



## **EGIS Behaviour Policy** **(Pastoral Care of students & Wellbeing for the school)**

<b>Agree Date</b>	<b>Review Date</b>	<b>Responsible</b>
Sep 2021	Aug 2022 (and every 3 years thereafter)	SLT and School Principal in consultation with the Board

### **School's Mission**

*"We **challenge, inspire and empower** each other to **succeed** in realising our fullest potential, by pursuing **opportunities** to become passionate life-long learners, prepared to contribute in this rapidly changing world."*

### **School's Vision**

*"EGIS aims to provide a world-class education enriched by international approaches in an atmosphere that empowers everyone to be self-critical, recognising the need for growth and change whilst constantly striving for excellence."*

At El Gouna School, we believe that positive behaviour is an essential condition for effective learning and teaching to prevail. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. This Behaviour Policy aims to define a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. **Put simply, we believe pupils learn best when they feel safe and happy in school.**

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between **recognising positive behaviour** and **having appropriate consequences**. Through the example which adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents/guardians to work with the school in helping to foster positive attitudes and behaviour.

EGIS aims to support its pupils wellbeing and enhance their ability to make sound ethical and moral judgments and behave in ways that are acceptable within the social context they live in and by the knowledge of expected consequences and a readiness to accept and carry the responsibility of their choices. EGIS uses a school-wide approach and further acknowledges/encourages individual and cultural differences.

**All school employees, pupils and parents shall behave with civility, fairness and respect in dealing with each other, and all other visitors or anyone else having business with the school.** Uncivil behaviors are prohibited; examples of this include, but are not limited to, threats, use of profanity, personally insulting remarks, attacks on a person's race, gender, nationality, religion or behavior that is out of control. Such interactions could occur in telephone conversations, face-to-face conversations and/or written messages (including on social media).

**We believe that good behaviour means that everyone in school is;**

**Careful and kind  
Polite and friendly  
Helpful to each other  
Quiet and hardworking  
Respectful and tolerant**

***"Nine tenths of education is encouragement."*** Anatole France (1844-1924)

## **Aims of the Behaviour Policy**

This policy exists to provide a framework for supporting the aims of EGIS and ensuring the happiness and learning of every individual in our school community. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfill their role.
- Reward and encourage positive behaviour.
- Use sanctions strictly where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

## **School-wide Positive Behaviour Support**

We encourage positive behaviour and a positive environment by Primary Prevention through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- Developing the voice of the child, through for example the Class/School Councils and during Assemblies and Concerts.
- Encouraging our children to see themselves as part of a whole school community and recognizing their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing a clear and positive learning experiences fairly and consistently.

## **EGIS Behavior Expectancies/Code of Conduct for a safe and happy school:**

- 1) Arrive to school on time and attend school regularly;
- 2) Wear appropriate school uniform, good appearance and hygiene (keeping nails and hair

- groomed, washing/bathing regularly & brushing teeth);
- 3) Show respect to everyone in school (including workers), cooperate with others and be friendly;
  - 4) Be truthful/honest, well-mannered and kind;
  - 5) Take pride in and be loyal to our school
  - 6) Take care of school building and surroundings by keeping our school litter free;
  - 7) Walk sensibly and quietly in the corridors and lining up quickly/quietly when the bell rings;
  - 8) Set a good example to others, be responsible and hardworking;
  - 9) Look after our books;
  - 10) Exercise self-control/self-regulation, obedient in following rules; and
  - 11) Tolerant, respectful of others and their privacy

\*Good behaviour is also expected while on the **School Bus**. Violation may lead to suspension for a period from the bus or expulsion without refund.

The Code of Conduct will be displayed prominently around the school as part of the **Classroom Management Plan**. In FS/KG, the Code of Conduct will be articulated in a more suitable language according to the age of the children.

Parents are advised to label all personal belongings (books, copybooks, etc.) especially the school uniforms from the inside, to avoid misplacement/lost. **The school is not responsible for any lost/damaged/stolen personal belongings.**

**ATTENTION:** Mobile phones are strictly prohibited in classrooms and during lessons in outside learning areas. **Any mobile phone brought to school by a student must be placed in lockers or surrendered to the Reception, if not, this will be confiscated and NOT returned to the student.**

## The Rights and Responsibilities of Everyone in EGIS

### OUR PUPILS

PUPIL RIGHTS	PUPIL RESPONSIBILITIES
<ul style="list-style-type: none"> <li>☺ Be valued as members of the school community;</li> <li>☺ Be treated in a manner that does not endanger his/her physical and psychological wellbeing.</li> <li>☺ Get help when they seek it, whether with their work or with bullying or other personal worries, and to have someone sympathetic to their ideas and concerns (including support or counselling intervention);</li> <li>☺ Raise issues/concern to the class teacher then to the head of his/her academic level or the Social Worker and finally the School Principal. The same procedures are to be taken in case a pupil feels he/ she has been the subject of an unfair punishment.</li> <li>☺ Make mistakes, and learn from them;</li> <li>☺ Be treated fairly, consistently and with respect;</li> <li>☺ Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;</li> </ul>	<ul style="list-style-type: none"> <li>☺ Come to school on time, with homework done, and suitably equipped for the lessons of the day ahead; all belongings are to be properly labelled for easy identification. Students are not permitted to bring valuables knowing that the school cannot be held responsible for the loss of personal items.</li> <li>☺ Respect the views, rights and property of others, and behave safely in and out of class; be courteous towards each other, respectful of adults, and are expected to greet the Principal or a teacher that they may meet in the hallways.</li> <li>☺ Co-operate in class with the teacher and with their peers;</li> <li>☺ Work as hard as they can in class;</li> <li>☺ Conform to the conventions of good behaviour and abide by school rules;</li> <li>☺ Seek help if they do not understand or are facing difficulties;</li> <li>☺ Wear school uniform which is mandatory. (No</li> </ul>

<ul style="list-style-type: none"> <li>☺ Be taught in a pleasant, well-managed and safe environment;</li> <li>☺ Work and play within clearly defined and fairly administered codes of conduct;</li> <li>☺ Experience a broad, balanced and suitably differentiated curriculum (catering to different abilities), and to have any special learning needs identified and met;</li> <li>☺ Develop and extend their interests, talents and abilities.</li> </ul>	<p>accessories are allowed in class. i.e. jewelry, hats, sunglasses, make up, nail polish etc.).</p> <ul style="list-style-type: none"> <li>☺ Accept ownership for their own behaviour and learning, and to develop the skill of working independently. <b>Not knowing school policy is not an excuse!</b></li> </ul>
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## OUR STAFF

STAFF RIGHTS	STAFF RESPONSIBILITIES
<ul style="list-style-type: none"> <li>☺ Work in an environment where common courtesies and social conventions are respected;</li> <li>☺ Express their views and to contribute to policies which they are required to reflect in their work;</li> <li>☺ A suitable career structure and opportunities for professional development;</li> <li>☺ Support and advice from senior colleagues;</li> <li>☺ To be treated with care and dignity from all members of our school community;</li> </ul>	<ul style="list-style-type: none"> <li>☺ Behave in a professional manner at all times;</li> <li>☺ Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;</li> <li>☺ Show interest and enthusiasm in the work in hand and in their pupils' learning;</li> <li>☺ Listen to the pupils, value their contributions and respect their views;</li> <li>☺ Be sympathetic, approachable and alert to pupils in difficulty or falling behind;</li> <li>☺ Identify and seek to meet pupils' special educational needs through the the support of SEN Dept/Social Worker;</li> <li>☺ Share with the parents any concerns they have about their child's progress or development;</li> <li>☺ Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development;</li> <li>☺ Report suspected cases of bullying to the Heads. The Principal must also be informed.</li> <li>☺ Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken</li> <li>☺ Put emphasis on the school values/ethos in class</li> <li>☺ Maintain an orderly classroom atmosphere conducive to learning by enforcing the Behaviour Policy</li> <li>☺ Serve as appropriate role models inside the class, as well as within the community. <ul style="list-style-type: none"> <li>☺ Establish good rapport and effective working relationships with students, parents and other staff members</li> </ul> </li> </ul>

## OUR PARENTS

PARENTS/GUARDIANS RIGHTS	PARENTS/GUARDIANS RESPONSIBILITIES
<ul style="list-style-type: none"> <li>☺ a safe, well-managed and stimulating environment for their child's education;</li> </ul>	<ul style="list-style-type: none"> <li>☺ ensure that their child attends school regularly and arrives in good time, with homework done,</li> </ul>

<ul style="list-style-type: none"> <li>☺ reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;</li> <li>☺ be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;</li> <li>☺ be well informed about their child's progress and prospects;</li> <li>☺ be well informed about school rules and procedures;</li> <li>☺ a broad, balanced and appropriate curriculum for their child;</li> <li>☺ a suitably resourced school with adequate and well-maintained learning environment.</li> </ul>	<p>and suitably equipped for the lessons in the day ahead;</p> <ul style="list-style-type: none"> <li>☺ inform the school in writing when the child is sick or may require to be absent for more than 3 days (prior approval must be given by the Principal)</li> <li>☺ be aware of school rules and procedures, and encourage their child to abide by them;</li> <li>☺ show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;</li> <li>☺ Ensure that the child gets enough sleep and provide healthy, nutritionally balanced meals (especially breakfast and a sanck/lunchbox to school)</li> <li>☺ act as positive role models for their child in their relationship with the school (<b>avoiding speaking negatively or complaining about a teacher/the school in front of the child</b>);</li> <li>☺ attend planned meetings with teachers and support school functions;</li> <li>☺ provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school,</li> <li>☺ inform school of any significant change in their child's medical needs or home circumstances.</li> <li>☺ pay the fees on time</li> </ul>
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### **Rewards (Positive Reinforcements)**

We at El Gouna School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Each teacher will have their own system of class rewards. Rewards may include one or more of the following:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Sticker, badges or stamps, Dojo points
- Certificates
- Written comments in books
- Sending the child to another teacher, Deputy Principal or Principal for praise.
- Special responsibility jobs for pupils e.g. Group Leader, School Hero, etc
- Pupil of the Day
- Award of special privileges e.g. Golden Time
- Star Charts

Individual or Group Prizes  
House Points

### **Star of the Week or Student of the Month**

Every week, each teacher will choose a pupil to be the class' Star of the Week. This award will be given in each of the classes and may be rotated as follows:

Literacy/English  
Numeracy/Math  
Behaviour  
Effort

The class teacher will choose a pupil, who in their opinion has made a significant contribution in the chosen area. The awardees will be presented with a certificate during the Assembly and their photograph will be displayed in class.

At EGIS, we wish every child to aspire to achieve their very best and make excellent progress with their learning. Teachers are encouraged to send pupils who have made good progress or produced outstanding work to the Principal. This opportunity is used to praise the pupil and post home a "Wonderful Work" letter. This letter celebrates the achievements of the pupil and thanks parents/guardians at home for their continued support in ensuring their child makes good progress.

### **Playground Helper**

In recognition of their senior position in school and to help foster self-discipline and a sense of responsibility, older students from Y7 are encouraged to be a Playground Helper in the Y1-Y3 Playground. As a Helper, Y7 pupils undertake various roles, playing positively with younger children.

### **Attendance Rewards**

Termly 100% attendance certificates. Certificates at the end of the school year for 100% attendance. KS Coordinators/Heads will monitor attendance and liaise with Class Teachers.

### **House Points**

EGIS adopts a house points system which fosters a sense of belonging and identity in our school. Children are divided in to one of four Houses:

House Points are awarded for range of behaviours including the following:

- 1) Being Careful and kind
- 2) Being polite and friendly
- 3) Being helpful
- 4) Being hardworking and trying our best
- 5) Being respectful and tolerant

House Points are totaled each term and a special reward is given in a Celebration Assembly. Children apply for the position of House Leaders/Captains etc. These positions are seen as very important and special in our school which come with roles and responsibilities.

### **SANCTIONS & CONSEQUENCES**

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at EGIS recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff will employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which

behaviour is not acceptable and the action being taken.

- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanor. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices- remind the pupil they need to make good choices.
- Fresh start - although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

## **Class Management Plan for Learning**

We believe that children respond well if our expectations are made clear to them and at a level which they understand with a strong emphasis on pupil choice. We aim to be transparent with our rewards and consequences, therefore, with this in mind we have adopted in each year group a Classroom Management Plan. The Plan focuses on no more than 5 rules and clearly states the rewards if a pupil chooses to adhere to them. If a pupil chooses to break the rules the consequences are also clearly stated. For the plan to be effective all members of staff must follow the protocols outlined. The Classroom Management Plan aims to illicit a professional, thinking response from the adults in charge. As a school we will;

- ✓ Teach the rules just as we would teach any curriculum area
- ✓ Emphasise the aspect of pupil choice in engaging in appropriate behaviours
- ✓ Share information with parents/guardians with regards to the Classroom Management Plan
- ✓ Clarify with all stakeholders any areas of concern

The Classroom Management plan aims to help pupils to make good choices in terms of their behaviour.

Script for use:

Step 1, Teacher: "Karim, please remember one of our classroom rules is that we listen to the person who is talking, thank you." (Allow take up time and praise Karim if he complies)

Step 2, Teacher: "Karim, this is a verbal warning. I need you to listen to the person who is talking, please make a good choice, thank you." (Allow take up time and praise Karim if he complies)

Step 3, Teacher: "Karim, you have chosen NOT to follow my direction. I need you to work away from your group for a short time."

This is a Sample Format Only

## Class Management Plan for Learning... Key Stage 1 (P1-P6)

We believe that good behaviour is about making the right choices!

### Our Classroom Rules

- . We follow instructions carefully
- . We keep our hands and feet to ourselves
- . We only use nice words
- . We follow the signal for attention
- . We listen to the person who is talking

### Positive Recognition/ Rewards

**When we choose to keep to these rules we may receive the following rewards;**

1. Praise
2. Stickers
3. Stamps/points
4. House Points
5. Certificates
6. Special Activity
7. Special Class Reward

### Consequences

**If I choose to break a rule the following steps will be taken;**

First time a pupil breaks a rule...	Reminder (attention drawn to rule)
Second time a pupil breaks a rule...	Verbal Warning/Reprimand
Third time a pupil breaks a rule...	2 minutes Time out (Note to Parent) <b>White card</b>
Fourth time a pupil breaks a rule...	5 minutes Time out (Meeting with parent)
Fifth time a pupil breaks a rule...	Deprivation of break (given extra task) <b>Yellow card</b>
Sixth time a pupil breaks a rule...	Removal from class (Sent to Head/Principal)
Seventh time a pupil breaks a rule...	Detention after school (1 hr.) Parent must pick up <b>Red card</b>
Eighth time a pupil breaks a rule...	Suspension for 1-3 days
Repetitive...	Recommend for expulsion

\*NOTE: Principal must be notified before parent is contacted

**Severe Clause:** Removal from class and send to School Principal

Sanctions for poor behaviour in class are agreed (at the beginning of the year) and outlined in this Classroom Management Plan. Each class may come up with specific **Class Rules** following the prescribed form above, with the Class Teacher and a schedule of punishments/corrective measures.

Reward and punishment within the classroom are the teachers to make, except for corporal punishment, which is forbidden.



*The Classroom Management Plan will be clearly displayed in all classrooms.*

**This is a Sample Format Only**

## **Class Management Plan for Learning... Key Stage 3 and 4, 5 (Prep/Sec)**

We believe that good behaviour is about making the right choices!

### **Our Classroom Rules**

- . We will keep hands, feet and impolite words to ourselves
- . We will observe the signal for attention
- . We will listen carefully to the person who is meant to be speaking
- . We will respect all adults and pupils in school
- . We will be positive and concentrate on our work

### **Positive Recognition/ Rewards**

**When we choose to keep to these rules we will receive the following rewards;**

1. Praise
2. Stickers/Stamps/points
3. House Points
4. Golden Time – Privilege (for Year 12 come to school and leave as per the timetable)
5. Certificates
6. Positive Note/Call home
7. Student of the Month/Special Class Rewards

### **Consequences**

**If I choose to break a rule the following steps will be taken;**

- |  |   |
|--|---|
| First time a pupil breaks a rule...      | Reminder/Verbal Warning/Reprimand   |
| Second time a pupil breaks a rule...     | Break/Lunch Detention (given extra task) <b>White card</b>  |
| Third/Fourth time a pupil breaks rule... | Break/Lunch Detention<br>and/or remove from class and send to School Principal <b>Yellow card</b> |
| Fifth time a pupil breaks a rule...      | After School Detention (1 hour) *Parent must pick up  |
| Sixth time a pupil breaks a rule...      | In-school suspension from school for 1-3 days <b>Red card</b>                                     |
| Repetitive...                            | Recommend for expulsion/exclusion   |

\*NOTE: Principal must be notified before parent is contacted

**Severe Clause:** After school detention

Sanctions for poor behaviour in class are agreed (at the beginning of the year) and outlined in this Classroom Management Plan. Each class may come up with specific **Class Rules** following the prescribed form above, with the Class Teacher and a schedule of punishments/corrective measures.

Reward and punishment within the classroom are the teachers to make, except for corporal punishment, which is forbidden.

*The Classroom Management Plan will be clearly displayed in all classrooms.*

### **Classroom Expectations and Guidelines:**

The teacher has the responsibility to make clear to the students what standards of student behavior are required. The best time to make these guidelines clear is **at the beginning of the school year.**

It is mandatory that Class Teachers discuss the **Classroom Management Plan** with the students, encourage them to give their input in terms of the rewards/sanctions. The guidelines may also include: what the students will learn, how you will be teaching what they will learn, the grading or evaluation procedures, materials needed for class, make-up work, seating instructions, and general instructions.

As such, each teacher must develop a Classroom Management Plan following the previous sample formats to deal with routine situations. This plan must include both classroom rules and the consequences for breaking those rules. **The Principal must approve these rules at the beginning of each school year before it is posted in class.**

**Acting Out behaviour** refers to problem behaviour that is physically aggressive, destructive to property, verbally aggressive, or otherwise more severe than simple misbehaviour. Acting out behaviour is disruptive in any setting and often requires formal behaviour intervention to manage it.

**Acting In behaviour** refers to behaviour manifestations that are more self-destructive than outwardly-destructive. It can be manifested in a number of ways (“Out of the Fog, 2012”), including:

Avoidance	Depression	Escape to fantasy
Fear of abandonment	Identity disturbance	Low-functioning
Low self-esteem	Perfectionism	Selective competence
Self-harm	Self-loathing	Self-victimisation

### Causes of Inappropriate Behaviour

According to proven research, there are a number of “in school factors” and “out of school factors” which can lead to inappropriate behaviour, these are presented in the tables below (Lehman, Hawkins and Catalan (1994).

**Table 1. In School Factors which influence pupil behaviour**

<b>Factors in School</b>
<p><b>The Environment</b></p> <p>Lack of proper ventilation</p> <p>Physical problems of limited space</p> <p>Special occasions which cause excitement, e.g. Christmas, Fire Drills etc</p>
<p><b>The Child</b></p> <p>Tired due to lack of proper rest</p> <p>Hungry due to insufficient or inappropriate food</p> <p>Poor or inappropriate social skills</p> <p>Need for attention from teacher or <b>parent</b></p>
<p><b>The Teacher</b></p> <p>Offering poorly differentiated curriculum leading to either frustration or boredom</p> <p>Lack of knowledge of pupils</p> <p>Poor management skills such as being inconsistent, lax, over-reliance on domination or lack of reinforcement of appropriate behaviour</p> <p>Poor dictation</p> <p>Lack of clarity in explaining expectations for behaviour or subject</p> <p>Lack of or confusing instruction on subject matter</p> <p>Teacher stress</p>

**Table 2. Out of School Factors which influence pupil behaviour**

<b>Out of School Factors</b>
<p><b>Family Circumstances</b>            Child's position in the family            Child's relationship with parent/siblings/grandparents etc            Divorce/ Death of a family member            Mental health problems            Family trauma            Physical/Mental abuse            Alcohol or drug addiction</p>
<p><b>The Environment/Neighbourhood</b>            Child's popularity            Peer relationships            Bullying            Social Problems            Civic disturbance</p>

**Levels of Misbehaviour**

It is important to recognise that some misbehaviours in school and school bus are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

<b>LOW LEVEL</b>	<b>MODERATE LEVEL</b>	<b>SERIOUS LEVEL</b>
Fidgeting	Constantly shouting out	Trespassing
Telling tales	Poor effort	Cheating during exams/ Academic dishonesty
Late for school	Distracting others	Threatening/ Aggressive behaviour
Dropping Litter	Poor attendance	Forgery
Noisy e.g. talking/ shouting	Continuously unprepared for work	Bullying (persistent)
Failing to keep on task	Uniform non-compliance/jewelry	Serious assault
Leaving seats without permission	Fighting	*Vandalism e.g. damage to school property/ graffiti
Unkind remarks	Stealing/Theft	Physical / verbal threats made to staff
Bad language (one off)	Disregarding Supervisors/Disobedience/Defiance	Smoking
Time wasting	Refusal to cooperate	Use of or in possession of alcohol/drugs
Telling lies (one off)	Telling lies (persistent)	Possession/Use of weapons
Running in corridors	Spreading rumours	Violent outbursts verbal or physical
Pushing in line	Bullying (one off)	Leaving school without permission
Chewing Gum	Name-calling	Sexual harassment
Borrowing without permission	Obscenity/Indecency/Profanity	
Leaving work area untidy	Putting hands/head outside of the window while bus in motion	
Standing up while bus is in motion	Injuring someone	

Serious Levels of misbehavior are severely dealt with, including cheating in exams which is a serious form of academic dishonesty and may lead to expulsion from school.

**\*In case of defacement through vandalism or destruction of school property, payment of cost of repair/replacement with an additional 20% administrative charges will be shouldered by the student.**

**Guidelines based on Levels of Misbehaviour** with corresponding progressive Consequences or Corrective Measures in the following areas:

- 1) **Academic Effort & Progress (including Home Work),**
- 2) **Conduct/Ethics**
- 3) **Punctuality/Attendance** respectively will result in:

Level 1	<ol style="list-style-type: none"> <li>1. Discussion with teacher. Support sessions during the day or after school.</li> <li>2. Communication with parents.</li> <li>3. Warning/Reprimand</li> </ol>	Teacher or Tutor
Level 2	<ol style="list-style-type: none"> <li>1. <span style="border: 1px solid black; padding: 2px;">White card</span> if behaviour/effort are affecting academic performance. Counselling. Parents informed.</li> <li>2. Detention (break, after-school, weekend) <span style="border: 1px solid black; padding: 2px;">White card</span></li> <li>3. Recorded &amp; mtg with parents, lunch detention <span style="border: 1px solid black; padding: 2px;">White card</span></li> </ol>	Teacher and Head
Level 3	<ol style="list-style-type: none"> <li>1. Discussion with student and parents. <span style="background-color: yellow; padding: 2px;">Yellow card</span>, if behaviour/effort are affecting academic performance. Supervised study.</li> <li>2. <span style="background-color: yellow; padding: 2px;">Yellow card</span>, exclusion from class/activities.</li> <li>3. Detention after-school &amp; <span style="background-color: yellow; padding: 2px;">Yellow card</span></li> </ol>	KS Coordinator/ Head & Deputy Principal or Principal
Level 4	<ol style="list-style-type: none"> <li>1. Discussion with student and parents. (Review/Decrease of subject load at IGCSE/AS/A Levels). Compulsory attendance at extra support sessions (including Summer School). <span style="background-color: red; padding: 2px;">Red card</span></li> <li>2. In-school suspension. <span style="background-color: red; padding: 2px;">Red card</span></li> <li>3. <span style="background-color: red; padding: 2px;">Red card</span> Privileges withdrawn – (such as in trips or activities) and may not be allowed entry to school.</li> </ol>	KS Coordinatr/Head with  Principal
Level 5	<ol style="list-style-type: none"> <li>1. Discussion with student and parents. Review of promotion to the following academic year.</li> <li>2. Exclusion/expulsion</li> <li>3. The School reserves the right to:               <ol style="list-style-type: none"> <li>a) Withdraw child's space</li> <li>b) Require child to re-sit the year</li> </ol> </li> </ol>	Principal

**When White, Yellow and/or Red Cards are given, student as well as, parents/guardian**

will sign and return acknowledgement.

The **Late Policy** is as follows:

- |                             |                                       |
|-----------------------------|---------------------------------------|
| ○ First/Second late arrival | -Verbal warning                       |
| ○ Third late arrival        | -Lunchtime detention (White card)     |
| ○ Fourth late arrival       | -After-school detention (Yellow card) |
| ○ Fifth or above            | -Not allowed entry (Red card)         |

\*Please note that for any class work, quiz or exam taken during that day of absence, the student will receive a zero, as it will be considered an unexcused absence.

## **Positive Behaviour Management**

Listed below are a range of strategies which are proven to have been effective in positive behavior modification management;

**Positive Feedback-** Acknowledge/Approve/Affirm: Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!" If a particular student has had a discipline problem and you notice that he/she is trying to correct it, tell him/her that you appreciate the effort.

**Positive Correction-** tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop". Remember to interject some fun ideas into your lessons to keep the students' interest and to enjoy your day as a teacher.

**Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction. Be approachable. Talk to those who have been absent. Talk to those who are having difficulty with certain lessons and offer to help them during breaks, etc. You may be surprised how fast the barriers come down.

**Non-verbal Cues-** hands up, finger on the lips, the "look". Never underestimate the power of the "teacher look" directed at a student.

**Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.

**Re-direction-** repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way. Unless the student's behavior is so inappropriate that it must be dealt with right away, try not to draw any more attention than necessary to a situation such as asking "Where is that noise coming from?" or "Why are you doing that?" A short phrase such as "See me after class" may stop the behavior and give the student time to think through the situation at hand. Avoid arguing with a student in class as it only escalates the problem.

**Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering. You have to expect that your limits will be tested by the students. Keep cool and make sure that they know that you are in control.

**Physical Proximity-** move closer to a disruptive pupil

**Distraction/ Diversion-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.

**Clear Expectations-** e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task." Avoid talking too fast, too loudly or too quietly. Make sure that all assignments and explanations are clear and definite.

**Where/ What-** "Where should you be?" (In my seat) What should you be doing? (My work).

**Choices-** "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"

**Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.

**Private Reprimand-** a quiet word rather than a public confrontation.

**Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”.

**Removing students from class and/or sending them to the Principal’s Office should be made only as a last resort.** And if it has to happen, the teacher must follow-up to ensure that the student really DID go and find out what actions have been taken.

If a discipline problem gets referred outside of the class (to the Admin/Principal), and a decision is made as to what appropriate consequences following the disciplinary actions established using reasonable judgment, the decision will involve taking into consideration the student’s previous discipline record, if any, and the severity of the offense. The management may use different options in accordance to the school’s Discipline Policy. These options may include:

1. Parent contact or parent meeting – If the situation is a minor offense (Low level but repeatedly) and if the student does not have a previous discipline record, Admin may choose to call parents. The admin usually informs them of disciplinary situations as they arise.
2. Detention – This may be another option used for minor Low Level offenses. The student may be assigned to lunch or after-school detention.
3. In-School Suspension (ISS) – This may be used if detention has already been used and misbehavior recurs, or if the Moderate misbehavior merits ISS for the first offense (such as talking back to teachers, rude behavior, excessive sarcasm, etc.)
4. Out-of-School Suspension (OSS) – Students may be given OSS when other disciplinary actions have been used without success or if the particular situation is Serious (fights, smoking, etc.)
5. Expulsion – The Admin may recommend expulsion for students who have done something of an extremely Serious nature and has a negative adverse effect on the reputation of the school.

**NOTE: Teachers should NOT make students face the wall or with their hands raised up (so they may have an opportunity to still understand the lesson) nor place students in the Hall during lessons.** Placing a student where the teacher cannot see them will not help the situation, on top of missing the lesson, this will allow the student to wander around unsupervised, and show negligence on the part of the teacher. **NOTE: Making a student stand up is not allowed for more than half an hour, provide instead a time-out chair in a corner of a class.**

Although the Admin does and will support discipline, teachers will not be supported in the following actions toward students:

1. Belittling remarks, i.e. “You’re stupid”
2. Use of profanity or rebuff commands such as “Shut up”, etc.
3. Sarcasm
4. Use of physical contact or force (except in cases of self-defense or protecting other students)
5. Yelling at students for any reason.

We believe that good behavior should be rewarded and that poor behavior should be sanctioned. There are clear systems in place throughout the school to ensure that good behavior is not ignored, or taken for granted, but are recognized and rewarded (read the full Behavior Policy document). This way, students who observe the rules and show concern and consideration for others are rewarded, thus reinforcing and encouraging further good behavior. Positive and well behaved pupils are also a model to others in a very clear and explicit way.

### **In-school suspension and Exclusion of Pupils**

The school reserves the right to suspend or expel a pupil following procedures of the Ministry. The school reserves the right to impose any listed sanction if an incident is serious enough to warrant it.

### **Reasonable Force/ Safe Handling**

A member of the staff may use, in relation to any pupil/parent at the school, such force/safe handling as is reasonable in the circumstances for the purpose of preventing the person from doing (or continuing to do) any of the following, namely:

Committing any offence

Causing injury to, or damage to the property of, any person (including the person himself); or

Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise, during school events.”

The working definition of “reasonable force” is the minimum force necessary to prevent a person from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned. School officials may use a physical intervention and when they do so, they should be clear that the action was;

In the person’s best interest

Necessary

Reasonable and proportionate

Last resort (where possible)

### **“A fresh look at Behaviour Management” (A great example from a real teacher)**

Originally developed by Steve de Shazer and Insoo Kim Berg for family support, the approach had a clear structure and I was advised to start by talking to Kyle about something he was already doing successfully. Here's an example of one of our conversations:

*"Tell me about something that's going well for you Kyle?"*

*"Football"*

*"How come it's going well?"*

*"Because I practice every day."*

We continued this problem-free talk for a while, with me giving Kyle feedback on his strengths and qualities,

*"it seems like you keep practicing even when you're tired. Is that right?"*

I then used this platform of success-talk to widen the conversation to include school.

*"What's your best hope for school Kyle?"*

*"To be friends with the others in class so I can play football with them."*

*"On a scale, where 10 is you playing football with the others and 1 is you not playing with them at all, where are you right now?"*

*"3"*

*"Where would you like to be?"*

*"10"*

*"Suppose you were at 10, what would people notice about you that was different?"*

*"Me and the other children would be smiling and enjoying ourselves."*

*"And how might that happen?"*

*"I'd notice if I was getting angry and stop myself blowing up by walking away."*

*"What would you do if you were in class – where would you go?"*

*"Under the table."*

*"Mmm, that might distract other children, do you think?"*

*"Yeah. What about if the table was just outside the classroom?"*

*I said it would be alright if I knew he was safe there. "When would you come back into class?"*

*"When I stop being angry."*

*"How long would that take?"*

*"About five minutes."*

Kyle was as good as his word. Over the next few weeks whenever he started to get angry he would leave the classroom and sit under the table. I let everyone know this was agreed and they left him alone. In often less than five minutes, he would come back into class to work. We continued to meet fairly regularly and when things went wrong - which they did occasionally - I'd ask him what he might do to make them better.

Kyle's case is evidence of an approach to children's behaviour that recognises the child as a reflective and resourceful agent of change. In my experience this approach can be more effective than problem focused methods. It's more effective at keeping children in school, at reducing stress in children and adults, and in developing successful learners. It can also be a lot cheaper. Maybe now is the time to rethink our attitudes towards 'good' and 'bad' children and to utilise approaches like this based on evidence of improved outcomes. We shouldn't give up on hundreds of children who don't respond well to what we've done in the past. We can work in new ways that support them and help them be the best they can become.

### **MONITORING AND EVALUATION**

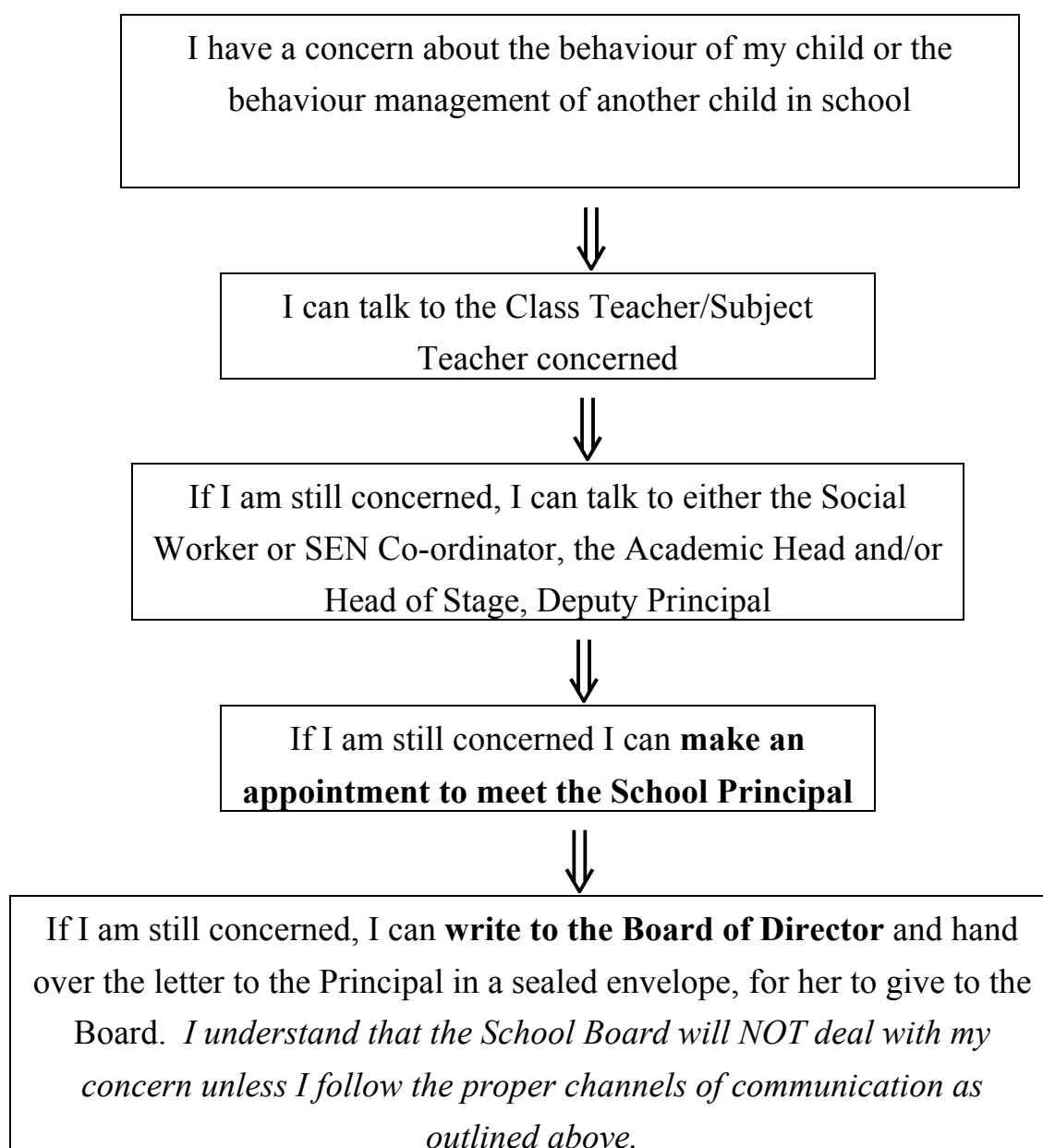
Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of all staff, as well as the Heads in conjunction with the Principal/Deputy Principal. This Positive Behaviour Policy will be reviewed annually. It will be reviewed by the SLT with the whole staff and as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board for approval.

### **Link to Special Educational Needs (SEN)**

A pupil may be placed on SEN when a class teacher recognizes a behaviour difficulty and where normal classroom management strategies are not effective and written observations must be made by Social Worker as necessary to keep official records for the Ministry



## Procedures for Concerns/Complaints



Parent(s) having concerns or complaints from individual staff members are encouraged to resolve problem with the staff in question. **Complaints shall be channeled according to a sequence above which shall allow school professional staff from teacher to Academic Coordinator/Social Worker to Head of Stage who will raise it to the Deputy Principal, to give every opportunity to consider the complaint for a more effective & timely action, prior to engagement of the Principal, who is responsible for bringing it up to the Board, only as the final recourse.**

Parents must call for an appointment to meet with any school personnel or come on a specific day of the week designated by individual teachers/Academic Coordinators/Head of Stage for consultation purposes.

### Links with other Policies

This Policy is integral to all school policies. It has key links with policies such as: Anti-Bullying, Attendance Policy and Staff Code of Conduct (Staff Handbook)

# Appendix 1

## Strategies for dealing with difficult situations

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- ✓ Stay calm
- ✓ Use a quiet voice
- ✓ Use neutral language and keep it to a minimum
- ✓ Avoid invading personal space unless necessary
- ✓ Avoid prolonged eye contact
- ✓ Stand still
- ✓ State expectations clearly
- ✓ Remind pupil of the consequences (use cautiously)
- ✓ State what will happen next
- ✓ It may be necessary to remove any audience
- ✓ Withdrawal- move the pupil away from the group for a short period. This models a non- violent response, gives “cooling off” time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
- ✓ Always remember to give a thought driven professional response to a pupils behaviour with a view to de-escalating the situation
- ✓ All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we as adults choose to respond is very important in teaching and achieving the desired behaviour
- ✓ Consistency of approach from all adults (including at home)
- ✓ Give the following messages to all pupils;  
“I want you to succeed in my class.”  
“You are responsible for your own behaviour”

## Appendix 2 (Survey)

### Positive Behaviour - Pupil Involvement

#### For a safe and happy school we are expected to...

- ☺ Arrive to school on time
- ☺ Wear appropriate school uniform, good appearance/hygiene
- ☺ Show respect to everyone in school
- ☺ Be truthful/honest, well-mannered and kind
- ☺ Take pride in and be loyal to our school
- ☺ Keep our school litter free
- ☺ Walk sensibly line up quickly/quietly when the bell rings
- ☺ Set a good example to others
- ☺ Look after our books;
- ☺ Exercise self-control/self-regulation
- ☺ Tolerant, respectful of others

What do you think would be good rules for your Classroom? Can you suggest at least 3 or 4?

What rewards are there in our school and your class when you keep to the Rules or do something great?

Can you suggest any other rewards in class or for our school to consider?

What sanctions do you think should be in place for poor behaviour choices?

Tick if you think the following would be sensible sanctions in our school...

- Reminder of the rule
- Change seat in class
- Complete work again or work sent home
- Timeout from group/playground
- Withdrawal of special treats e.g. Golden Time
- Letter or phone call home (speak with parents)
- Send to Social Worker/SENCo, KS Coordinator/Head, Deputy or Principal