



## BEHAVIOUR POLICY

### Related Policies:

Academic Integrity Policy  
Acceptable Use Policy  
Antibullying and Anticyberbullying Policy  
Behaviour Management Policy  
Equal Opportunities  
Exclusions Policy  
Home School Agreement  
Legal and Illegal Drug and Substance Abuse Policy  
Student Codes of Conduct for KS3, KS4 and Sixth Form students  
[Dept of Education Mental Health and Wellbeing paper](#)

### A. Introduction

1. Children and young people come to school to learn and good learning depends upon good behaviour. Pupils are expected to
  - treat their fellow pupils, their teachers and the School environment with respect, care, tolerance and consideration
  - follow the rules and regulations of the School while at school and any additional rules and regulations which apply or are communicated by staff when on school trips
  - uphold the reputation of the School at all times
  - behave in a manner which respects the interests and feelings of all people outside the School with whom they come into contact when in school uniform or engaged in school activities following the school values of Belonging, Effort, integrity, Kindness, Leadership, Simplicity and Sustainability
2. As an IB World School, the IB **Learner Profile** makes clear the responsibility to behave well at all times, namely that all members of the School should:

*“...act with integrity and honesty with respect for the dignity and rights of people everywhere”*

*“...take responsibility for their own actions and the consequences that accompany them”*

*“...show empathy, compassion and respect towards the needs and feelings of others...”*

*“...act to make a positive difference to the lives of others...”*

*“...exercise initiative in making reasoned, ethical decisions...”*

*“...work to understand our strengths and weaknesses in order to support our learning and personal development...”*

*“...actively enjoy learning...”*

As a British School we also make clear that students understand and demonstrate fundamental British values. Therefore, the School should be a place of safety and security for all pupils and staff. The approach to behaviour management from all staff will reflect the inclusive nature of the school and ensure fair treatment for all pupils regardless of age, gender, sexual orientation, race, ability and disability.



# THE BRITISH SCHOOL OF MILAN

LEARNING TO EXCEL SINCE 1969

## BEHAVIOUR POLICY

The School will not tolerate:

- behaviour which disrupts or impedes the learning of others
- bullying (see the Anti-bullying Policy)
- rudeness
- coarse, foul, threatening and abusive language
- prejudice in all its forms
- physical or verbal aggression or intimidation
- theft or deliberate damage to property
- refusal to follow the everyday, appropriate instructions of members of the school staff
- possession of drugs, alcohol or other banned substances or materials (see the Legal & Illegal Drug and Substance Abuse Policy)
- posting on social media material potentially damaging to the reputation of the school or hurtful to others

All pupils will be subject to the Rewards and Sanctions set out below. The School will recognise or reward:

- effort in all areas of school life
- achievement and success
- kindness and care
- courtesy and consideration
- support and encouragement of others
- progress in embodying the School values
- service to the school community and wider society.

Parents are expected to support the School in encouraging the good behaviour of pupils at all times. Implicit in the acceptance of a place in the School is an acceptance of the provisions of this policy, its attendant procedures, rewards and sanctions, and the Home School Agreement.



## BEHAVIOUR POLICY

### B. Punctuality – rewards and sanctions in the Senior School

One element of good behaviour is arriving to school and to lessons on time. Arriving punctually is our expectation.

Sanctions for infringements of the punctuality rules are:

Stages	Action	Recording/Sanction
1. Student is late twice in a week to registration or class.	Teacher to record a late to class via the register. Reception to record as an S2 on the MIS (late detention as sanction for two lates in that week).	Recorded on register for registration. Student receives email so knows when and where detention is. S2 Detention run by HKS/DHKS
2. Despite having received late detentions, student persists in being late.	Student to report at 08:45 to Form Tutor for a week plus HKS detention.	S3 HKS Detention/email home
3. Despite monitoring from Form Tutor, student still late.	Form Tutor to refer to Head of Key Stage. Student to meet HKS each morning at 08:40 and at break time.	E-mail home by Head of Key Stage. S4 Head's Detention
4. Still no improvement.	Head of Key Stage to meet with parents.	Record of meeting on MIS. S4 Principal's Detention
5. Still no improvement.	Head of Key Stage to refer student to Head. Student to meet with Head each morning at 08:30.	Internal suspension, recorded on MIS.



## BEHAVIOUR POLICY

### C. Rewards and Sanctions in the Senior School

1. If students go beyond expectations then they will be rewarded with merits, celebrations with Senior Leaders, Commendations, Distinctions and Scholarships.

Level	Reward	
R1	Merits	Merits are awarded for achievement, positive attitude to learning, homework, service to school and supporting others
R2	AtL Reward <i>Parents informed via email</i>	Students who have achieved a high Attitude to Learning average in their grade cards meet with the Deputy Head to acknowledge this.
R3	Commendation <i>Parents informed via email</i>	Based on attitude to learning and/or attainment, all Senior staff may nominate a student for a Commendation. All students who have consistently achieved high Attitude to Learning averages, shown consistent improvement or high attainment across all subjects will be considered for a Commendation each term.
R4	Distinction <i>Parents informed via email</i>	The Distinction, presented annually by the Head, recognises excellence in a variety of fields embracing the attributes of the Learner Profile (eg principled, caring, risk takers, thinkers). Heads of Key Stage and Faculty may nominate up to 2 students in each year group. Students in the top 5% of each year are also considered for the Award
R5	Prizes including Scholarships	All staff nominate students for the prizes in their subject, Key Stage or co-curriculum area based on their attainment, attitude to learning and/or commitment

**This table provides a guideline to match attitude to learning to rewards – the list is not exhaustive**

#### Notes

- R2 – high = approximately 20% of the year group  
 R3 – high = approximately 15-20% of the year group  
 R4 – awarded to approximately 5% of the year group

2. With regard to sanctions, in most cases it is hoped that a discussion with the student to explain why their behaviour is unacceptable will be sufficient to deal with poor behaviour.
3. More serious or repeated incidents of poor behaviour may result in the imposition of the sanctions detailed below and which are stated in order of severity.
4. All rewards and sanctions will be recorded on a pupil's record using the School's management information system (MIS). The record of rewards and sanctions will be consulted in the preparation of all school references and reports for the individual pupil.



## BEHAVIOUR POLICY

### D. Disruptive behaviour in SS

Level	Sanction	
S1	Warning	Not listening in class, low level disruption, no equipment/planner, late to school/lesson/assembly (once), unkind behaviour, producing insufficient work in class, failure to submit homework, not caught up with work missed, phone out handed over, failure to lock/log off machines
S2	Dept/Tutor/Late detention  /gated for a day  <i>Parents informed via parent portal</i>	Low level disruption after S1, no equipment after S1, incorrect uniform after S1, late (twice), repeated poor behaviour, negative impact on learning of others, homework not submitted after S1, plagiarism/lending work to others, phone being used then handed over, further failure to lock/log off machines
S3	Faculty/KS detention  /gated for a week  Parents informed via email	Disrespectful to staff, continued low level disruption after S2, failure to attend S2 detention, no equipment after S2, incorrect uniform (2nd offence), further poor punctuality after S2, repeated failure to complete homework punctually, further plagiarism after S2, phone out not handed over: TARGET CARD (HKS decision)
S4	SLT detention  Parents informed via email	Escalation of any event in S1-3, failure to complete Target Card, lesson truancy, academic dishonesty with internal coursework or exams
S5	Exclusion  Parents informed via email	Theft, possession of drugs/illegal items eg knives, smoking on site, fighting, persistent bullying, foul/abusive language to staff, racist/homophobic/anti-disability comment, truancy, serious/repeated academic dishonesty (including coursework or exams), behaviour which harms or causes distress to others (including sexual harrassment, abuse or violence) inside or outside of school, behaviour including action on social media likely to harm the school's reputation, escalation of an episode already dealt with at S5

**This table provides a guideline to match poor behaviour to sanction – the list of behaviours is not exhaustive**

- I. When a pupil is not paying attention in class or is disturbing others, the teacher may ask him/her to move seat or change group and issue an S1.



## BEHAVIOUR POLICY

2. Failure to respond positively to the S1 may require the pupil to leave the classroom and work under the supervision of a teacher in a neighbouring classroom. When invited to return to the classroom by the teacher, the pupil should apologise and thereafter play a positive part in the lesson.
3. For repeated low level disruption, the teacher may impose an S2 detention of up to twenty minutes duration at break or during lunchtime. The detention will be supervised by the teacher or academic department imposing the sanction.
4. When low level disruption continues, the teacher will refer the pupil to the Head of Department/Faculty and/or appropriate Head of Key Stage. An S3 detention of up to 40 minutes may be imposed at lunchtime, supervised by the Head of Department/Faculty and/or appropriate Head of Key Stage or his/her delegate. Parents will be informed of the imposition of this detention and of the School's concerns either in person or by email. The pupil may also be placed on a behaviour target card for a specified period which will provide a lesson-by-lesson monitoring of behaviour each day. Parents will be asked to come into school to discuss concerns in detail
5. If disruptive behaviour continues the pupil will be referred to a member of the Senior Leadership Team. An SLT Detention may be imposed with 24 hours' notice to parents from 15.30 – 16.30 on any school day. Parents will be asked to come into school to discuss concerns in detail. SLT detention may also involve removal from particular classes for a period of up to 10 days
6. If disruptive behaviour continues or a single event is grave enough to warrant it, pupils may be given an S4 Principal's detention with 24 hours' notice to parents from 15.30 – 16.30 usually on a Friday
7. As a final step an S5 Exclusion will be issued for incidents including theft, possession of drugs/illegal items, smoking on site, fighting, persistent bullying, foul/abusive language to staff, racist/homophobic/anti-disability comment.

### **E. Other unacceptable behaviour**

1. A detention may be imposed by the teacher or Head of Key Stage at break (S2 - 20 minutes), lunchtime (S3 - up to 40 minutes) or an S4 after school SLT detention (15.30-16.30 on any school day). An after school detention will be imposed only with 24 hours' notice to parents.
2. Sixth Formers may have their permission to leave the School premises at break and/or at lunchtime suspended for a specified period as part of the S2 – 4 sanctions.
3. A pupil may be placed on a behaviour target card for a specified period and this may apply to behaviour in lessons and/or more generally in school.

### **F. School disciplinary process**

1. Where the sanctions outlined above have proved ineffective in reforming the behaviour of the pupil over time, the Principal, on the recommendation of the School Leadership Team, may and most probably will impose the formal sanctions outlined in points 3-7 below.
2. The sanctions detailed below may also be imposed by the Principal for serious cases of indiscipline which may include (not exhaustive):
  - Possession of prohibited and illegal drugs, alcohol, cigarettes, etc. as well as substances such as 'Legal Highs' (substances which produce the same, or similar effects, to drugs such as cocaine and ecstasy, but are not controlled under legislation designed to control prohibited substances)
  - Smoking on the school premises
  - Possession of prohibited items (such as sharp knives that can constitute a hazard)



## BEHAVIOUR POLICY

- Bullying
  - Violent conduct, aggression both physical and verbal, intimidation of others
  - Stealing
  - Defiance of instructions given legitimately by an authorised member of the School staff
  - Vandalism to school property or to the property of others
  - Foul and abusive language
  - Truancy and excessive lack of punctuality
  - Cheating, plagiarism, misuse of AI, deception, slander
  - Any behaviour which places another pupil or member of staff at risk of harm or distress
  - Any behaviour which seriously damages or has the potential to seriously damage the school's reputation, for example through the inappropriate use of social media
3. Pupils in possession of, using or supplying prohibited and/or illegal drugs and/or legal highs to another member of the School community should expect to be excluded permanently
4. The Principal may issue a written warning in response to persistent and/or serious misbehaviour. This would be issued in all cases after a meeting with parents and the pupil involved. The written warning would be accompanied by a behaviour contract that sets out the specific requirements for reform. The contract would be regularly reviewed and may be removed at that point if behaviour has reformed or may be extended as required.
5. The Principal may issue a final written warning if the pupil has failed to respond satisfactorily to the first written warning or in response to serious misbehaviour. This would be issued in all cases after a meeting with parents and the pupil involved. The final written warning would be accompanied by a behaviour contract that sets out the specific requirement for reform. The contract would remain in force for the remainder of the pupil's career in the School.
6. If the terms of the final written warning are breached or in the case of serious misbehaviour the Principal may, on the recommendation of the School Leadership Team, and following a meeting with the parents and pupil concerned:
- a. Exclude the pupil from school for a specified period of time. On return to school a behaviour contract will be imposed which sets out the specific terms on which the pupil is to be re-integrated into the School. This contract and its terms would remain in force for the remainder of the pupil's career in the School.
  - b. In the case of serious misbehavior, exclude a pupil even if a prior written warning has not been issued. On return to school a behaviour contract will be imposed which sets out the specific terms on which the pupil is to be re-integrated into the School. This contract and its terms would remain in force for the remainder of the pupil's career in the School.
  - c. Exclude the pupil from school permanently.
- G.** It is unlikely that a pupil would be excluded temporarily from the school more than once as a second exclusion would usually be permanent.

### **H. Rewards & Sanctions in the Primary School**

This set of rules is used to help guide pupil behaviour, and is displayed in each classroom:

1. Listen and do as you are asked the first time
2. Be honest, don't cover up the truth
3. Work and play without disturbing others



## BEHAVIOUR POLICY

4. Keep unkind words, hands and feet to yourself
5. Show respect to people and to property
6. Move calmly, sensibly and safely around school

Transgressions are managed using the following steps

Behaviour Process when behaviour that falls below expectations	
Step 1 (Reminder)	Verbal reminder – referencing the relevant BSM rule, delivered privately wherever possible.
In most instances the misbehaviour will stop at this level	
Step 2 (Caution)	A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour. 2 minutes owed during lunch/break or next slot of 'free time'. Before the two minutes starts, reference the rule broken and explain what the child needs to do to improve.
Step 3 (Time out)	If behaviour continues, or is repeated soon afterwards ie the next lesson, later that day. Ten minutes time out in partner class or on a 'thinking spot.' During lunch/break or next slot of 'free time' pay back the 10 minutes. Restorative/impact conversation and/or task 10 minutes will start after conversation.
Step 4 (Repair)	Repair Meeting. Guidelines below. Not every incident will need a restorative meeting, but would usually follow a time-out
Step 5 (Refer)	Seek advice from KS Lead

- The class teacher will deal with day-to-day matters in a caring, supportive, fair and above all constructive manner. Due consideration will be taken of the age and relative maturity of the individual child in the manner and type of sanction imposed.
- Behaviour is incentivized through praise and reward
- In cases of conflict between children a restorative approach is taken
- In most cases a verbal reminder is sufficient to deal with poor behaviour.
- The Primary School has a system of values promoted throughout the curriculum which underpins behavioural expectations. The Values are Peace, Respect, Love, Responsibility, Happiness, Unity, Tolerance, Simplicity and Cooperation





## BEHAVIOUR POLICY

- Some behaviours are automatically reported to the Headteacher, who would deal with these in partnership with parents. Behaviours warranting intervention at this level would include:
  - a. racist incidents
  - b. sexist, homophobic or any other discriminatory behaviour
  - c. bullying
  - d. swearing
  - e. fighting.
- If a child is identified by the teacher as requiring additional support with managing their behaviour, an individual behaviour plan will be formulated. This will be done in partnership with parents, the Learning Support Department and with the support of the Headteacher/Senior Leadership of the Primary School.
- Behaviour in the classroom and behaviour in the playground are both reported on in each pupil report to parents
- Playground incidents are logged and monitored.
- Lunchtime supervisory Staff receive behaviour management training from PS Heads of Key Stage. The Heads of Key Stage act as a support contact for playground Staff.
- The full range of sanctions available for the Senior School will be applicable to Primary School pupils following consultation with and approval by the Head of Primary School, and if an exclusion is involved, with the approval of the Principal
- The School disciplinary process set out above will be applied in the Primary School as required and with full consideration of the age and maturity of the child/children concerned.

### **1. Right of appeal**

1. In accepting a place at the School, parents accept the authority of the Principal and teaching staff to apply the Behaviour Policy and its associated sanctions. All sanctions will be explained to parents on request. Our aim is to deal with each event sensitively and appropriately. The pastoral team, with SLT, review rewards and sanctions regularly to ensure that they are fit for purpose.
2. Parents will have the right of appeal to the Board of Governors where the Principal has decided on the permanent exclusion of a pupil. All appeals must be made in writing and include a formal statement of the grounds on which the appeal is made. Appeals must remain confidential to ensure that the requirements of natural justice may be met. The Board of Governors will provide a formal decision in writing to the parents within 15 working days of receipt of the appeal. At its discretion the Board will convene meetings and take evidence from relevant sections of the School community in order to inform the consideration of the appeal.
3. The decision of the Board will be final and no further appeal will be allowed.