



## **Behaviour Management Policy**

### **BISU Schools Mission Statement**

The British International School, Ukraine is an inclusive international community which promotes lifelong learning, creative thinking and global awareness, in a caring and supportive environment.

We provide a world class education which challenges students to be open-minded, balanced and courageous.

### **IBO Mission Statement**

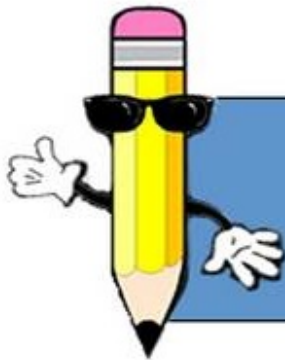
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organisation works with schools, governments, and international organisations to develop challenging programmes of international education and rigorous assessment.

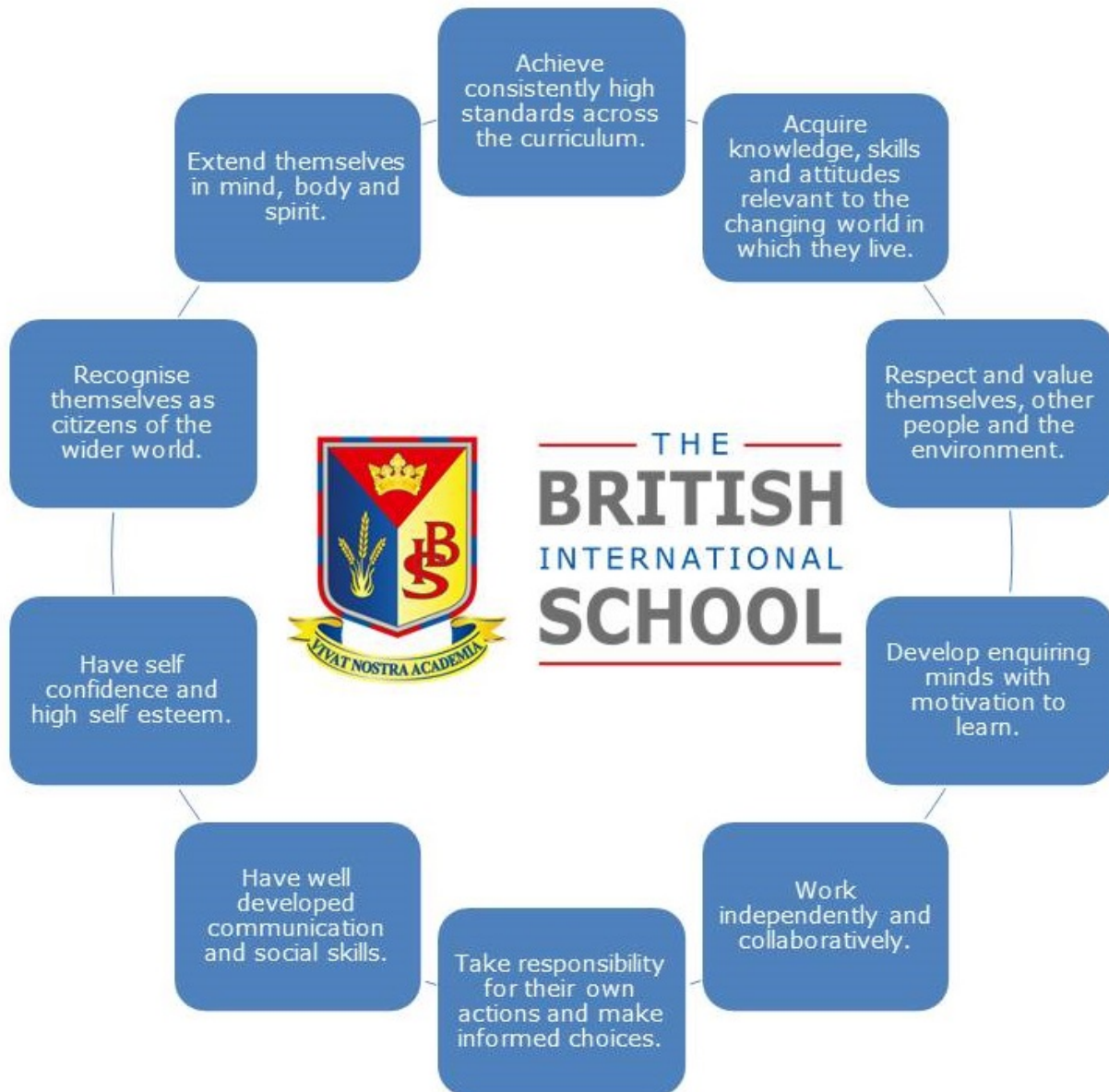
These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### **Values**

**Our school Behaviour Management Policy** is based on the following set of agreed values:



Sign up to our  
School's Values!



**'Respect for all'** - is the underlying value driving our approach to the management of pupil behaviour.

The foundation for all **essential agreements** is based upon the tenet that -

**'All members of the school community treat one another with politeness, tolerance, fairness and respect.'**

Student behaviour expectations based upon **respect** include:

- **Expectations** for behaviour in the classroom, around the school and in life outside the school;



- **Essential agreements** for each class based upon whole school values and essential agreements drawn up as guidelines for behaviour around and about the school;
- The promotion of **positive behaviour** through a range of strategies which will include house and school assemblies, class reward systems and other strategies deemed appropriate for the ages of the students.

## Sign up to our school's values

### The school community agreement

**The school community** should be in **agreement** about the shared responsibility that its constituent members - school, parents and children - have in ensuring that behaviour values are adhered to and respected. The different aspects should be articulated as follows:

#### **The school's responsibility is:**

- To create a safe, calm and happy atmosphere within school;
- To create a stimulating learning environment;
- To promote positive behaviour at all times;
- To help your child become a balanced and respectful person;
- To provide effective means of communication between school and home;
- To educate your child to the best of their ability.

#### **The parents' responsibility is:**

- To support the expectations of school and its approach to teaching and learning;
- To be aware and promote positive behaviour at all times;
- To be responsible for your child's attendance and understand the negative impact of non-attendance on your child's education;
- To ensure punctuality at all times;
- To understand and maintain effective communication with the school;
- To ensure your child is dressed appropriately in the school uniform at all times.

#### **The student's responsibility is:**

- To treat other people with respect at all times in school and the wider community;
- To treat their belongings and the environment with care and respect;
- To follow and respect the essential agreements within the school;
- To strive for their best at all times;
- To be organised and prepared and punctual for lessons at all times;
- To be an active member of the school community.

## Rewards and sanctions

The school structure for recognising good and unacceptable behaviour requires systems of **rewards** and **sanctions**. These are outlined below and should be the founding principles of campus-based and phase-based developments. The following table provides examples of worthy actions and unacceptable actions with the appropriate rewards and sanctions in response to their value and seriousness, respectively.

It is also recognised that sometimes elements of good and unacceptable behaviour are inextricably linked with academic performance and for this reason the reward

system is divided into three categories - academic, conduct and 'community and action'.

Similarly the forms of unacceptable behaviour have been categorised into 3 levels according to seriousness with the realisation that a transgression deemed to be minor can move from Level 1 to Level 2 or even Level 3 if rules are consistently broken and infringed.

**Level 1** infringements should be dealt with initially by the teacher who will work within the school guidelines using his or her professional judgement.

**Level 2** infringements will involve the line manager and parents in behaviour management strategies and proposed sanctions.

**Level 3** infringements will involve parents, line manager, head of school/directors.

Exemplars:

| Actions to be rewarded   | Actions to be sanctioned   |
|--|--|
| <p>House Points (for academic success)</p> <ol style="list-style-type: none"> <li>1- complete lesson tasks</li> <li>2- working to expectations</li> <li>3- working above expectations</li> <li>4- outstanding piece of work</li> </ol>                               | <p><b>Level 1</b> (Minor violations)</p> <ul style="list-style-type: none"> <li>• Attendance Violations/Truancy</li> <li>• Tardiness (to school and to lessons)</li> <li>• Excessive Absences</li> <li>• Dress Code (including clothing/ jewellery/ cosmetics)</li> <li>• Food/drink infringement of rules</li> <li>• Items inappropriate at school (inclusive of cell phones and other electronic devices)</li> <li>• Other prohibited items (chewing gum)</li> <li>• Coming to class unprepared (late, no book, stationery, completed homework etc)</li> <li>• Misconduct in the classroom (refusing to speak English)</li> <li>• Misconduct out of the classroom (e.g. cafeteria, school grounds, corridors, excursions)</li> <li>• Profanity and inappropriate language - Public displays of affection.</li> </ul> |
| <p>Conduct</p> <p>1 - 4 conduct points for each act (examples below)</p> <ul style="list-style-type: none"> <li>• tidying classroom without prompting</li> <li>• helping others</li> <li>• being polite and respectful to all</li> <li>• using our shared</li> </ul> | <p><b>Level 2</b> - Minor elements that are consistently broken/infringed move up to this level!</p> <p>Sanction and procedure - see positive reinforcement ladder.</p> <p>Line manager to be involved and parents informed with the class teacher.</p>  |

|   |  |
|---|--|
| <p>language</p> <ul style="list-style-type: none"> <li>• (teacher discretion/observed)</li> </ul>               |  |
| <p>Community and Action</p> <ul style="list-style-type: none"> <li>• To be recognised as appropriate</li> </ul> | <p><b>Level 3 - Major/unacceptable</b></p> <ul style="list-style-type: none"> <li>• Alcohol and/or tobacco and/or drug use/possession</li> <li>• Bullying (in all its forms)</li> </ul> <p><b>Intolerance towards those who are different</b></p> <ul style="list-style-type: none"> <li>• Verbal abuse/threatening behavior</li> <li>• Fighting (Physical assault)</li> <li>• Dangerous behaviour</li> <li>• In possession of a weapon</li> <li>• Sexual harassment</li> </ul> <p>Sanction and procedure - see positive reinforcement ladder.<br/>Parents/Line manager/Head of School/Principal</p> |
|   | <p>At any point, SEN to be consulted on preparing behaviour management plan for an individual student.</p> <ul style="list-style-type: none"> <li>• Actual sanction processes are to be determined within phase groups and campus with new heads of school</li> <li>• A monitoring system will be devised per phase group and campus</li> <li>• Tools to be used along the lines of IEP's, behaviour books, confidential online records of behaviour shared on the drive with the parents are just some of the suggested methods.</li> </ul>   |

### Behaviour contracts

Further recognition is made by schools for the following:

Certain children/young adults are unable to conform with societal rules and regulations. The schools should therefore be aware of such a school member and design an individual contract of behaviour with an individual code of conduct which however will remain in accordance with the stated values of the school.

When using these behaviour contracts, allowances must be made on an individual basis for children with reports / IEP'S

Further to this, there should also be a reward system designed to support students with special needs which values their contribution to the school community.



## **House system**

House system is used to reward and encourage positive behaviour, academic endeavor and service to the school community.

A number of **reward** strategies have been proposed but the most effective is through a well-developed **house system**. It is believed however that this will only work well if it is given a high profile, is operated with enthusiasm, is used regularly, fairly and consistently, is well organised and responsibility for its operation delegated to a coordinator.

It is important that rewards are given precedence in our approach to the development of behaviour management and just as we include parents in the resolution of sanctions so should they be involved in the celebration of good conduct, community action and commendation of academic work.

Suggested house points for allocation as rewards for a range of positive behaviour attributes have been included with the examples in the table above.

## **Procedures and deterrents**

Examples of **sanctionable** behaviour have been offered but no **deterrents** have been suggested as these need to be discussed at phase level, with heads of school and at SMT.

School disciplinary procedures are based upon schoolwide specific rules which take into consideration the needs of different campuses and phases as already stated.

## **Essential Agreements**

These are vital components of the school's Behaviour Management Policy. Not only are they important for class teachers and form tutors at every level, they are also needed in every area of school life. They should bear cognizance of the agreed school values while also including those of students and teachers in their unique teaching and learning environment. Essential agreements must be drawn up for all of the following:

- Dining areas; (Staff to eat with students and ensure basic dining area conduct ;
- Transition between classrooms;
- Playground;
- Specialist teaching areas (clear essential agreements with regard for the care and constraints required of certain classroom environments);
- Off school campus (risk assessment and school behaviour policy to be followed according to the essential agreement drawn up prior to departure).

The process of creating essential agreements should conform with IB guidelines.

## **Annual review**

Behaviour policy review system - in order to monitor its effectiveness, it should be annually reviewed by all staff and BMP committee with recommendations to be made to heads of school for approval by SMT.