



Mougins
BRITISH
INTERNATIONAL
SCHOOL

Behaviour Policy & Procedures 2023/2024

1. Mougins School community values
2. Roles & Responsibilities
3. Respect
4. Learning
5. Integrity
6. Community
7. Logging & Tracking (isams)

The behaviour policy is rooted in, and driven by our community values.

At Mougins School we agree to maintain high expectations of behaviour, attitude and effort with a consistent approach from teachers and leadership. We promote and celebrate positive behaviour whilst clearly communicating what falls below our expectations and what the possible consequences might be.

RESPECT

We are kind, compassionate and courteous. We take care of ourselves, each other and our environment.

INTEGRITY

We are reliable, honest and fair, especially in the face of challenges.

LEARNING

We are all learners who strive to develop and improve. We recognise the importance of effort, mistakes and reflection.

COMMUNITY

We are supportive, encouraging and considerate. Together, we celebrate diversity and are committed to equality.

Roles & Responsibilities

PRIMARY SCHOOL	
Classroom Teacher	Has the role and responsibility of ensuring high expectations of behaviour and the school values are set and expected in the classroom. They should use a range of strategies to deal effectively with L1 behaviour. Classroom teachers should also monitor and escalate behaviour issues when necessary and in line with this policy and ensure that all L2 behaviour issues are logged on isams.
Deputy Head of Primary	Has the role and responsibility of guiding and supporting high expectations in the school as well as monitoring and tracking students behaviour. They may also become involved with L2 and above behaviour issues to ensure that effective communication occurs both within school and from school to home.
Deputy Head of Pastoral & Wellbeing	Has the role and responsibility of guiding and supporting high expectations in the school as well as monitoring and tracking students behaviour. The DH for Pastoral and Wellbeing assists the Head of Primary with behaviour issues that have escalated to L3 although they may also provide guidance and advice below.
Head of Primary	Has the role and responsibility for setting and ensuring high standards of behaviour are present in the primary school and to ensure that the behaviour policy is effectively embedded in daily practice. They will be aware of L2 issues and will be directly involved with issues at L3 and above. The Head of Primary will track and monitor behaviour across the Primary School. Only the Head of Primary can suspend a student from school (L4) and the Head of School must be made aware.
Head of School	Has the role and responsibility of setting and ensuring high standards of behaviour are present across the whole school and that the behaviour policy is effectively and consistently embedded. L4 issues should all be visible and reported to the Head of School. Only the Head of School can make the decision to permanently exclude a student ensuring that all legal requirements and group policies have been satisfied.

SECONDARY SCHOOL

Subject Teacher	Has the role and responsibility of ensuring high expectations of behaviour and that the school values are set and expected in the classroom. They should use a range of strategies to effectively deal with L1 behaviour. Subject teachers should also monitor and escalate behaviour issues when necessary and in line with this policy and ensure that all L2 behaviour issues are logged on isams. Subject teachers must liaise effectively with form tutors to ascertain if behaviour issues are particular to their subject or a broader concern.
Head of Department	Has the role and responsibility of supporting teachers within the department to set and ensure high expectations of behaviour within lessons. They should be aware of L2 issues and support teachers with communicating home. HoD's should track and monitor behaviour issues within their department and effectively communicate with the Deputy Head of Pastoral & Wellbeing.
Form Tutor	Has the role and responsibility of ensuring high expectations of behaviour and that the school values are set and expected in the classroom. They should track and log any broader behaviours that span multiple subject areas and communicate with parents for behaviour issues at L2.
Deputy Head of Pastoral & Wellbeing	Has the role and responsibility of guiding and supporting high expectations in the school as well as monitoring and tracking students behaviour. The DH for Pastoral and Wellbeing assists the Heads of Primary & Secondary with behaviour issues that have escalated to L3 although they may also provide guidance and advice at L2.
Head of Secondary	Has the role for setting and ensuring high standards of behaviour are present in the Secondary School and to ensure that the behaviour policy is effectively embedded in daily practice. They may be aware of L2 issues and will be directly involved with issues at L3 and above. The Head of Secondary will track and monitor behaviour across the Secondary School. Only the Head of Secondary can suspend a student from school (L4) and the Head of School must be made aware.
Head of School	Has the role of setting and ensuring high standards of behaviour are present across the whole school and that the behaviour policy is effectively and consistently embedded. L4 issues should all be visible and reported to the Head of School. Only the Head of School can make the decision to permanently exclude a student ensuring that all legal requirements and group policies have been satisfied.

WE AIM TO PROMOTE AND CELEBRATE POSITIVE BEHAVIOUR FIRST

RESPECT

We are kind, compassionate and courteous. We take care of ourselves, each other and our environment.

<h4>Examples of showing this value</h4> <p>The examples are NOT EXHAUSTIVE. They are relevant across the full age range but will have clear distinctions in how they show themselves.</p>	<h4>Teacher response for students showing this value</h4>
<ul style="list-style-type: none">● Regular demonstration of kindness to others in communications and actions.● Individual acts of kindness.● Polite actions and communication such as using please and thank you or holding a door for another student or teacher.● Helping others in or outside of class.● Showing an understanding of personal needs and taking action based upon them.● Keeping the school tidy.● Taking care of personal belongings and those of others.● Actively developing and improving the importance of this value within our school.	<ul style="list-style-type: none">● Verbal praise● Value merit on isams● Phone call home● Email / Letter Home● Celebration in assembly● Celebration in the Learning Curve● Commendation to Heads of School or Headmaster● End of Year awards● Submission of students achievements / qualities to external awarding body or competition

BEHAVIOUR ISSUES & RESPONSES CAN BEGIN AT ANY LEVEL

RESPECT

We are kind, compassionate and courteous. We take care of ourselves, each other and our environment.

Level	Examples of negative behaviour	Responses to negative behaviour	Escalation
	The examples are NOT EXHAUSTIVE. They are relevant across the full age range but will have clear distinctions in how they show themselves	This column provides examples of the responses teachers, students and parents should expect to see at each level.	This column provides clear guidance on who should deal with the behaviours issues at each level.
1 ↓	<p>The examples are relevant across the full age range but may present in different ways.</p> <ul style="list-style-type: none"> ● Constant disruption & interrupting ● Instances of unkindness / rudeness to others ● Not listening to teacher and others ● Casual bad language ● Carelessness with belongings and the environment / untidiness 	<p>At Mougins school most behaviour concerns should be dealt with at this level:</p> <ul style="list-style-type: none"> ● Spoken to directly by the teacher ● Clear and well communicated expectations (established & reminded) ● Moving student within a room ● Use of seating plan ● Draw attention to other good behaviour in class ● Consistent entrance / exit strategies ● Other effective behaviour strategies for low level disruption 	<p><u>PRIMARY</u></p> <p>Classroom Teacher</p> <p><u>SECONDARY</u></p> <p>Subject Teacher and or Form Tutor</p>
Before escalation L1 strategies must have been fully explored			

2



- Repeated L1 behaviour
- Repeated or directed unkindness / rudeness to others
- Aggressive use of bad language
- Unwillingness to look after property and our environment

- Behaviour concern logged into isams
- Teacher contacts home. *(Check for student concerns with tutor before making contact)*
- Not gaining a reward / incentive (EY)
- Reflection time provided at break / lunch (parents must be informed)

All actions taken logged on isams

PRIMARY

Classroom teacher

Head / Deputy of Primary made aware

Duty teacher may need to log incidents outside of classroom into ISAMS

SECONDARY

Classroom teacher

Head of Department informed & involved in communication with home if necessary.

If issues that are shown to be more general (beyond a single subject) the issue will move the intervention to the tutor / Head of Pastoral & Wellbeing

Before escalation L2 strategies must have been fully explored and and logged on isams

3



- Repeated L2 behaviour
- Deliberate Refusal to follow reasonable instructions
- Deliberate destruction / vandalism of property of the school / peers / self
- Deliberate / intentional behaviour (including online) that goes against the elements of the respect value
- Deliberate or thoughtless actions that put others at risk

- Behaviour concern logged into isams by relevant person identified in the escalation column
- Parent meeting organised with minutes taken and logged in isams
- Individualised behaviour plan created
- Monitoring for specified period of time

All actions taken logged on isams

PRIMARY

Issue logged by the teacher / adult who witnessed or was informed of behaviour

Leadership Team / Head of Wellbeing & Pastoral informed

Parent meeting led by primary Leadership Team / Head of Wellbeing & Pastoral

Decision made on required action and logged into isams

SECONDARY

Issue logged by the teacher / adult who witnessed or was informed of behaviour

Deputy Head of Wellbeing & Pastoral informed

Before escalation L3 strategies must have been fully explored and and logged on isams

4

- Repeated L3 behaviour
- Verbal or physical abusive behaviour
- Intentional violent actions
- Bullying (as defined by the anti bullying policy)
- Dangerous weapon in school
- Sharing of personal information or images of others online or through chat
- Drug use in School
Smoking/Vaping
- Dangerous Driving

- Formal letter regarding the behaviour & consequence
- Behaviour reported to the relevant person in the escalation chart
- Parent meeting organised with relevant people in the escalation chart
- Internal suspension not exceeding 3 days
- External suspension not exceeding 5 days
- School exclusion

[GE School Exclusion Policy](#)

Head of Primary
Head of Secondary
Head of School

Only the Head of School will implement a permanent school exclusion and an appeals process will be available to the student's parents / guardians

WE AIM TO PROMOTE AND CELEBRATE POSITIVE BEHAVIOUR FIRST

LEARNING

We are all learners who strive to develop and improve. We recognise the importance of effort, mistakes and reflection.

Examples of showing this value	Possible response for students showing this value
<p>The examples are NOT EXHAUSTIVE. They are relevant across the full age range but will have clear distinctions in how they show themselves</p> <ul style="list-style-type: none">● Excellent level of effort in academic or non academic work● Excellent results based on personal starting point● Clear improvement / progress over time● Willingness to get involved in class or wider school activities● Examples of good and effective reflection● Re-trying things that have not gone well the first time or simply to improve● Taking a risk or trying something new	<ul style="list-style-type: none">● Verbal praise● Classroom recognition charts● Value merit on isams● Phone call home● Email / Letter Home● Celebration in assembly● Celebration in the Learning Curve / Hall of Fame● Commendation to Heads of School or Headmaster● End of Year awards● Honours Board● Submission of students achievements / qualities to external awarding body or competition

BEHAVIOUR ISSUES & RESPONSES CAN BEGIN AT ANY LEVEL

LEARNING

We are all learners who strive to develop and improve. We recognise the importance of effort, mistakes and reflection.

Level	Examples of negative behaviour	Responses to negative behaviour	Escalation
	The examples are NOT EXHAUSTIVE. They are relevant across the full age range but will have clear distinctions in how they show themselves	This column provides examples of the responses teachers, students and parents should expect to see at each level.	This column provides clear guidance on who should deal with the behaviours issues at each level.
1 ↓	<p>The examples relevant across the full age range may present in different ways.</p> <ul style="list-style-type: none"> • Not engaging in learning tasks • Not being prepared to learn • Lack of effort • Rushing tasks • Low level disruption of learning • Instances of homework not being completed • Reacting negatively to making a mistake • Disorganisation 	<p>At Mougins school most behaviour concerns should be dealt with at this level:</p> <ul style="list-style-type: none"> • Spoken to directly by the teacher • Clear and well communicated expectations (established & reminded) • Moving student with in a room • Use of seating plan • Draw attention to other good behaviour in class • Other effective behaviour strategies for engagement and effort • Completing homework at lunch time or break time 	<p><u>PRIMARY</u></p> <p>Classroom Teacher</p> <p><u>SECONDARY</u></p> <p>Subject Teacher Form Tutor</p>
Before escalation L1 strategies must have been fully explored			

2



- Repeated L1 behaviour
- Unauthorised absences
- Deliberately not engaging or refusal to take part in learning tasks
- Not able / willing to control impulsive behaviour
- Deliberately preventing or disrupting learning within a group setting.
- Inability to reflect honestly or appropriately on mistakes or poor behaviour.

- Behaviour concern logged into isams
- Teacher contacts home. *(Check for student concerns with the tutor before making contact.)*
- Not gaining a reward / incentive (EY)
- Reflection time provided at break / lunch (parents must be informed)

All actions taken logged on isams

PRIMARY

Classroom teacher

Head / Deputy of Primary made aware

Duty teacher may need to log incidents outside of classroom into ISAMS

SECONDARY

Classroom teacher

Head of Department informed & involved in communication with home if necessary.

If issues that are shown to be more general (beyond a single subject) the issue will move the intervention to the tutor / Head of Pastoral & Wellbeing

Before escalation L2 strategies must have been fully explored and and logged on isams

3



- Repeated L2 behaviour
- Serious absence concerns

- Behaviour concern logged into isams by relevant person identified in the escalation column
- Parent meeting organised with minutes taken and logged in isams
- Individualised behaviour plan created
- Monitoring for specified period of time

All actions taken logged on isams

PRIMARY

Issue logged by the teacher / adult who witnessed or was informed of behaviour

Leadership Team / Head of Wellbeing & Pastoral informed

Parent meeting led by primary Leadership Team / Head of Wellbeing & Pastoral

Decision made on required action and logged into isams

SECONDARY

Issue logged by the teacher / adult who witnessed or was informed of behaviour

Deputy Head of Wellbeing & Pastoral informed

Before escalation L3 strategies must have been fully explored and and logged on isams

4

- Repeated L3 behaviour

- Formal letter regarding the behaviour & consequence
- Behaviour reported to the relevant person in the escalation chart.
- Parent meeting organised with relevant people in the escalation chart.
- Internal suspension not exceeding 3 days
- External suspension not exceeding 5 days
- School exclusion

[GE School Exclusion Policy](#)

Head of Primary
Head of Secondary
Head of School

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INTEGRITY

We are reliable, honest and fair, even in the face of challenges.

<h3>Examples of showing this value</h3> <p>The examples are NOT EXHAUSTIVE. They are relevant across the full age range but will have clear distinctions in how they show themselves</p>	<h3>Possible response for students showing this value</h3>
<ul style="list-style-type: none">● Showing fairness to others in group activities● Being a good sports person● Admitting making mistakes in behaviour or learning● Having excellent personal organisation● Telling the truth● Doing what they say they will do● Meeting deadlines● Making difficult decisions● Being an upstander● Speaking up for what they believe is right	<ul style="list-style-type: none">● Verbal praise● Value merit on isams● Phone call home● Email / Letter Home● Celebration in assembly● Celebration in the Learning Curve / Hall of Fame● Commendation to Heads of School or Headmaster● End of Year awards● Submission of students achievements / qualities to external awarding body or competition

BEHAVIOUR ISSUES & RESPONSES CAN BEGIN AT ANY LEVEL

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<p>1</p> <p>↓</p>	<p>The examples relevant across the full age range may present in different ways.</p> <ul style="list-style-type: none"> ● Not understanding what is right and wrong within a contextual situation ● Not telling the truth / being dishonest ● Not doing / following through on what has been agreed ● Bad sportspersonship or inability to work with others ● Engaging in gossip 	<p>At Mougins school most behaviour concerns should be dealt with at this level:</p> <ul style="list-style-type: none"> ● Spoken to directly by the teacher ● Clear and well communicated expectations (established & reminded) ● Moving student with in a room ● Use of seating plan ● Draw attention to other good behaviour in class ● Other effective behaviour strategies for engagement and effort 	<p><u>PRIMARY</u></p> <p>Classroom Teacher</p> <p><u>SECONDARY</u></p> <p>Subject Teacher Form Tutor</p>
<p>Before escalation L1 strategies must have been fully explored</p>			

2



- Repeated L1 behaviour
- Deliberately being dishonest / lying / hiding the truth
- Dishonestly intended to protect others
- Copying of others work
- Using / having a mobile device

- Behaviour concern logged into isams
- Teacher contacts home. *(Check for student concerns with the tutor before making contact.)*
- Not gaining a reward / incentive (EY)
- Reflection time provided at break / lunch (parents must be informed)

All actions taken logged on isams

PRIMARY

Classroom teacher

Head / Deputy of Primary made aware

Duty teacher may need to log incidents outside of classroom into ISAMS

SECONDARY

Classroom teacher

Head of Dept/KS informed & involved in communication with home if necessary.

If issues that are shown to be more general (beyond a single subject) the issue will move the intervention to the tutor / Deputy Head of Pastoral & Wellbeing

Before escalation L2 strategies must have been fully explored and and logged on isams

3



- Repeated L2 behaviour
- Lying or dishonesty related to any L3 or L4 situation across this policy
- Deliberately and deceptively missing school or lessons
- Deliberately letting someone take the blame for something they know they did not do
- Not returning borrowed items when asked
- Deliberate plagiarism / academic dishonesty or using someone else's work
- Using a mobile device to record a peer or staff member without their permission.

- Behaviour concern logged into isams by relevant person identified in the escalation column
- Parent meeting organised with minutes taken and logged in isams
- Individualised behaviour plan created
- Monitoring for specified period of time

All actions taken logged on isams

PRIMARY

Issue logged by the teacher / adult who witnessed or was informed of behaviour

Leadership Team / Head of Wellbeing & Pastoral informed

Parent meeting led by primary Leadership Team / Head of Wellbeing & Pastoral

Decision made on required action and logged into isams

SECONDARY

Issue logged by the teacher / adult who witnessed or was informed of behaviour

Deputy Head of Wellbeing & Pastoral informed

Before escalation L3 strategies must have been fully explored and and logged on isams

4

- Repeated L3 behaviour
- Theft
- Deliberately setting out to discredit others or the spreading of malicious information
- Engaging in known illegal activity
- Academic dishonesty linked to external examinations

- Formal letter regarding the behaviour & consequence
- Behaviour reported to the relevant person in the escalation chart.
- Parent meeting organised with relevant people in the escalation chart.
- Internal suspension not exceeding 3 days
- External suspension not exceeding 5 days
- School exclusion

[GE School Exclusion Policy](#)

Head of Primary
Head of Secondary
Head of School

Only the Head of School will implement a permanent school exclusion and an appeals process will be available to the student's parents / guardians

WE AIM TO PROMOTE AND CELEBRATE POSITIVE BEHAVIOUR FIRST

COMMUNITY


We are supportive, encouraging and considerate. Together, we celebrate diversity and are committed to equality.

<h4>Examples of showing this value</h4> <p>The examples are NOT EXHAUSTIVE. They are relevant across the full age range but will have clear distinctions in how they show themselves</p>	<h4>Possible response for students showing this value</h4>
<ul style="list-style-type: none">● Celebrating and understanding differences and similarities of others● Deliberate actions that help to create a harmonious and better atmosphere in school● Encouraging others to succeed● Involving others in work / play● Supporting friends or others when they are going through a hard time● Seeking help for themselves and others● Showing a good ability to work with others● Showing good levels of emotional intelligence● Demonstrating a high degree of intercultural competence	<ul style="list-style-type: none">● Verbal praise● Value merit on isams● Phone call home● Email / Letter Home● Celebration in assembly● Celebration in the Learning Curve / Hall of Fame● Commendation to Heads of School or Headmaster● End of Year awards● Submission of students achievements / qualities to external awarding body or competition

BEHAVIOUR ISSUES & RESPONSES CAN BEGIN AT ANY LEVEL

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<p>1</p> 	<p>The examples relevant across the full age range may present in different ways.</p> <ul style="list-style-type: none"> • Crossover with respect value • Language or actions that discourages others • Language or actions are not supportive or considerate of others • Language or actions that are (unknowingly) prejudiced against people for reasons that are beyond control Eg; Race, sexuality, gender, physical appearance, nationality. • Not allowing others to share their opinion 	<p>At Mougins school most behaviour concerns should be dealt with at this level:</p> <ul style="list-style-type: none"> • Spoken to directly by the teacher • Clear and well communicated expectations (established & reminded) • Moving student with in a room • Use of seating plan • Draw attention to other good behaviour in class • Other effective behaviour strategies for engagement and effort 	<p><u>PRIMARY</u></p> <p>Classroom Teacher</p> <p><u>SECONDARY</u></p> <p>Subject Teacher Form Tutor</p>

Before escalation L1 strategies must have been fully explored

2



- Repeated L1 behaviour
- Crossover with respect value
- Deliberate language or actions that are intended to stop others from sharing their opinion.
- Language or actions that are not respectful of the beliefs of others eg; Religion, politics

- Behaviour concern logged into isams
- Teacher contacts home. *(check for student concerns with tutor before making contact)*
- Not gaining a reward / incentive (EY)
- Reflection time provided at break / lunch (parents must be informed)

All actions taken logged on isams

PRIMARY

Classroom teacher

Head / Deputy of Primary made aware

Duty teacher may need to log incidents outside of classroom into ISAMS

SECONDARY

Classroom teacher

Head of Dept informed & involved in communication with home if necessary.

If issues that are shown to be more general (beyond a single subject) the issue will move the intervention to the tutor / Head of Pastoral & Wellbeing

Before escalation L2 strategies must have been fully explored and and logged on isams

3



- Repeated L2 behaviour
- Crossover with respect value please cross check
- Intentional actions or language that are prejudiced against people for reasons that are beyond control. Eg; race, sexuality, gender, physical appearance, nationality.
- Intentional language / actions that attempt to shut down or ridicule the beliefs of others eg; religious or political
- Sharing of information, resources or material that is clearly not in line with this value.

- Behaviour concern logged into isams by relevant person identified in the escalation column
- Parent meeting organised with minutes taken and logged in isams
- Individualised behaviour plan created
- Monitoring for specified period of time

All actions taken logged on isams

PRIMARY

Issue logged by the teacher / adult who witnessed or was informed of behaviour

Leadership Team / Head of Wellbeing & Pastoral informed

Parent meeting led by primary Leadership Team / Head of Wellbeing & Pastoral

Decision made on required action and logged into isams

SECONDARY

Issue logged by the teacher / adult who witnessed or was informed of behaviour

Deputy Head of Wellbeing & Pastoral informed

Before escalation L3 strategies must have been fully explored and and logged on isams

4

- Repeated L3 behaviour
- Crossover with respect value please cross check
- Explicitly deliberate and aggressive racist, xenophobic homophobic, transphobic or sexist comments / actions / language (including online behaviour)
- Malicious and intentional language / actions that attempt to shut down or ridicule the beliefs of others eg; religious or political
- Malicious sharing of information, materials or resources that promote or support racist, xenophobic homophobic, transphobic or sexist agendas

- **Formal letter regarding the behaviour & consequence**
- **Behaviour reported to the relevant person in the escalation chart.**
- **Parent meeting organised with relevant people in the escalation chart.**
- **Internal suspension not exceeding 3 days**
- **External suspension not exceeding 5 days**
- **School exclusion**

[GE School Exclusion Policy](#)

Head of Primary
Head of Secondary
Head of School

Only the Head of School will implement a permanent school exclusion and an appeals process will be available to the student's parents / guardians

Logging Rewards & Sanctions (isams)

Keeping an accurate record of student behaviour is essential to tracking and intervention as well as celebrating student effort and achievement.

There will be three categories to log under:

- Reward - linked to values
- Sanction - linked to values
- Information

There will be two sections to fill out:

- Description / detail of the issue / incident / event
- Action taken