

## Secondary Behaviour Policy 2019 / 20

### **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 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
- Students will not speak in Spanish unless in classes of Spanish and during break/lunchtime.
- 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.
- 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 “positives” and rewards individual students. Positives are awarded by teachers for either excellent effort, progress, behaviour, organisation, or for acts of kindness, respect and responsibility. If a student receives three positives in one week, a congratulatory email will be sent home by their tutor. On receiving three emails home they will be rewarded with a bronze certificate. If a student receives six emails home they will receive a silver certificate. A gold certificate will be awarded for receiving nine emails. Certificates earned by pupils during a school year will be recorded on their reports, which are sent out to parents.

Every term, the top twenty percent of students with the most positives in each year group will be rewarded with a movie afternoon. At the end of the year, the student with the most positives in each year group will receive a special prize during prize-giving.

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 the 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:

- C1- First Warning
- C2- Final Warning
- C3- Day Diary Negative
- C4- Break/Lunch Detention
- C5- After School Detention with HoS
- C6- Internal Suspension
- C7- External Suspension

Students can receive consequences directly (without prior warning) depending on their actions, some examples are listed below:

- Break or lunch time detention will be given for any student who has their name put in the day diary twice.
- Break or lunch time detention will be given for any student who is late to class.
- Break or lunch time detention will be given for any student who is found using their mobile phone.
- 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).
- Direct after school detention (after school detentions are given to those students who are rude or disrespectful to members of staff or other students).

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:

- Report (White, Yellow, Red)
- Suspension

- Exclusion

Please refer to the Spanish protocol

### **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 Assistant Head 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:

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.

**Date created:** February 2014

**Reviewed with no changes:** February 2015

**Updated:** February 2016

**Updated:** September 2018

**Updated:** September 2019

**Review date:** February 2015

**Review date:** February 2016

**Review date:** February 2017

**Review date:** February 2019

**Review date:** February 2020