

## **Secondary Behaviour Policy**

### **Revised and updated September 2018**

#### **Rationale**

At Endaze British International School we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

#### **Our aims**

At Endaze British International School, we see good behaviour as an essential element in quality teaching and learning.

We consistently encourage good behaviour through a range of means within the school and this is seen as a major factor which enables each individual student to take his/her rightful place within the community and global environment.

#### **Rights and Responsibilities**

Everyone within our school community has rights and responsibilities to ensure that Endaze British International School is a safe place in which to learn, work and play.

- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school, which is supported by the community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

#### **Code of Conduct**

The school environment plays a central role in the children's social and emotional development.

Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times.

We work towards standards of behaviour that are based on the basic principles of honesty, respect, a positive attitude, compassion, and responsibility.

#### **Why Positive Behaviour Management?**

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim within the school is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise students when they are showing appropriate behaviour.

Students learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

### **Golden Rules**

A set of 'Golden Rules' has been developed by the teaching staff, in the form of expectations and are worded positively to remind everyone what is expected of them.

Respect  
Responsibility  
Honesty  
Attitude  
Compassion

It is expected that:

- Students will line up quietly, walk to the assembly room quietly and in an orderly manner and sit in assembly silently
- Classrooms will have a calm, quiet and purposeful working environment with no low level disruption
- Students will work purposefully engaged, with a clear understanding of what they are doing
- Students will leave the classroom as they found it
- Students will not call out in class or interrupt adults or their peers
- Transitions will be carefully managed to ensure students move around the school calmly and quietly
- Adults will always remain calm and will not shout or raise their voice

### **Positive Behaviour Procedures - How We Will Achieve This [guidance for adults]**

- At all times notice and praise the good
- Model all expected behaviour, repeat until you have the desired outcome and never allow behaviour to slip, be insistent. Praise every time children achieve what you expect.
- Use non-verbal signals to stop the class e.g. a clapped rhythm, give me 5 hand in air
- Tell students you will ignore all calling out. Ignore anyone who calls out with an outstretched palm, take response and praise those with their hands up

### **Secondary School Rewards:**

In Secondary school there are two main reward systems.

The first system uses Star Sheets and is for individual students. Stars are awarded by teachers for either excellent effort, progress, behaviour, organisation, or for acts of kindness, respect and responsibility. On completing their first star sheet they will be rewarded with a bronze certificate. If students complete 3 star sheets they will receive a silver certificate. A gold certificate will be awarded for completing 6 star sheets. Certificates earned by pupils during a school year will be recorded on their reports, which are sent out to parents.

The second system is a group reward system called the Day Diary. Each week tutor groups work as a team to collect points for excellent class participation and behaviour. The aim is to outscore the other tutor groups. The winning class for each half term is awarded a non-uniform day. The overall winner for the year wins a trip out.

### **Procedures for dealing with unacceptable behaviour**

Whilst we aim to always reward positive behaviour, we acknowledge that there will be times when we must deal with behaviour that is unacceptable. As with rewards for positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way.

When children misbehave the adult responsible at the time should deal with it.

A sanction is designed to discourage inappropriate behaviour. To be effective however, it must also protect the teacher's relationship with the child and protect the child's self esteem.

- It is important to take time to find out exactly what has happened
- Staff will deal with poor behaviour calmly and never shout.
- The student will be asked 'What did you do?' so the student will have chance to have their say e.g. 'is there anything you want to say about this behaviour or the incident?' and then should be asked 'What should you have done? What will you do in future?'
- It is important to only refer to the original problem rather to get into an argument over for example how the student is standing.
- Calm down time is important. Problems can only be dealt with once the student is calm.

### **Disruptive Behaviour in Class**

- In extreme cases the Headteacher and Administrative body reserve the right to exclude a child from school, either on a temporary or permanent basis. This action would only be taken after consultation with parents and after all other measures have failed.

### **Secondary**

As in Primary the child is warned about their unacceptable behaviour in a way that does not disrupt the lesson.

Consequences may be:

- Teacher's verbal warning
- Isolation within the class
- Being sent to the door of the classroom for time out
- Name put in Day Diary for negative reason
- Being sent to another classroom using the Secondary Call Rota timetable

- Break or lunch time detention
- Direct after school detention (after school detentions are given to those students whose name appears in the Day Diary for negative reason 3 times in a week).

In most cases the deterrents above are enough. However, in some cases the school would have to take it further, leading to the following consequences:

- Daily Report or Homework Report
- Suspension
- Exclusion
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#### **Unacceptable behaviour:**

"Schools which put too much faith in punishment to deter bad behaviour are likely to be disappointed.... This does not mean that punishments are not necessary. Schools need to establish a balance between rewards and sanctions."

The Elton Report

For the vast majority of children, the above strategies are effective and result in good behaviour across the school. However, we acknowledge that there may be one or two children may display completely unacceptable behaviour such as:

- Physical violence
- Discrimination of any kind e.g. racial, gender
- Deliberate disobedience, including rudeness or disrespect
- Threatening or aggressive behaviour, including bullying
- Disregard for the school environment and property
- Refusing to comply

There are various reasons why children experience behaviour difficulties, but mostly they fall into two categories.

1. Specific issues in children's lives e.g. particular medical needs, problems with other children, bereavement, illness, and family problems.
2. Children's needs not being met e.g. failure to reward appropriate behaviour, lack of support for learning, social, emotional difficulties, inconsistency between home and school.

These issues require a clear supportive response from the school and should be reported first to the psychologist, then to the Head teacher or Director of Secondary to ensure that specific support is available for staff and children.

#### **Self Esteem**

We recognise the impact of a child's self-esteem on their behaviour and take steps to promote the development of positive esteem in the children. Along with general strategies employed by teachers to value the individual, e.g. positive reinforcement of good behaviour, we use other school-wide strategies:

Circle time activities

Use of individual's digital photographs

Giving students an opportunity to share experiences from home and school

Giving students an opportunity to perform in plays and events such as Endaze has got talent.

Children can:

- a) play on the top playground
- b) play football on the lower playground
- d) sit on the benches/at the tables

Children who would like a ball, which has gone "out of bounds", need to politely ask an adult if they can get the ball back

During **Secondary breaks**: all children are expected to tidy up after themselves, and participate in putting equipment away.

There are two teachers on duty in the playground during Secondary breaks, another teacher invigilates the Library which students are allowed to use at certain times.

Teachers should monitor all areas of the playground.

During the morning snack time it is important that once the majority of children are finished that children who are left are also sent outside as monitoring at this time needs two adults.

Those whose behaviour at lunchtimes repeatedly falls below the acceptable standards and who cause problems for other pupils will either not be allowed to play at lunchtimes and will spend sessions with the school psychologist in support of changing the inappropriate behaviour. Parents will be requested to attend a meeting to look at strategies to support those individuals in making changes to the behaviour.

**Swearing**-Any child swearing at playtime will miss break time.

**Withdrawing, refusal to talk.** -The psychologist will be called if any child refuses to talk.

**Incident Book**-Incident forms are available on the board next to the dining room. Staff on duty are expected to use these to record any incidents that occur whilst on duty and to inform the relevant class teacher of what happened to ensure good communication between staff for primary incidents.

In Secondary incidents are logged in the Google Drive 'Incidents' sheet.

## **Attendance and Punctuality**

Good behaviour is associated with high levels of attendance and punctuality. Both are recognised to be indicators of effective schooling. Students and staff are expected to be punctual in the school.

Aspects for Secondary children to consider are: arrive at school by 08:35, in order to have time to organise your locker. Registration is between 8.45 – 8.50 am, lessons start promptly 8.50 am. First break is from 10:55 am to 11:15 am, and lunch time is from 13:25 – 14:15. In hearing the bell, children should immediately make their way to class, using the Secondary corridor.

## **Parents**

In order to establish and maintain high standards of behaviour and good relationships in the school parental support is essential.

- a) EBIS welcomes parents into school and shows gratitude for their support in school events
- b) parents are invited to school to celebrate their children's achievements or work
- c) appointments may be made to see teachers at suitable times to discuss concerns above and beyond parents evening
- d) a programme of induction for parents of new children is operated and a booklet about promoting good behaviour is issued to parents of all new starters

## **Community**

The children's involvement in the community provides great opportunities for the promotion of good behaviour.

- a) teachers organise local visits to enhance the classroom curriculum. The children are made aware of the fact that the school's reputation depends on the way they behave.
- b) EBIS is continually creating links to foster community relations.

## **Role of the psychologist**

The psychologist's role is primarily pastoral care; to provide early intervention support for vulnerable children, to enable them to enjoy and be successful in school. The psychologist works with, parents and staff to provide pastoral support and care for individual children. On occasions children may need personalised support and strategies to support their behaviour.

The psychologist should be involved where a child persistently displays low level disruption in the classroom or on the playground, or for children who are displaying higher level disruption.

The psychologist will liaise with class teachers and parents to devise personalised targets and strategies to support the child.

### **Bullying [see separate protocol]**

Bullying is a persistent, deliberate attempt to hurt or humiliate someone, physically or psychologically, over a period of time. We consider bullying unacceptable and we will also take racial harassment very seriously. Our personal, social and health education programme includes work on self-esteem, assertiveness, respect for self and others, and teaches that differences should be accepted. We have trained staff who can help children with low self-esteem who may be more likely to be bullied than other children.

We encourage children to tell someone if they are being bullied – psychologist, a friend, a class friend, a teacher or other staff members, a parent or other adults – so that intervention can take place. Each class has a worry box so that children can report any issues. There is a school anti-bullying protocol available.

Good behaviour in school, like so many other things, is not automatic and has to be worked at by all staff in school. We appreciate the good support that we receive in this respect from parents. We believe that positive behaviour is best achieved when parents and staff work closely together.

### **Racial Incidents [see separate protocol]**

Any racial incidents are automatically recorded by the Head teacher and/or Director of Secondary. The perpetrator and victim have incidents recorded on file. The first incident is classed as an opportunity to educate the child about how their behaviour is unacceptable and affects the victim. If there is a second incident the parents are involved and if there is a third incident, there would be a temporary exclusion.

### **Staff behaviour:**

We recognise the implications of this policy for our own attitude and behaviour in school. There must always be consistency and continuity in our expectations and in the way we praise and support children.

We recognise that in expecting high standards from children we must also expect them of ourselves and that we share the responsibility of being a member of a caring and hardworking community.

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