



British International School
of Ljubljana
an Orbital Education School



Positive Behaviour Policy

Introduction

The British International School of Ljubljana is a community of resilient, respectful lifelong learners which offers a safe, supportive and stimulating learning environment where every member of the community is encouraged to strive for excellence.

At BISL we are committed to providing all learners with high quality learning experiences that lead to a consistently high level of student achievement and attitude.

This policy summarises our expectations and common working practices, which reflect the aims and objectives of the School and support its Vision Mission and Values.

Vision, Mission and Values

Vision

We aim to inspire lifelong learners and caring global citizens, in a community where everyone feels encouraged, supported and challenged.

Mission

We provide a high-quality British style international education in English, balancing tradition and innovation. Our passion is creating a positive, safe and nurturing learning environment in which everyone is valued as individuals, empowering them to be versatile, motivated and caring people. We will endeavour to create opportunities to develop creativity, collaboration and critical thinking skills through an inclusive and personalised experience.

Values

RESPECT - We learn at school by showing respect to everyone in the community.

EMPATHY - We develop empathy for those around us.

EXCELLENCE - We strive for excellence in everything we do.

CHALLENGE - We embrace a challenge as it enriches our learning.

Introduction

Learning, teaching and community well-being are enhanced when standards of behaviour are high and positive attitudes are prevalent within a school. However, they can be compromised if the behaviour and attitudes are incompatible with the school's ethos and expectations.

At BISL, we encourage high standards of behaviour through the promotion of mutual respect and student self-discipline rather than through a regime of authoritatively-imposed punishment. Students understand that high standards of politeness, consideration and behaviour are required of them and teachers expect classes in which students are well-behaved and positive. Positive reinforcement is used wherever possible, and the balance of praise outweighs admonishment.

This Policy outlines practices to meet these expectations of high standards and the disciplinary processes which are used when circumstances make it necessary to go beyond the usual positive reinforcement strategies. It should be considered in conjunction with, and with reference to:

- BISL Vision, Mission and Values
- BISL Caring For Each Other Statement;
- BISL Anti-Bullying Policy;
- BISL Staff and Student Handbooks;
- BISL Concerns & Complaints Policy;
- BISL Terms & Conditions.

Aims

At BISL, we aim to

- promote high standards of behaviour and an atmosphere where all members of the school community feel valued;
- ensure an environment in which the students feel safe, secure and respected, and in which effective learning can take place;
- develop a moral framework within which initiative, responsibility and sound relationships can flourish;
- enable students to develop a sense of self-worth and a respect and tolerance for others;
- develop intercultural understanding by recognising and celebrating the ethnic, religious, cultural and linguistic diversity of our school community and promoting these aspects as positive features; foster equality of opportunity and a sense of fairness;
- encourage all students to always give their best, be it in the classroom or in other school activities and life opportunities.

We are supported in reaching these aims by a clear code of conduct and expectations of students, staff and parents/guardians. Our expectations for behaviour and managing behaviour are framed by the following principles:

- The purpose of sanctions is to require **reflection** upon the consequences of inappropriate behaviour or attitudes, with a view to ensuring that the likelihood of a repeat offence is reduced;
- The offender must **understand** for what offence they are being disciplined;
- Disciplinary processes should follow as **swiftly as possible** after the offence;
- The disciplinary sanctions should be **appropriate** to the offence;
- Staff using their professional discretion, utilise a broad range of behaviour-management strategies, as appropriate to the circumstances and the age of the individual students;
- Militaristic or authoritarian models of behaviour control are not acceptable and **corporal (physical) or humiliating punishment may never be used at BISL**;
- Sanctions should always be given and taken politely and respectfully. Staff and students should ensure that appeals should always be in private.

Expectations and Conduct

At BISL, staff, students and parents/guardians are all expected to share a collective responsibility for the promotion of positive behaviour.

Staff

BISL staff are required to:

- have **high expectations** of student's achievements, attendance and behaviour and challenge when necessary;
- **actively model** the type of behaviour considered acceptable;
- be always alert to signs of bullying and racist attitudes and deal firmly with such issues.
- deal sensitively with children in distress, by listening to them and dealing with any incidents appropriately;
- actively establish positive relationships with students, parents and the wider community;
- recognise the students' achievements, academic or otherwise;
- provide opportunities for the students to demonstrate responsibility;
- maintain a professional approach to discussion related to students.

Students

We expect the students at BISL to be respectful to each other and to the property and to be:

- honest,
- caring and kind,
- helpful,
- sensible and hard-working,
- tolerant
- proud to be a member of our school community,
- To meet these expectations, our students are encouraged to:
- conduct themselves around the building in a safe, sensible, manner and show regard to others;
- be polite, well behaved and courteous at all times;
- treat others as they would like to be treated themselves (i.e. fairly and with tolerance and respect for other's views and rights)
- follow our BISL values
- follow the school rules and accept responsibility for their own choices and actions;
- try his/her best at all times to join in lessons fully and complete tasks set for homework;
- actively participate in assemblies that are used as an opportunity to promote academic and cultural diversity, to foster a sense of pride within our community and to acknowledge achievements;
- look after his/her own belongings and school property and bring the appropriate equipment for each lesson;
- be aware of who they are able to talk to if they are upset or have anything they wish to discuss;
- understand that rewards and sanctions are given for specific reasons and are equally applicable to all.

Parents/guardians

Parents/guardians have a vital role in promoting good behaviour in school and at home. We consider liaison with the school very important.

We encourage parents to:

- work actively in partnership with staff and follow school policies;
- ensure students come to school properly dressed, correctly equipped and prepared to work;
- respond to concerns raised by members of staff;
- inform us of any distress which may affect their child's performance or behaviour at school (e.g. a loss in the family, separation, moving home, parents traveling, illness, etc.)
- inform us of any behaviour difficulties they may be experiencing at home.

Managing Unacceptable Behaviour

Unacceptable Behaviours

At BISL, the following behaviours are considered to be unacceptable:

1. persistent lateness;
2. not wearing the appropriate school uniform;
3. leaving school without authorization;
4. not co-operating with staff, parents or peers;
5. use of inappropriate language;
6. inappropriate use of technology or accessing inappropriate sites. The following unacceptable

behaviours are considered as 'serious':

- dishonesty (including cheating and plagiarism);
- making offensive or insulting comments, including about race, religion, gender or disability;
- being confrontational, rude or aggressive;
- intimidating or bullying others (including by electronic media [cyber-bullying]);
- the threat or use of physical violence;
- stealing or damaging belongings or property;
- abuse of alcohol, drugs and other psychoactive substance;
- any action that may bring the school into disrepute.

Process and Sanctions

When a student's behaviour does not meet the school's expectations, i.e. it is unacceptable, a range of strategies and/or sanctions may be used to correct this. Infringements of the school's behavioural expectations are dealt with on a progressive scale:

First Offence

- It is the responsibility of subject teachers to deal with **minor incidents** which occur in the classroom, utilising their own personal behaviour management strategies.
- Teachers calmly caution students that should the behaviour persist then they are progressing towards an official warning, all cases other than 'serious' offences with an opportunity for the student to reflect and think about their actions on others.
- Not an assertive/loud/aggressive command or direction, use the conversation to give the student the choice and opportunity to be involved. Two-way engagement and not one way delivered. Unless of a Health and Safety or dangerous situation. Focus on positive reinforcement and student acknowledgement.

Example of sentences to use to encourage reflection:
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Why shouldn't you do that?

Why did you do that? How can this impact others?
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What can you do in the future? How can you help others?

Repeated Offence

Whilst we try to look at each day as "A Fresh Start", repetition of the offence will result in sanctions imposed by the teacher, appropriate to the offence. Teachers will clearly utilise the words when a student reaches a Step. E.g. 'Step 1' and these get recorded in the 'Behaviour Tracker'.

Steps	Description	Notes/guidance
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One	Clearly say, 'Step 1'. Speak to student using the script and guidance above.	Calm/polite. Record this in the Behaviour Tracker.
Two	Clearly say 'Step 2'. Remind the student they need to think of others and their actions as this is important for them to understand .	Record this in the Behaviour Tracker. Remain calm, not assertive. Not 'I've told you once, I'll tell you again'. Highlight, to help them 'understand' their actions.
Three	Clearly say 'Step 3'. Make it clear that they will go to Responsible Thinking time that day – or the next if after lunch. Also help them to help them understand why this is not acceptable (not posed as a threat to the student) 'we need to continue this conversation about ...' Students have an opportunity to discuss and reflect on their behaviour in RTT.	Explain repeated similar choices/actions are not acceptable. Record it in the Behaviour Tracker and iSams for RTT. Notify Form tutor. Parents are contacted by the Form tutor.
Four	Clearly say 'Step 4' and send them with another trustworthy student to SLT*. The student is immediately withdrawn from class. Tracker data is used in meetings to discuss and monitor students to share positive, strategies for individuals.	The student should take ownership of their behaviour by creating an apology letter to show their <u>reflection</u> . Parents are contacted by the Form tutor. 'What I have done' and 'What I should do differently next time', this should be set out correctly, include date, signed by student and parent.
<p>Class Teacher/ Form Tutor are to Track the number of 'Warning Steps' each week and contact home after 5 over time.</p> <p>Before SLT are involved below, the teacher should have had the conversation, used the tracker, the student should have completed the reflection form and communication is sent home to parents via the Form Tutor.</p> <p>If there is a more severe incident in class, then all teachers should notify SLT and contact parents directly.</p>		
<p>If behaviour persists and becomes severe, refer to the SLT, and agree on which one of the following is best fit for the age of the student and the situation.</p> <p>Consequences that are tracked:</p> <ol style="list-style-type: none"> Steps as mentioned above (warnings) Catch up club Responsible Thinking Time (RTT)/Community-related tasks (either during school or on Friday afternoon) Letter/e-mail home Report Card (Form Tutor) parents requested to bring in appropriate uniform or student sent home to change; confiscation of items including technology; withdrawal of privileges, 'Time Out' in the playground; temporarily sent to an alternate location supervised by a member of staff; further letter of apology; contribution towards costs (e.g. in cases of damage to property). 		<p>Student should be encouraged to <u>reflect</u> on their actions during all of these strategies with the teacher and what they should be doing instead.</p> <p>Then fresh start in lessons.</p> <p>Focusing on positive behaviours and mindful of others in school.</p>

Continued Offence/ Serious Offence

1. The student should write a statement before the exclusion, highlighting what they did, who was involved and why.
 2. The teacher writes a statement/email.
 3. Parents are contacted.
- If the offence is committed after the strategies above have been applied to help reflection and ownership of their actions, or if a serious offence has taken place, the relevant Head of Primary/Secondary will be informed.
 - The Principal will be informed, and may be consulted with regard to appropriate sanctions, which may be:
 - **Individual Action Plan** or a **Weekly Report Card** monitored by the Form Tutor/Class Teacher or by the Head of Primary/Secondary;
 - **Exclusion** from lessons or from school. Exclusions include:
 - **Internal Suspension** (between 1 and 3 days, depending on severity);

Type	Length	With
Internal	1 – 3 days	SLT
	1 – 3 days	HOS
	1 – 3 days	Principal
External	HOS meet with Principal. Student to complete an Essay explaining, identifying and demonstrating how to rectify their behaviour.	

- **External Suspension** (between 1 and 3 days, depending on severity). Student and parents must meet with the Head of Primary/Secondary on the day of return, prior to the student being permitted back in class;
- **Indefinite Suspension** is an exclusion from school for an unspecified period. This is usually used to enable further investigations into serious incidents to take place;
- **Permanent Exclusion** (expulsion) is the ultimate sanction.
- The Head of Primary/Secondary will contact the parents/guardian, by telephone or e-mail, to inform them of the situation or incident and will arrange a meeting with the student, the parents, and the Form Tutor/Class Teacher (and with the SENCO/Child Protection Officer if necessary).
- The appropriate sanction will be explained at the meeting and subsequently implemented.
- Some offences, where it is the duty of the school to report particular incidents, may lead to Police involvement in order to safeguard the school community.
- The school may also offer support to the student in terms of outside counselling.
- AT ALL TIMES THE PRINCIPAL WILL FOLLOW THE RELEVANT SECTION IN THE DELEGATION OF AUTHORITY MANUAL V6.2 REVISED 2019.

Further Offences

- Further repetition of offences or an offence of an extreme degree of seriousness will be dealt with directly by the Principal and may result in the parents being required to find alternative arrangements for the education of their child, possibly at short notice, in accordance with the school's published Terms & Conditions.
- In such cases, the Principal will inform Orbital Education and discuss options with the Regional Head of Schools (RHoS)
- The Principal will notify the parents/guardians of the sanctions by letter.

Review and Appeal

The review and appeal process for serious disciplinary matters is outlined in and governed by the Concerns & Complaints Policy.

Unacceptable punishment

1. **Corporal (physical) punishment may not be used at any time.** It is against the law to strike a child.

2. Staff may not humiliate students and should avoid shouting at student. They should also discourage students from shouting, so that everyone shows respect and fosters high quality relationships, both between staff and students and between students and their peers.
3. Class-wide punishments should be avoided. The behaviour of Individuals should be addressed, rather than treating all students - some of whom may not have been involved - in the same way.

- Students should not be sent out of the class and left there unsupervised for more than a few minutes. If a teacher uses such a dismissal to give an agitated student a moment to 'cool down' or to give instructions to the rest of the class before dealing with the student, the teacher should, as soon as is practical, go out to have a quiet and discreet word with the student (leaving the door open so as not to leave the class unsupervised) and then invite them back into the lesson. More than one student from a class should not be so dismissed at any given time.

Review and Evaluation

This policy is to be reviewed and evaluated every two years by the SLT, Principal and with the RHoS.

Due for Review:

15/10/2021

PREPARED BY:

Principal -



15/10/2019

Revised by Michael W Clack RHoS

07/11/2019