



British School
of Bucharest

Behaviour Policy

Reviewed & Approved by

Senior Leadership Team

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INTRODUCTION

In order to ensure that the school community functions effectively and constructively, a high standard of behaviour from all students is necessary and expected. We perceive 'excellent behaviour' as that which demonstrates our core values and desired qualities consistently, as outlined by our Values, and which shows disciplined and effective management of negative behaviour patterns. Disciplinary issues and incidents should always be dealt with immediately, consistently and fairly.

AIMS

The aim of our school's Behaviour Policy is to encourage and reward the sensible, responsible and courteous behaviour which should be demonstrated by students at all times.

OBJECTIVES

- The promotion of positive behaviour patterns with clearly defined rewards.
- The promotion of high standards of work and self-discipline.
- The establishment of a clear set of rules which can be easily understood and followed by both staff and pupils.
- The establishment of a range of sanctions which can be used when necessary and appropriate.
- The development of a positive school ethos which will ensure that all pupils respect others regardless of ability, nationality, race, ethnic background, gender or religion.

EXPECTATIONS

Children are expected to:

- Be punctual;
- Maintain a smart appearance and wear regulatory school uniform;
- Be well equipped for lessons;
- Follow instructions quickly and without argument;
- Refrain from using unkind, rude, derogatory, discriminatory or defamatory language;
- Be considerate of peers and the extended community;
- Move safely and respectfully through the premises, avoiding any disruptive or distracting behaviour;
- Be polite and respectful at all times to each other, staff and visitors which includes using the common language of English in school[PW1][JP2]; and
- Look after school property, refrain from vandalising or misusing emergency equipment.

Primary School children follow the **Golden Rules**:

- We are gentle.
- We are kind and helpful.
- We listen.
- We take care of our property.
- We work hard.
- We are honest.



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These will be displayed prominently around the school.

The following items or behaviours are not permitted in school in the possession of students under any circumstances:

- Alcohol and drugs;
- Cigarettes, matches and lighters;
- Weapons of any kind; or
- Inappropriate, illegal or racially/politically inflammatory material, such as racist propaganda, pornographic material or material inciting politically or racially motivated violence.

REWARDS

There are many ways in which students are rewarded at The British School of Bucharest.

POSITIVE REINFORCEMENT

Wherever possible, high standards of work and behaviour will be promoted through the use of praise, Merits, positive written comments or the use of House Points. The Head, Deputy Heads and Key Stage Leaders/Heads of Key Stage/Heads of Faculty are happy to see pupils who have produced excellent work or shown exceptionally caring behaviour. Children in the Primary school also receive individual rewards for reaching milestones or targets.

HOUSE POINTS

Each child is allocated to one of four houses named after rivers of Romania; Arges, Danube, Mures and Olt. Children are awarded House Points for altruistic acts, as well as participation in House Competitions. (Please see the House System policy for more details). House points are only used positively and never deducted. In Primary, House Points are collected from each class weekly and announced in assembly.

- House Points – points are awarded to each of the House totals in rank order based on the descending highest average effort marks from each reporting session[DB6][PW7]. Students may also be awarded a House Point token for helpful deeds around school which contribute positively to the school community or ethos. These tokens are posted in a box in the Secondary Library, NUPEH or Ringwood Corridor, according to House.

MERITS

The school operates a positive behaviour strategy which includes merit points for excellent academic work. Merits are rewards praising a student for improved effort and/or standard of work in any curriculum subject area. In contrast to the House Point system which tracks kind, altruistic behaviour and attitudes towards others and calculates these for the House team, merits are awarded to individuals for their scholastic achievements and efforts. Merits are primarily awarded by Class Teachers and the number achieved are tracked on Target Tracker. This total is accumulative and continues with the child from year to year in Primary. Primary students receive a Merit Certificate at every twenty-five Merit step and a Merit Badge at each hundred. As students progress, the design of the certificates and badges go from Red (25-100), Yellow (125-200), Green (225-300) then Blue (325-400). Merit Certificates and Badges are recorded on ISAMS.

In Secondary, merits are awarded to an individual student for pieces of outstanding work or effort, which could be inside or outside of the classroom. Merits are awarded electronically on iSAMS. Totals are monitored each year by Form Tutors and certificates are presented according to the number of merits awarded: 50- Bronze, 75 – Silver, 100 – Gold and 125 – Platinum. Reward trips occur periodically for students with the highest number of merits.



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HEAD TEACHER AWARD

Head Teacher Award pens are given to children identified by a teacher as having produced an outstanding piece of work or showing exemplary effort/diligence in a particular task at any point in the academic year.

STARS OF THE WEEK (PRIMARY ONLY)

Every week, two children per class are awarded the 'Star of the Week' - one to be awarded by the Class Teacher and the other by the Teaching Assistant. 'Star of the Week' displays in both Primary buildings display photographs of the children and the reasons why they have received the award. 'Stars of the Week' are also celebrated in the year group newsletters. Teachers are asked to ensure fairness throughout their classes when deciding who is to receive the award and are advised to keep a personal record of when children have received the award in the Target Tracker notes, with an explanation of what it was for and when it was received.

GOLDEN TIME (KEY STAGE 1)

In Key Stage 1, Golden Time is used as a reward for following the 'Golden Rules'. These rules are displayed throughout Key Stage 1 and are referred to regularly when discussing behaviour with children.

OUTSTANDING CITIZENSHIP AWARD (YEAR 6)

At the end of Year 6, children who consistently exemplify the school Values in their everyday behaviour and attitude are nominated by teaching staff for the 'Outstanding Citizenship Award'. One boy and one girl are selected by school leadership to receive a certificate for their embodiment of one of the five Values, which is presented to them in the Year 6 Annual Celebration in June.

POSTCARD (SECONDARY ONLY)

For continued good effort or an outstanding piece of work or consistent contribution to school life, a postcard can be either sent home by the school office or be given to a form tutor or HoF to be presented to the student.

AWARDS CEREMONY (SECONDARY ONLY)

During the final week of the school year, awards are presented to students, which include: subject, form and House prizes, leadership and service to the community, as well as the COBIS and ECIS awards.

DISCIPLINE AND SANCTIONS

PRIMARY

Primary Staff are expected to:

- maintain a high standard of behaviour through consistently following the school's behaviour policy as outlined below. Teachers will use discretion appropriate to the age of the child and the action in question when deciding upon appropriate punishments; take responsibility for whole school behaviour by dealing with all inappropriate and/or antisocial behaviour;
- notify Class Teachers of any inappropriate and/or antisocial behaviour by their class members;
- ensure that pupils demonstrate model behaviour at all times.



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LEVELS OF INAPPROPRIATE AND/OR ANTI-SOCIAL BEHAVIOUR	DISCIPLINE/SANCTION
Level 1 E.g. shouting out, running inside, not lining up properly, talking when the teacher is talking, speaking in languages other than English in class (KS2) incorrect school uniform (KS2), talking in assembly, unkind behaviour (minor).	A) TEACHER Verbal warning, potential loss of Golden Time / playtime at teacher's discretion.
Level 2 E.g. 3 verbal warnings in close succession, writing on tables/ in books, not doing what they're asked, continued speaking in languages other than English in class, misbehaviour on the bus, inappropriate language, unkind behaviour towards another student (more severe).	B) Head of Key Stage Note in the communication book. Behaviour will be recorded on ISAMs.
Level 3 E.g. 3 level 2 in close succession, bullying (1st offence), repeated	C) Deputy or Assistant Head Entry into ISAMs. Sent to see Deputy Head - Pastoral immediately accompanied by a member of staff. Internal suspension may be required. Parent meeting arranged and recorded.
Level 4 E.g. 3 level 3s in close succession, violent behaviour towards others, swearing at teachers/adults in the school, leaving school premises without permission, stealing, racism or other forms of discrimination, continued bullying after first warning, inappropriate use of technology, such as cyberbullying & viewing and sharing inappropriate material.	D) HEAD OF PRIMARY Parents called in for a meeting. NB This behaviour may result in suspension or expulsion at the discretion of the Head Teacher.

SECONDARY

We encourage a sense of independence and self-awareness among the student community to enable them to make sensible choices and regulate their own behaviour. The core elements thread through every school activity, but are actively promoted during form periods, PSHCE lessons and in assemblies.

We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEND or EAL needs, as well as the additional challenges that some vulnerable students may face.

Staff receive some training on behavioural strategies as part of their continual professional development and should be aware of the extent of their disciplinary authority. We do recognise that where individual students are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified, we will do all we can to ensure that the student receives appropriate support and we work closely with parents alongside other educational and/or healthcare professionals as required.

Staff are a constant presence around the school, during break, lunch times and in between classes, to check that students are using the school grounds respectfully and are behaving appropriately. An individual teacher is often the first, and can be the only, stage of disciplinary action. He or she will maintain discipline within classrooms, respond to minor misdemeanours outside the class as seen fit, and promote good behaviour by example. Often a word of encouragement, explanation or reprimand is all that is required.

The classroom teacher may issue more than one verbal warning after which, the teacher may then ask the student to move seats or to leave the classroom for a 'cooling off' period which will not exceed five minutes and where the student must be kept in view of the classroom. If it is deemed appropriate for a student to work outside of the classroom, this must be discussed with the HoF and / or HoKS or DHoS and provision made for supervision.



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The Head Boy/Girl and School Prefects may also feel it is appropriate to speak to a student if there are concerns about behaviour from an individual or group. This information then may be passed to a member of staff.

RECORDING AND FOLLOW UP

A member of staff will record any Behaviour & Attitude Concerns' on iSAMS. This will be seen by the Form Tutor and HoKS as part of an automatically generated email. Staff must write a comment describing the issue and also the measures taken to correct the problem. A member of staff should also choose to send an SMS to a student's parents for incomplete or late homework. This must be done with the student's knowledge and after careful consideration.

Where repeated disruption occurs or when a student may receive three Cause for Concerns within a week, the student will be referred to the Head of Faculty or the Form Tutor and the HoKS will be informed. This may result in parental contact and a lunchtime detention. This can also include uniform infringements. In this conversation or meeting, advice and support can be offered in a pastoral capacity or an action plan with deadlines and tangible outcomes can be agreed. If the three infringements occur across several faculties, Form Tutors can take on this responsibility. Serious infringements may lead to the HoKS or HoF issuing further sanctions, such as formal lunchtime or afterschool detentions. In every case, intervention by the Form Tutor, HoF or HoKS will be recorded on iSAMS.

In all cases of contact of this nature with students, staff are reminded of potential safeguarding issues which may arise in conversation with students and parents, as set out in the Child Protection Policy. All parental contact should be recorded on a Parent Contact Form and sent to the Office for filing and a CC copy sent to the Head and Deputy Head of Secondary.

For repeated unsatisfactory behaviour or for more serious offences, students are referred to Deputy Heads, Heads of School or the Headmaster. Afterschool or Saturday morning detentions or internal exclusions are set as necessary, with parents informed in writing and, if necessary, a re-integration meeting required.

BASIC EXPECTATIONS

In Secondary, the following are some basic expectations for all students. Infringements may result in action being taken at the discretion of the Head of Secondary.

- Always be on time (lateness is reported on iSAMS as a cause for concern).
- Be well equipped for lessons.
- Keep appearance smart and tidy and wear regulatory school uniform.
- Be considerate of your peers and the extended community. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- Be polite and respectful at all times. This applies to staff, other students, to visitors to the school and to members of the general public.
- Take care of your environment, both on the school site and outside and keep it tidy. Do not litter and do not vandalise property in any way.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Disobeying staff is not tolerated.
- Gambling is not permitted among students or between students and staff, whether on or off-site or during a school trip or event.
- Chewing gum is not permitted.

SEARCHING, SCREENING AND CONFISCATION

The HoS or DHoS or staff authorised by them can search a student or their possessions, without consent, where they have strong grounds for suspecting that the pupil may have brought a prohibited item to school. This is defined as an object brought to school 'to cause personal injury to, or damage to the property of, any person (including the student)' or 'is likely to be used to commit an



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offence' (Searching, Screening and Confiscation, DfE, 2014). The School reserves the right to send the student home or to not allow the student onto the school site if permission for a search is declined and it is believed that the student is in possession of prohibited items.

In all cases, action must be proportionate and carefully considered. A personal search must be conducted by a staff member of the same sex as the student where possible and in all cases the action witnessed by another member of staff.

Students and staff have clear and practical guidelines as shown by the chart below:

	LEVELS OF INAPPROPRIATE AND/OR ANTI-SOCIAL BEHAVIOUR CAN INCLUDE EXAMPLES OF:	SANCTION / INTERVENTION COULD INCLUDE (INCIDENTS RECORDED ON ISAMS, TUTOR / HOKS / HOF / DHOS INFORMED):
TEACHER / FORM TUTOR	<p>Pastoral: low level disruption in or out of lessons, not following instructions, incorrect uniform, behaviour out of keeping with BSB values e.g. swearing during lessons</p> <p>Academic: poor effort in lessons, work not completed, homework incomplete or late, not bringing correct equipment.</p>	Verbal warning, student is moved seats, cool off time outside of classroom (supervised and for a few minutes), detained for part of break / lunchtimes, after warning and chance to re-submit homework SMS sent to parents, parental meeting as required.
HEAD OF FACULTY (HOF)	Repeated lack of homework or disruptive behaviour from a student in Faculty, consistent reported poor effort or academic performance, repeated cheating or malpractice in tests or assessments, disrespectful behaviour or attitude.	Verbal warning, student is moved from the lesson and supervised for a determined period of time, detained for part of break / lunchtime or after-school detention with HoF, parent contact or meeting, student 'on report' with parent contact.
HEAD OF KEY STAGE (HOKS)	Fighting, violence or physically dangerous behaviour, bullying, repeated use of bad language, behaviour which brings the school into disrepute, less serious damage to school property, persistent unsafe behaviour or e-safety issue, peer-on-peer abuse, truancy, smoking (see policy), persistent incorrect uniform, unruly or disrespectful behaviour, academic concerns, behaviour or performance in several subject areas.	Verbal warning, student is removed from lessons and supervised for a determined period of time (in conjunction with HoS or DHoS), detained for part of break / lunchtime or after-school detention with HoKS, parent contact or meeting, 'on report' with parent contact, referral to counsellor / recommendation for external support.



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DEPUTY HEAD OF SECONDARY (DHOS)	Further / serious fighting, violence or physically dangerous behaviour, bullying, repeated use of bad language, public behaviour which brings the school into disrepute, damage to school property, truancy, smoking, confrontational behaviour, persistent cyber-bullying or distribution of inappropriate material, uniform issues after HoKS intervention.	Student meeting, internal suspension, detained for part of break / lunchtime, after-school or Saturday detention with SLT member, referral to counsellor/ external support, parent meeting.
HEAD OF SECONDARY (HOS)	Persistent violent behaviour, swearing at teachers/adults in the school, stealing, continued bullying, inappropriate use of technology, such as cyberbullying & viewing and sharing inappropriate material, taking part in any illegal activity or bringing illegal items into school.	Parents called in for a meeting, sanction or intervention deemed appropriate by the Head of Secondary. This behaviour may result in suspension or expulsion at the discretion of the Headmaster.

WHOLE SCHOOL

TRACKING BEHAVIOURAL INCIDENTS

Infractions against the Behaviour Policy are logged and tracked on ISAMs. Entries are automatically shared with the Class Teacher/ Form Tutor, as well as key members of the middle and senior leadership.

BUS BEHAVIOUR BOOK

A book is also kept with a record of inappropriate behaviour on the school buses. Assistants should enter details in the book and inform the Class Teacher concerned. Pupils must be made aware that behaviour on the bus should be of the same standard as at all other times.

OPEN DOOR POLICY

It is the policy of the British School that parents are able to discuss their son/daughter's work and behaviour with members of staff, this should be after school has finished or at a day and time when it is mutually convenient. Parents should feel free to make appointments with members of staff through the school office to discuss behavioural or academic matters.

A Parent/Teacher Contact report sheet should be filled in with the details of the discussion for future reference. The names of other children or adults should not appear on Parent Contact Forms.

USE OF REASONABLE FORCE

Although this is likely to be a very rare occurrence at BSB, staff may need to use reasonable force to control and/or restrain pupils. Staff should use no more force than is needed; it should be proportionate to the consequences that it is intended to prevent.

'Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder' (DfE, July 2013).

This can range from guiding a student to safety through to more extreme circumstances, such as an intervention to prevent violence or injury. Reasonable force may also be used to prevent pupils from hurting themselves or others or to restrain a pupil at risk of harming themselves in a physical outburst. Where physical control or restraint has been used, a member of SLT should be informed as soon as possible, as further action may be necessary, which could include contact with parents.



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SUSPENSION

The Heads of School may suspend a student internally or externally for a discretionary period of time for a very serious breach of discipline or possibly less serious offences where repeated sanctions have proved ineffective. If suspension is ineffective, the Heads of School [DB37][JP38][PW39] may review the student's place at the school at any time during the academic year.

EXCLUSION

- The following is a list of examples of behaviour that might merit exclusion in the first instance, depending on circumstances. The list is not exhaustive:
- Continued racist abuse
 - Sexual misconduct, including the distribution and broadcasting of pornographic material
 - Damage to property
 - Damage to or compromising of the safety and security of the school's digital networks
 - Persistent disruptive, defiant or confrontational behaviour towards any member of staff
 - Unacceptable or threatening parental behaviour
 - Drug abuse or supplying drugs, tobacco or alcohol
 - Alcohol abuse, including on school trips
 - Theft
 - Persistent bullying
 - Physical assault / threatening behaviour to students or any member of school staff
 - Fighting
 - Arson
 - Bringing a weapon or any device/ instrument which could cause physical harm to individuals or the school environment into school
 - Sexual harassment
 - Sexual/racial/homophobic discrimination
 - Engaging in any activity which is illegal
 - Activity or behaviour which brings the school into disrepute • Sustained peer-on-peer abuse

A student may be formally expelled from the school if it is proved on the balance of probabilities that the student has committed a very grave breach of school discipline or a serious criminal offence. Criminal proceedings may ensue. Permanent exclusion is reserved for the most serious breaches. The Headmaster and Heads of School shall act with procedural fairness in all such cases. Parents will be given a copy of the procedure current at the time and the student shall remain away from school pending the outcome.