary

Audience

- a. All staff should read and familiarise themselves with this **executive summary**.
- b. All staff involved in the process of promoting positive behaviours for learning should read this policy.

Key Points

- a. This policy provides a framework for the consistent management of all behaviour-related issues.
- b. Aims of this policy include:
 - To develop a school culture within which initiative, responsibility and positive relationships flourish.
 - For students to develop a sense of self-worth, respect and tolerance for others, taking responsibility for their own behaviour.
 - For all students, teachers and parents to work together to create and maintain a safe and supportive environment that promotes teaching and learning.
 - To encourage good behaviour, self-discipline, increasing independence and a strong sense of personal responsibility.
 - For all students to have an understanding of choices and consequences.
- c. This policy explains the procedures that must be followed when a child fails to meet expectations, including:
 - Sanctions
 - Strategies for staff to help prevent behaviours from escalating
 - Reporting of behaviours
 - Managing persistent behaviours
- d. This policy outlines the strategies used to encourage positive behaviours.



Section 1: Introduction

1.1 Policy Statement

St George's British International School is committed to developing highly successful and rounded individuals. Young people who are equipped to excel whatever the future holds but who are also unique individuals, comfortable with their own sense of self.

We aim to maximise potential and prepare children for future success in a globalised world where they are happy, healthy, safe, compassionate, independent and fully prepared to make a difference in this world. This we will do by endeavouring to develop academic competency, contentment, curiosity, confidence, the willingness to embrace challenge, commitment, creativity, compassion and cultural understanding, in all of our pupils.

St George's has high expectations for all of its students, offering a caring environment where students are encouraged to identify and work through their problems or difficulties. All members of the school community are expected to make a positive commitment to promoting and modelling positive behaviour for learning. To this end, all staff will strive to show care and compassion towards each other, adults and students alike, as well as enforcing the rules firmly and fairly.

The clear codes of acceptable behaviour should be adhered to by all students. When breaches of these codes occur, staff and students should follow the agreed procedures.

1.2 Aims

The Behaviour for Learning policy aims:

- To provide a framework for the consistent management of all behaviour-related issues.
- To develop a school culture within which initiative, responsibility and positive relationships flourish.



- To enable students to develop a sense of self-worth, respect and tolerance for others, taking responsibility for their own behaviour.
- For all students, teachers and parents to work together to create and maintain a safe and supportive environment that promotes teaching and learning where everyone feels safe, secure and valued.
- To encourage good behaviour, self-discipline, increasing independence and a strong sense of personal responsibility by recognising good behaviour, rather than simply punishing bad behaviour.
- For all students to have an understanding of choices and consequences; this is based on the setting of clear expectations boundaries and consequences from the start (see Section 2: Practice and Procedure).
- To use a restorative approach, when problems might occur, in the hope of achieving an improvement in behaviour.



Section 2: Practice and Procedure

This policy aims to provide a consistent approach that supports both staff and students in modeling appropriate behaviour for learning. As individuals we all choose how to act; however, it is important that we all recognise that for every choice or action, there is a consequence. These consequences are issued in relation to a student's action and may differ between the three schools as outlined below.

2.1 The Junior Schools

We recognise the overall quality of behaviour as a major strength of the school; good behaviour is simply an expectation. However, in aiming to maintain these high standards all staff are committed to positive behaviour management. At the start of each academic year, class teachers focus on building a sense of community, fostering relationships to develop a shared sense of responsibility for the well-being of each member of the class.

Behaviour is supported and managed through the child friendly language of 'Our Rights' (adapted from the UN Convention On The Rights Of The Child), the 'Behaviour Expectations' and the 'Class Steps'. Using a 'fair process' and engaging each member of the class in shared decision-making, a Classroom Agreement is established, incorporating aspects of the above guidelines. This is signed by all members of the class and displayed on the wall where it is referred to both as reinforcement and as a reminder of desired behaviour.

2.1.1 Our Rights

- You have a right to be heard
- You have a right to choose your own friends and join or set up groups, so long as it isn't harmful to others
- You have a right to learn
- You have a right to play and rest
- No one is allowed to punish you in a cruel and harmful way



2.1.2 Behaviour Expectations

- Walk, run, play and line up safely to keep ourselves safe from bumps and bruises.
- Use an inside voice as loud noises hurt our ears and make it hard to think and learn
- Be kind to others. Doing something kind feels good to us and our friends
- Follow instructions so that we can learn new things and stay safe
- Make good choices so that we can learn, play and be safe



2.1.3 Class steps (Sanctions)

Managing behaviour in the classroom is the responsibility of the class teacher in the first instance. Where a child fails to meet expectations within a lesson the following steps are put into place:

Step	Sanction	Strategies to prevent behaviour escalating
Step 1	Teacher reminds child of the behaviour expected within the classroom, paying attention to the Classroom Agreement.	
Step 2	First warning	Tactically ignoring the child, paying attention only to primary behaviours and not those that are secondary. Engage the child with the aim of increasing productivity. Acknowledge good behavioural choices by other class members.
Step 3	Second warning	Change seating plan. Speak to the child in a quiet, engaging manner. Give the child time and space to reflect.
Step 4	Time for reflection (either break or lunch depending on when negative behaviour occurred) spent with class teacher.	A restorative approach, maintaining a focus on accountability of actions with a specific emphasis on empathy and repairing of harm.
Step 5	Time out in another classroom (either Deputy Head or Phase Leader). This step should be used only when all other strategies within the lesson have been exhausted and the teacher has tried to engage the student in their learning.	A restorative approach, maintaining a focus on accountability of actions with a specific emphasis on empathy and repairing of harm.
Step 6	Report to Head teacher and contact made with parents/carers.	

2.1.4 Step 6 and Exclusions

The Head Teacher deals with behaviour concerns that reach Step 6 at which time a pupil's parents are contacted. Depending on the seriousness of the concern the Head Teacher, armed with all information about the concern, will decide on a course of action. This may



include an internal exclusion and/or more serious forms of exclusion in consultation with the Principal.

2.1.5 Persistent behaviours

Where behaviours become persistent:

- The class teacher, Deputy Head and SEN Department work closely to establish any underlying causes of negative behaviour. Where there are concerns for the welfare of a child, reference must be made to the Safeguarding Policy.
- A positive behaviour plan will be put into place to support the child. With the support of the Deputy Head and SEN Department, a meeting will be arranged between parents, class teacher and child to determine appropriate targets. These will be reviewed on a weekly basis.

2.1.6 Encouraging positive behaviour

We do this by:

- Making a point of noticing and praising good behaviour verbally wherever we see it around the school;
- Pre-empting a crisis through Proactive Circle Time, bringing everyone or specific groups together to discuss topics of concern or problem solve;
- Re-running the rules - asking the children to say what the rules are and why we have them;
- Treating each child with respect;
- Focusing on the negative behaviour and not the child;
- Through teaching, modeling and practice, explain how others are impacted by the positive or negative behaviours of an individual;
- Giving responsibility.

2.1.7 Rewards

Rewards are used to reinforce and celebrate positive behaviour. We reward achievement in a variety of ways:

- Verbal praise



- Written comment on work
- Dojo points (City Centre only)
- House points
- Contact with parents

2.1.8 Logging behaviours

Behaviours which have reached Step 5 or 6 are logged on SIMS by the Deputy Head. Behaviours at earlier stages may be discussed with parents at the discretion of the class teacher.

2.1.9 Reasonable Adjustments

We will make reasonable adjustments for managing behaviour which is related to a child's special educational need or disability.



2.2 The Senior School

2.2.1 The Senior School Code of Conduct

The senior school code of conduct is centred around the following expectations:

We have the right to learn to the best of our ability

- Turn up to lessons on time, fully equipped and ready to learn
- Listen when others are talking
- Follow teacher instructions straight away

We have the right to feel emotionally and physically safe

- Keep hands, objects and unhelpful comments to yourselves

We have the right to learn in a tidy and pleasant environment

- Keep classrooms free from litter and graffiti

The code of conduct is displayed in all classrooms and regularly referred to by tutor and subject teachers.

2.2.2 Encouraging Positive Behaviour in the Senior School

St George's aims to develop students who have a clear appreciation of the intrinsic value of high achievement in all areas of school life. Rewards are used reinforce and celebrate positive behaviour. We can reward achievement in a variety of ways:

- Verbal praise
- Written comment on work or in Student Diary
- Reward points
- Contact with parents
- Senior staff comment
- Certificates in assembly

2.2.3 Reward Points

When a student achieves 'above and beyond' what might normally be expected of them as an individual, reward points should be awarded using SIMS. The awarding of reward points will be monitored for consistency by Heads of Department, Heads of Year and senior leaders. Pupils accrue house points for both themselves and their house.



Students will not be awarded points for what are minimum expectations at St Georges, for example bringing a pen, pencil and ruler, handing homework in on time and completion of classwork.

The table below acts as a guide to to how and when points are be awarded.

	Respect		Inspiration		Integrity	
	Attendance	BFL	Achievement	Effort	Community	Good Student
Level 1 (2 Points)		Particularly helpful behaviour, e.g. helping other students to learn.	A consistently high standard of homework and classwork	Recognized by a teacher for particular effort.	Clubs, sport, societies etc. (regular attendance) Charity, event support. PTE support.	Helpful around school Correct uniform every day Planner signed every week Always equipped for lessons
Level 2 (5 Points)	95% attendance over half term (or higher over a term)	The above but longer term/ bigger project or consistently positive behaviour.	An exceptional piece of work		Bigger or longer term communities e.g. member of football team in all weathers/ Performing in R4Zambia. MUN. Mentoring/ Buddying. PTE support	
Level 3 (20 Points)	98% attendance over a term		An exceptional piece (pieces of work) produced over a half term		Organizing any event, e.g. special awards at MUN/ Art Competition win (COBIS).	

2.2.4 Certificates

These will be awarded in Head of Year assemblies that take place every half term. The number of reward points required for each certificate are outlined below.

Certificates	Number of Points
Bronze	25
Silver	50
Gold	75
Principal's Award	100

2.2.5 Head of School Award

Very high levels of achievement, progress and/or effort are rewarded by the pupil being asked to showcase what they are being rewarded for to the Head of School. The Head of school will award 5 reward points and write to the pupils parents congratulating the pupil.



2.2.6 Principal's Award

Exceptional achievement, progress and/or effort are rewarded by pupils receiving the Principal's award. This involves the student presenting their achievements to the Principal. If the pupils achievement involves a piece of work, then a copy of that piece of work will be made and this copy will be held in the Library. The Principal will award 10 reward points and write to the pupils parents congratulating the pupil.

2.2.7 Sanctions in the Senior School

Sanctions are applied where the code of conduct is broken. Sanctions are applied incrementally but are also dependent on which rules have not been followed. Unacceptable behaviour at any time will be dealt with by staff, recorded using SIMS, and appropriate consequences applied to the student. The following aspects of behaviour are not acceptable. They are divided from B1, low-level poor behaviour to B4, serious incidents.

B1 Low-level Behaviour	B2 A single more disruptive incident or persistent B1 behaviours
Low-level chatting. Calling out in lessons. Inappropriate language (including not speaking in English where applicable) Failure to complete classwork. Failure to bring equipment. No homework submitted – one incident. Reluctance to follow instructions. Lateness to lessons (occasional) Failure to bring Planner Failure to attend teacher detention. Use of a phone	Rudeness to another person. Arguing with another person. Failure to follow a teacher’s instruction – 2 nd warning Low-level persistent disruption in class Poor behaviour outside classroom. Minor damage to school property e.g. Graffiti Persistent lateness to lessons. Failure to complete homework consistently. Failure to attend department detention. Inappropriate language



B3 A single serious incident	B4 A single very serious incident
Verbal abuse to staff. Verbal bullying of another student. Physical bullying of another student. Incidents of fighting. Defiance of teacher instructions. Damage to property or building. Persistent truancy from lessons Smoking on school premises	Being in possession of an offensive weapon. Theft. Possession or Supplying drugs. Serious and ongoing bullying. Serious assault on a student. Assaulting a member of staff. Seriously threatening behaviour to a member of staff or student. Extremely serious damage of school property or building. Sexual or indecent assault.

Whenever practicable, the pupil should

- Have a clear understanding of the mistake they have made
- Reduce the impact of their mistake.(e.g. An apology, completing work to a higher standard)
- Have an opportunity to reflect on their mistake and consider a better response in the future.

Level of Consequence	Example of consequence	Example of behaviour
Verbal Warning		B1
1. Second Verbal warning		B1
2. Staff consequence	Student moved to another part of the room	B1
3. Staff consequence	Student sent to a colleague's room to work	B1
4. Staff consequence	Detention, note in diary, email home	B1



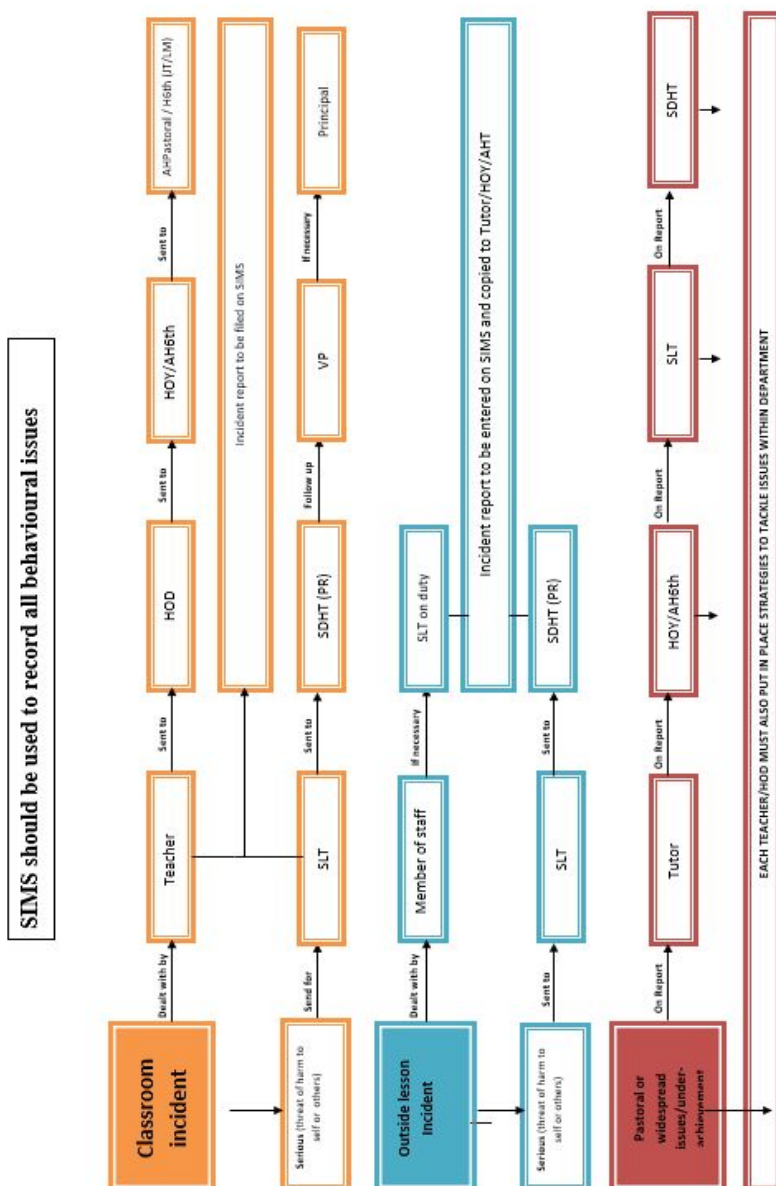
5. HOD involvement	HOD Detention (30 mins lunch time), Department report card, Phone call home, lesson support, email home.	B2
6. HOY Involvement	HOY detention (45 mins lunch time), Report card, Parental phone call or invite into school.	B2/ B3
7. SLT Involvement	SLT Detention (1 hour, Friday 4-5), Report to SLT, Subject pathway review	B3/B4
8. Internal exclusion	Parental-school-student agreement	B3/B4
9. Fixed-term exclusion		B3/B4
10. Permanent exclusion		B3/B4

2.2.8 Behaviour Management and Lines of Procedure

It is important that there are clear lines of procedure when dealing with any behavioural issues. On the next page is a flow chart that gives an outline of procedures when dealing with different levels of behaviour. It is important that all behavioural issues are recorded on SIMS.



Behaviour Management – Lines of Procedure



2.2.9 Procedures for Severe Misconduct

If a student refuses to follow instructions or is putting themselves, the member of staff or students in danger the member of staff must send a student to fetch a member of SLT.

2.2.10 Sanctions

The table below lists the sanctions applied for different behaviours. When contacting parent please copy in the Head of Year and the Head of Department. This will allow department and year heads to maintain an overview of what is happening with that particular student.



Sanction	Parental Contact	Behaviours	Referral
Detention (5 minutes)	N	B1	Class Teacher
Detention (15 minutes)	N	B1	Class Teacher
Head of Department Detention (30 minutes)	Y	B2	Head of Department
Head of Year Detention (45 minutes)	Y	B2	Head of Year
SLT Friday evening Detention (1 hour)	Y	B2/B3	SLT
Internal exclusion	Y	B3	Head of School
Fixed term exclusion	Y	B3	Principal
Permanent exclusion	Y	B4	Principal

2.2.11 Report Cards

There may be occasions where a student needs to be on a report card. Below is a table outlining examples of behaviour and corresponding report card actions.

Report Card	Behaviour	Lead
Departmental	Persistent poor behaviour in class, homework, poor work ethic in one subject	Head of Department
Tutor (Green)	Persistent poor behaviour in/out of class, homework, poor work ethic in several subjects	Tutor (with HOY support)
Head of Year (Yellow)	Failure to improve on a green report card.	HOY



	Persistent poor behaviour in/out of class, homework, poor work ethic in several subjects	
SLT (Red)	Failure to improve on a green report card. Persistent poor behaviour in/out of class, homework, poor work ethic in several subjects	SLT



Section 3: Assessment and Record Keeping

3.1 Junior Schools

Teaching staff follow the 'class steps' in the order listed in Section 2 unless, at their discretion, they feel pupils need to move straight to Step 5 in the more serious of circumstances. Such circumstances might include for example, a pupil that is endangering their own, or other pupils' safety, acting violently, being suspected of bullying, inciting discrimination or using very inappropriate language.

Teachers are expected to share any behaviour concerns they have for pupils with their partner teachers, close colleagues and/or the Deputy Head and SEN department, in order to feel supported with their approaches to dealing with inappropriate behaviour positively and consistently. The Deputy Head liaises with the Head Teacher on behaviour concerns in general but will pass the details of a concern that needs to be handled at Step 6 when necessary.

Phase Coordinators or members of SLT are expected to log behaviour concerns that reach Step 5 on the schools information management system (SIMS). Logging a concern includes details of the pupils name, class teacher, incident details, confirmations and/or evidence of the incident and the action taken.

3.2 Senior School

All records of rewards, misbehaviour and sanctions are kept on our Management Information System. The Head of Senior School also keeps a record of any serious disciplinary incidents. The Principal keeps a record of any fixed term or permanent exclusions.



Section 4: Staffing and Resources

Class and subject teachers; Tutors; Heads of Year; Phase Leaders; SLT; Heads of School and the Principal; all have a duty to ensure that the practices and procedures outlined in this policy document are adhered to. School Governors are informed by the Principal of any serious behavioural incidents.



Section 5: Linked Policies

1. 201 Safeguarding Child Protection Policy
2. 208 Safeguarding Anti-Bullying Policy



Monitoring and Review

This policy will be reviewed by **Senior Leadership Teams** in **September 2022**.

Approved by

The **Principal** on behalf of the school

The **Chair** on behalf of the Board of Governors

Change History Record

Version Number	Description of Change	Author(s)	Date of Issue



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ROME