



BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

## BEHAVIOUR MANAGEMENT POLICY

### A. Beliefs and Key Principles

1. Positive relationships underpin a thriving school culture.
2. Safeguards need to be in place to protect the dignity of all individuals.
3. Provision of a safe, caring and productive learning environment for students is central to the school's operations.
4. Student engagement through student-centred, differentiated teaching is a major positive determinant of student behaviour.
5. Consequences for unacceptable behaviour should be learning-focused and addressed with consequences rather than punishments, with a variety of consequences available to a teacher.
6. Consequences for unacceptable behaviour should focus on the principles of restorative justice.

### B. Behaviour Standards

1. All students will avoid using the following behaviours:
  - Insulting, degrading or hurting another person through verbal or written words
  - Intentionally physically harming another person
  - Using abusive email and other internet technology to hurt or insult another person
  - Violations of the school's network use agreement
  - Violations of the academic honour code
  - Making prejudiced comments
  - Exhibiting harmful or reckless behaviour
  - Offensive conduct e.g. bullying, harassing, libelling or slandering another person
  - Taking photographs of another student without the express permission of the student and a supervising member of the faculty or staff
  - Providing illegal substances to any member of the school community
  - The possession and/or use of weapons, alcohol, tobacco or illegal drugs
2. All students will respect and honour the propriety of personal and school property. Theft will be avoided.
3. All students will take good care of personal and school property. Vandalism will be avoided.

4. Student participation will be encouraged in the development of behavioural standards.

The Head of Phases and Key Stage Coordinators are responsible for ensuring that all members of their teams are complying with this Behaviour Management Policy and their Phase-related behaviour management procedures (see end of policy)

All Phases will have their phase-appropriate consequences and escalation for inappropriate behaviour however the following will be common ground to all:

Before issuing a consequence, staff in any Phase must first issue a warning.

Staff have at their disposal a range of positive strategies e.g.

- Seating plan at start of the lesson
- Speaking to a student before they enter the room and setting clear expectations
- Using non-verbal forms of communication to reinforce behaviour expectations
- Moving student to another seat during the lesson
- Modifying approach to student
- Using praise to remind a student of their ability to behave appropriately
- Pairing the student with another student who will have a positive impact on their behaviour and attitude towards learning
- Varying the activity to find ways of encouraging the specific student to engage positively in the learning experience
- Setting targets with the student for future improvement

### **Punctuality to lessons**

Every member of staff challenges every student who is out of a lesson. Students should be encouraged to remain in lessons as far as possible. When a student is late to lesson they are expected to supply a reason

### **Start and End of Lessons**

- Teacher meets and greets the class at the door before students arrive.
- Students queue in straight lines outside classroom (where possible).
- End of lesson, stand behind chairs. Ensure the next class has a positive learning environment to come into.

This Behaviour Management Policy is also supported through:

- Periodic Key Stage Pupil Progress Reviews to identify those pupils underachieving through behavioural problems coordinated by the Key Stage Coordinator/ HoP

- The Form Tutor as part of the 'Academic Mentoring' Programme
- Contact with parents/carers in the early stages of a problem and referral to the Learning Support Manager as part of the Learning Support process

## **Praise and Rewards Systems**

Frequent praise and reward for achievement are features of learning and teaching at Britannica School, so that students receive recognition for their positive contributions to school life. The school believes that every student should have their achievements acknowledged and, when appropriate, rewarded. Such recognition:

- builds student self-esteem and confidence;
- helps to create a positive learning environment;
- highlights the importance of good behaviour;
- encourages students to participate in a variety of activities;
- encourages students to set themselves the highest targets.

### Housepoints/Certificates

Throughout the year all students in Primary and Secondary will be awarded housepoints which will lead to certificates to recognise their progress.

50 House Points – Bronze Award  
 100 House Points - Silver Award  
 150 House Points – Gold Award  
 200 House Points – Platinum Award

## **Primary**

### 'Star of the Week' Awards

Each week teachers will nominate students who have shown exceptional progress/effort in lessons or in the wider school community. These awards will be handed to the students in Primary Assemblies.

## **Secondary**

In the Secondary School, in addition to House points, student success is acknowledged in the following ways:

Positive Postcards  
 Outstanding Academic Achievement and Outstanding Effort certificates

### Positive postcards

Positive postcards give recognition to students for going that extra mile in any area of school

life. Postcards are written by teachers or school staff and are given to students in assembly to take home and shared with parents.

Postcards can be written at any time throughout the academic year and handed to the Head of Secondary Phase to give out during assembly.

### Outstanding Academic Achievement and Outstanding Effort Certificates

These are formal certificates to recognise 'Outstanding Academic Achievement and Outstanding Effort' over a period of time. They are given out once per half term from each subject area

Certificates are given out in assembly by the school Principle and are displayed in record of achievement folders.

### **Support Systems for Parents / Carers**

Britannica School is keen to facilitate effective and on-going parent/carer support for all its policies and practices.

Parents and carers who express concern to the Class Teacher/Form Tutor about managing the behaviour and attendance of their child are offered support via the Class Teacher/Form tutor.

If school staff have concerns about a student's behaviour, parents and carers will be informed about these concerns at the earliest opportunity and invited to look, together with the school, for a solution to the problem. This process will always respect the opinions and situation of the family, student and the school.

The school will provide opportunities for parents and carers to contribute to the school's policy and strategies for promoting positive behaviour and attendance. This will be through the Parent Links group, the involvement of parents/carers in school support activities, cultural and social events and other activities that promote positive partnerships between the school and the wider community.

## **PRIMARY Classroom Behaviour policy: Teacher Document**

### **Step One**

If a student is unable to follow the classroom rules, the student is given the first verbal warning by the class teacher to stop the negative behaviour

### **Step Two**

If negative behaviour persists, the student is again asked to stop and a second verbal warning is given. (At this point their name is moved to Orange on the traffic lights).

### **Step Three**

If the student continues to disrupt learning, and is unable to follow the class rules, the student is moved within the classroom so that they can continue their work and not disturb others. They are also given a verbal warning.

### **Step Four**

If the student continues to display negative behaviour, they are moved to Red. If appropriate, the student should be sent to a different classroom nearby with their work. At the end of the lesson the student should return their work to the class teacher and continue to their next lesson. A loss of free time is organised as a consequence for poor behaviour. It is recorded on ISAMS

Every time student behaviour reaches step 4, the incident is recorded on iSAMS and thus communicated to the Head of Primary, Key Stage Co-ordinator and Class Teacher.

If this happens three times or more in a half term, the Head of Primary or Key Stage Co-ordinator will contact parents to ask them to come in. Behavioural targets will be set and behaviour will be monitored through a behaviour report card.

## **SECONDARY Classroom Behaviour Policy: Teacher Document**

### **Step One**

If a student is unable to follow the classroom instructions they are given a first verbal warning by the class teacher.

### **Step Two**

If the student continues, they are asked again to follow instructions and a second verbal warning is given to pupil. At this point their name is written on the board as a record.

### **Step Three**

If the student is not following the teacher's instructions and continues to be disengaged, disrupting their own or others' learning, they are moved within the classroom so that they can continue their work away from others. The teacher records reasons for reaching this step on iSAMS.

### **Step Four**

If the student continues, they are sent to a different classroom nearby with their work and are kept there until the end of the lesson. Students should return the work to the class teacher and continue to their next lesson. The event is again recorded/updated on iSAMS and a loss of free time is organised as a consequence for poor behaviour.

### **Step Five**

If the student is unable to follow instructions in the new classroom they are sent to, and disrupts the learning of other students, iSAMS is updated, & an email should be sent to the Head of Secondary who will intervene and decide on the appropriate next steps. This will be communicated with Form Tutors who will inform parents accordingly.

#### Ongoing issues

Each time a student reaches step 3 or beyond, this should be recorded on iSAMS. This will inform the Head of Secondary and Form tutors. If this happens more than three times in a half term the Head of Secondary will contact parents to have a meeting & set behavioural targets and will continue to closely monitor progress for an extended period of time.

### **3: THE PASTORAL ROLE OF FORM TUTORS / CLASS TEACHERS POLICY**

We value the work of all of the pastoral team who work with students to ensure that they have an enjoyable experience at school in a safe environment. Form Tutors and Class Teachers are a student's first port of call if they are experiencing any difficulties or if they need to find out information. The Form Tutor / Class Teacher is also the first point of contact with parents. Parents can contact their child's Form Tutor/Class Teacher by writing a note in the Student Planner/Communication book, by ringing the school office or by sending an email.

#### **Expectations of this role**

The Form Tutor/ Class Teacher has a key role in the school and is expected to:

1. Be responsible for the day to day welfare of students in their tutor group/class;
2. Be the first port of call for students or their parents who have concerns or questions;
3. Monitor attendance and punctuality;
4. Check and maintain the school uniform policy;
5. Communicate information to parents;
6. Support and implement the school's Behaviour Management Policy
7. Write Tutor/Class reports.
8. Monitor behaviour and ensure that all students in their tutor group/class are aware of the school's rules.
9. Record incidents on iSAMS and ensure that all incidents are followed up as required.
10. Support the school's homework policy by regularly checking student planners/communication books
11. Supply information about students in their tutor group/class as requested.
12. Support the school ethos