



Southlands

BRITISH
INTERNATIONAL
SCHOOL

Secondary School Consistent Behaviour Management Policy

SEPTEMBER: 2021



SECONDARY SCHOOL CONSISTENT BEHAVIOUR MANAGEMENT POLICY

We believe that setting high standards for behaviour is an integral part of having a positive attitude to learning and raising attainment within both the English and Italian curricula. Our behaviour policy is based on the principle of assertive discipline and positive reinforcement: that individuals are in control of their actions and can choose to act and respond in a certain way, and that in praising positive behaviour we encourage it. We believe that all adults and students in school have:

- * The right to be safe
- * The right to learn
- * The right to be treated with fairness and respect

Aims of the policy:

- Strive to maintain a positive and supportive school environment with students given recognition for high standards of behaviour.
- Ensure that all students are treated consistently. This means that there will not be variations in expectations between staff, and that the same standards of behaviour apply outside the classroom as within.
- Involve parents at the early stage if a student does not meet our expectations with regard to behaviour in order that we can take a joint approach to resolving any issues.

Three school rules:

The three rules we have in school are based on the three basic rights we believe in. These are aligned to our Values: Honesty, Kindness, Respect

Everyone in school has the right to be safe

We insist that students do not act in a harmful way towards each other. We teach students that problems need to be solved through discussion and agreement. Retaliation is not acceptable, and will be dealt with on an equal level to the initiator.

Everyone in school has the right to learn

We will not allow students to disturb or interrupt other students' learning. Teachers also have the right to teach, and for this reason, disturbances will not be tolerated. Students impacting their own and others' learning through disorganisation and lack of effort is not acceptable.

Everyone in school has the right to be treated with fairness and respect

We expect students to show respect to adults and vice versa. We also expect students to show respect to each other, as we would adults to other adults. We ask that adults and students listen to other people's point of view with respect.

Reinforcing positive behaviour:

All staff will seek to find and reward good behaviour/ high levels of achievement that students display. Recognition can take a number of forms but most commonly occur through; immediate verbal praise, notifications in assembly, being referred to a member of the Senior Leadership Team, end of term certificates. We use the iSAMS system to log positive behaviour, academic attainment and effort.

The role of the House System:

In Senior School, recognition of those who complete the week free from any behavioural/ academic issues students will automatically receive 10 House Points for a 'clean slate'. This requires students to complete all work and homework set and receive no negative logs on iSAMS.

Additional House Points can be awarded to students who go above and beyond academic or pastoral expectations, and the number of Points awarded will be reflective of the action the student takes. In alignment with the school's values Points can also be allocated for those who display **kindness, honesty and respect**.

Challenging undesirable behaviour:

when positive strategies are not sufficient to encourage acceptable behaviour students will be spoken to about their actions, and given the opportunity to reflect upon these and change their behaviour. This will be done generally in private to the student, and not in front of an audience.

Consistent Behaviour Management Steps for Subject Teachers:

1. Verbal reminder
2. Move student into a different seat (remember that students should be seating in a teacher-produced seating plan)
3. Warning logged on iSAMS: resolution conversation and centralised detention from 11:05-11:30am.
4. Record and Resolution form with the Deputy Head of the Senior School:

If 3 warnings are received in one half-term then there will be a conversation with teachers involved and the Deputy Head. Targets and strategies will be set and monitored through the use of a daily report card.

Parents will receive a communication detailing the behaviours displayed and the school will seek to work with the family to improve behaviour through targets and strategies will be set and monitored through the use of a daily report card for no less than 1 week.

For repeated poor behaviour or incidents deemed more serious, the student may be removed from the classroom immediately or referred to the Head of Senior School or School Principal. Acts of physical aggression, bullying, or any kind of abuse will be considered as serious breaches of the school behaviour policy.

In alignment with the Globeducate School Exclusion Policy, the School Principal reserves the right to internally exclude or permanently exclude students exhibiting behaviours deemed damaging to the student body, staff or wider community.

Pastoral monitoring on iSAMS:

The Deputy Head and relevant Form Tutor will receive notification of positive and negative logs made on iSAMS. Form Tutors will review these each Friday during PSHCE in order to award the 10 House Points for those students with a 'clean slate'. The Deputy Head will regularly meet (at least once every three weeks) with Form Tutors to review any patterns concerning behaviour and discuss actions taken to support the student in making positive choices in the future.

The SLT will review each half term the overall picture of rewards and sanctions to help to ensure that the system is being used consistently across the school. All teachers should be awarding points and rewarding positive behaviour, irrespective of students' age!

Student involvement:

Students in school are made aware of this policy in many ways. We ensure that all students are aware of the reward systems and sanctions that are in use. Discussions as part of FormTime, PSHCE lessons, assembly, and Student Council meetings are used to discuss behavioural issues openly with the student community. The school follows the Conflict and Resolution Between Students Policy provided by Globeducate for matters concerning bullying. Issues related to bullying are specifically dealt with through assemblies and PSHCE lessons, as well as on an on-going basis through a proactive approach following the three **Rs; Recognise, Refuse, Report**.

Expectations for general behaviour:

1. Punctuality is a priority if learning is to be effective.
2. Every effort must be made to speak English in school whenever possible, particularly in lessons. The development of English language is vital to understanding in all subjects. Translanguaging is

fine if used to support understanding. Where language is used to exclude or marginalise others, it will be challenged.

3. Students should bring the correct books and equipment to each lesson to support their learning.
4. Homework should be completed with pride, be legible and handed in by the deadline.
5. Correct school uniform/ dress code is obligatory to foster a feeling of community and uphold standards.
6. Make-up and coloured nail varnish is not allowed until Year 12, at which point it is permitted in a subtle, professional style.
7. Jewellery; students may wear a watch and 1 simple piece of jewellery including simple stud earrings. Students wearing what is considered to be excessive jewellery will be asked to remove it and take it home. Jewellery must be removed for Sport and other Outdoor Education activities. The school declines all responsibility for any items which get lost or otherwise go missing. For this reason, we recommend that no items of value either sentimental or financial, are worn to school.
8. Personal Technology must be turned off and out of sight throughout the school day from 08:30-17:00.
9. Good manners are expected at all times: in the classroom, in the dining room, on the bus, during break, between lessons, on excursions, etc. All staff are expected to challenge any instances of unacceptable behaviour or bad manners.
10. Treating all members of the community with respect is essential. Anti-social behaviour, such as insolence, rudeness or bad manners, will not be tolerated.
11. An inclusive approach to all aspects of school life is needed to ensure that all members feel safe.
12. Open-mindedness and collaboration between all members of the student body is fundamental to learning and accelerated progress.

If a student or member of staff has concerns about any behaviour, they should speak to a member of the SLT in the first instance, who will provide advice and support.

See also: Globeducate Code of Conduct , Student Exclusion and SEND policies