

The British International School Istanbul Behaviour and Discipline Policy

Aims

The aim of this behaviour policy is the promotion of good relationships, so that people can work together with the common purpose of helping everyone to learn, where achievements at all levels are acknowledged and valued.

Children are encouraged to develop increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We aim to treat all children fairly with a consistent approach, with parental co-operation and involvement when there is cause for concern.

Early Years Foundation Stage

Guiding Statements for Students

The EYFS students and teachers use the student-friendly guiding statements to guide their behaviour and attitudes.

We are kind, friendly and helpful
We play nicely by sharing and taking turns
We look after everyone and everything
We are all special and unique.
We listen to our friends and our teachers.

- Define boundaries and be consistent. "Two at the computer", "We walk in the classroom".
- Playground rules to be displayed in the outdoor areas. "Two children on the see saw", "Slide down the slide".

The Role of the Teacher and Teacher Assistant

- Be consistent, fair and persistent.
- Keep any promise you make to the child and remain open and honest with them.
- Before taking any action communicate, clearly and effectively your intentions to the child.
- Act rather than react.
- Impose appropriate, fair and effective consequences that are relevant.
- Be confident and let your voice and manner make it clear to the student you expect them to do as you ask
- Seek advice and support if a situation escalates
- Behaviour management takes into account the children's individual personalities
- The majority of negative behaviour incidents should be dealt with immediately by the adult who observed the situation.
- Constant communication about children's behaviour is essential between the relevant members of staff.

Creating a Positive School Environment

The following strategies are ways of creating a positive environment in our classrooms and in the whole school environment.

Positive Reinforcement

- Praise children who are behaving appropriately to give them reinforcement to continue this behaviour and also encourage more appropriate behaviour from those not following instructions.
- Remember to focus on the behaviour not the child. It is important to give a reason for your disapproval of your behaviour. For example, "I don't like the way you threw that toy. I am worried that someone will get hurt"
- Follow up with a positive comment after explaining negative behaviour. For example "Now I like the way you can pick up that toy and put it carefully away."

- Positive challenges are another strategy to promote positive behaviour eg. "I wonder if you can remember to say please today" or "I wonder if we can surprise Miss X by being really quiet"....

Children's Role in Positive Reinforcement

The Teacher can help children learn to relate positively to each other through modelling positive reinforcement techniques. The teacher models and children take turns giving each other compliments, which focus on the behaviour not the child eg. "I feel happy because Merve has tidied up the books," "I like the way Ali tidied up the blocks." Use a class puppet eg. A bear to illustrate verbalising feelings and resolution of conflicts eg. "Bear feels sad today because someone was unkind to him/ her. What can we do to help him/ her to feel better?"

Conflict Resolution Skills

Teach the children appropriate phrases so that they are able to verbalise their worries and cope with various conflict situations, by being assertive when dealing with other children. Eg. 1) Using their words, Child A: "Please stop, I don't like it" Child B "I'm sorry". 2) Children learn to walk/move away from the conflict. 3) If the problem persists they come and get an adult.

Role model using the word "Stop" instead of the word "No" 'Stop' lends itself to explaining why the child should stop the behaviour. No matter what age the child is, the adult should always explain why. 'No, don't touch that' as opposed to 'Stop touching that please, I'm worried it will break'. Both sentences tell the child to not touch the object, but the second sentence is much more explanatory, leading to the child more likely not do the behaviour because they are told why.

Rewards

Children often need more tangible rewards to begin with, therefore to further reinforce positive behaviour a number of different types of rewards can be used.

- Instant rewards: to be given immediately following the behaviour eg. Positive praise from the teacher: stickers, stamps, smiley face drawings, high fives, class applause, pat on the back/ hug.
- Longer term rewards which can be given after a period of time eg. Certificates- Star of the Week, choice of activity with a friend, whole class ongoing reward system.

Warnings

- One or two warnings should be enough before you implement the consequence, which should already be understood by the child ie. First warning could be a direct command, second warning give choice of behaviour eg. "Sit here please", "Either you sit still here or you sit on the Thinking Chair".
- For children who don't understand English, use happy or sad faces/ puppets/ visual cues to communicate your feelings about their behaviour.

Consequences

Consequences should be consistent and appropriate to the behaviour and the particular child. They should be manageable, easily implemented and immediate, where possible. The following are strategies to be used in order of severity and continuity of negative behaviours from least to most.

- Separate child: after a warning, ask the child to move away from the others so that he/she is less distracted. Seat the child near you if behaviour occurs during group times.
- Time out: isolate the child after warning/s to a designed area. An ideal name for this area is the 'Thinking Chair' where a child has time alone to think about his/her behaviour. It is best if a child is sent for a specified short length of time eg. Use a bell/ sand timer. Follow up with a discussion about how the situation could be improved.

Dangerous behaviour

- When a child is behaving dangerously or threatening the safety of themselves or others he/she should be sent to Time Out immediately: no warnings given.
- Parents should be informed when their child uses dangerous behaviour. At this point the Teacher may need to revisit expectations to reinforce children's understanding of appropriate behaviour.

Repeated Negative Behaviour

If negative behaviour persists record information about these behaviour to build up a behaviour file. If a child has visited time out a number of times within one week then parents should be contacted and informed about the negative behaviour via note or phone call. The Teacher can explain the positive reinforcement strategies being used to try to decrease the child's negative behaviour. At this point in

managing the child's behaviour the Teacher could isolate the child in another Teacher's classroom as a final strategy to try before moving onto the next step of a behaviour management programme.

Behaviour management programmes

Identify the specific behaviour to be corrected. Try to highlight one behaviour at a time. Discuss the consequences and rewards with the child. Use a chart displaying particular time periods ie. Days of the week or sessions per each day. Make achievable goals per day/ time period eg. 3 out of 5 stars per day, 10 stars to be achieved throughout the first week. Ensure the child understands the contract. Gradually phase out individual contract.

The Team Conference

If the child's negative behaviour persists then a team conference is needed. The relevant Teacher, Co-ordinator, Director, Parents and SENCO (if needed) meet to jointly discuss, share ideas and decide how to further manage the child's behaviour, thus encouraging a co-operative effort between both the child's home and school eg. a Home School Communication book, achievement chart at home to support charts at school.

Behaviour File Procedure

- Identify the child's behaviour problem ie. Not simply that the child's behaviour is irritating but specifically what problems there are. Collect written record when the behaviours/incidents occur. All relevant documents are kept up to date for the file
- Discuss the situation with the Co-ordinator, SENCO, Pre and Primary Director or Deputy Director.
- Call an interview with the Parents, Co-ordinator, the Director and the SENCO.
- An appropriate behaviour modification programme is decided on and implemented (IEP). It is monitored carefully.
- A review is held with the Teacher, Parents, Co-ordinator, Director and SENCO.

Primary School

Guiding Statements for Students

The Primary students and teachers use the student-friendly Guiding Statements to guide their behaviour and attitudes.

*I – We will **investigate** - inquire, reflect, and explore.*

*S – We will learn about our social, emotional and physical needs to be able to keep ourselves **safe**.*

*U – We will care and share to help create **unity** in the world.*

*C – We will try to think **creatively** all the time.*

*C – We will care about our school, local, and international **communities**.*

*E – We will do our best to learn as much as we can - **education**.*

*E – We will care about and be responsible for the **environment** - Earth and everything on it.*

*D – We will **dare** to be the best person we can be, with patience, kindness, integrity and respect for others.*

The academic year begins with a student-led overview of the Guiding Statements in an assembly as well as class discussions. Every classroom has the Guiding Statements for students displayed in the classroom, next to the whole school BISI Guiding Statements. This way, we aim to encourage positive attitudes toward our school community, learning, and environmental awareness, as well as ensure every child understands the ethos we expect at our school.

Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- members of staff congratulate children;
- members of staff give children team points, either for good work or behaviour or to acknowledge outstanding effort or acts of kindness in school;
- children are asked to show their work to the class;
- children are awarded stickers by members of staff;
- playground star is awarded for good behaviour and exchanged for team points;
- teachers tell the child's parents about key achievements;
- children are asked to show their work to another class or member of staff;
- children are sent to be congratulated by a more senior member of staff;
- each week we nominate children from each class to be 'Student of the Week' to receive a certificate in the Friday Assembly;
- the school team with the most points is announced in the Friday Assembly.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. These can be found in the Hierarchy of Sanctions. Responses are appropriate to the level of seriousness of the behaviour. Details of the Hierarchy can be found in this policy.

The aim of sanctions is to discourage future misbehaviour. The real power of sanctions is in the child having a clear picture of the dependable and inevitable progression through the hierarchy.

As a general rule only the appropriate student is aware of a complaint about behaviour, as reprimanding someone on the other side of the classroom can leave everybody feeling told off. The use of 'blanket punishments' is discouraged, as we prefer to identify and deal with the individual student(s) at fault.

If there are incidents of anti-social behaviour, the class teacher sometimes chooses to discuss these with the whole class during 'circle time'.

The school does not tolerate bullying of any kind. When we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. All instances of bullying are referred to the Director/Deputy Director. Members of staff only intervene physically to restrain children to prevent injury to another child or if a child is in danger of hurting him/herself.

Resolving Conflicts

Children are encouraged to take responsibility for sorting out their own conflicts. Members of staff take responsibility for teaching them, modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion.

Children are encouraged to listen to one another, without interrupting, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

The role of all members of staff

The school has high expectations of the children in terms of behaviour. It is the responsibility of all members of staff to ensure that the school expectations are met and that children behave in a responsible manner.

All members of staff provide good role models for the children, modelling desired behaviour in the way in which they listen to the children, in the tone of their voice, and in their own behaviour.

Members of staff treat children fairly, with respect and understanding, and ensure the school expectations are met consistently.

All members of staff deal with incidents of misbehaviour and apply appropriate sanctions. More serious incidents are reported to the class teacher for recording.

The role of the class teacher

It is the responsibility of each class teacher to ensure that the school expectations are met in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom rules consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself. However, if misbehaviour continues, the class teacher seeks help and advice from a senior colleague.

When there are concerns about the behaviour or welfare of a child, the class teacher contacts the parent(s) and keeps them informed of the child's progress.

If a child continues to misbehave, the class teacher seeks help and advice from the Director/Deputy Director or Campus Coordinator, who may refer the child to the SENCO.

The SENCO or Campus Coordinator, in agreement with the Director/Deputy Director, may set up a Behaviour Support Plan or subsequently a Pastoral Support Programme, to support and guide the progress of the child.

The role of the Director/Deputy Director

The Director/Deputy Director supports the staff by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Director has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Director may permanently exclude a child. Both these actions are taken in conjunction with the school governors.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform each other immediately if we have concerns about the child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents are expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they initially contact the class teacher. If the concern remains, they contact the Director/Deputy Director or Campus Coordinator.

The role of governors

The governing body has the responsibility of setting down this policy on standards of discipline and behaviour and of reviewing its effectiveness. The governors support the Director/Deputy Director in carrying out this policy.

The Director/Deputy Director has the day-to-day authority to implement the school behaviour and discipline policy.

Fixed-term and permanent exclusions

The Director has the power to temporarily exclude a student from school. The Director may recommend to the Board that a student be permanently excluded. Such a recommendation will be discussed at Board level and a decision made.

If the Director temporarily excludes a student, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Director makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Monitoring

The Director/Deputy Director monitors the effectiveness of this policy on a regular basis, and if necessary, makes recommendations for further improvements.

Review

The school reviews this policy every two years, but may review the policy earlier than this, if the school receives recommendations on how the policy might be improved.

Hierarchy of Sanctions

The sanctions listed below may be applied as a result of inappropriate behaviour

Level 1 (lower)	Non verbal signals Ignoring behaviour/praising others Verbal reminder/warning Stand up Write name on board Repeat action correctly Verbal apology		
Level 1 (higher)	Close supervision during free time Move within room/playground Confiscation of item/equipment		
Level 2 (lower)	Miss part/all of a playtime/time at lunch/choosing time Repeat work in school/at home Extra work in school/at home See PSLT Letter of apology Exit to parallel class (10 minutes to 1 session) Informal contact with parent through class teacher	CT written recording ↓ ↓ ↓	
Level 2 (higher)	Work in isolation (under supervision) SLT member contacts parents (meeting with SLT member, CT, parent/child) Lunchtime detention (under supervision) Loss of extra-curricular activities (when behaviour is relevant) Payment/contribution towards costs of damage caused Eating separately from other children Community Service (provision of tasks which benefit the school)		Director Written recording ↓ ↓ ↓
Level 3 (lower)	Exclusion from lunchtimes Moving class (longer term) Temporary exclusion (1-5 days)		
Level 3 (higher)	Second period of temporary exclusion Recommendation of permanent exclusion		

Below is a full but not exhaustive list of inappropriate behaviours, which may occur in class, around school or in the playground. It can be used to make judgements about appropriate sanctions by referring to the accompanying list of hierarchical sanctions. All of the below apply equally to behaviour on buses and on trips.

	In class	In school	In playground
Level 1 Lower and Higher	Calling out/interrupting Not listening to adults/other children Failure to follow instructions Moving around room unnecessarily /inappropriately Off task / chatting Fidgeting / annoying others Swinging on chairs Misuse of equipment / property No PE kit etc.	Changing line order Not listening to adults/other children Abusing displays / equipment Inappropriate noise level Swearing to ones-self Running Pushing in front of teacher Talking in Assembly Loitering in toilets	Unfairly excluding others from games Not listening to adults/other children Failure to observe procedures/rules Play fighting Inappropriate use of equipment
Level 2 Lower and Higher	Repetition of above Disrespectful to staff Disturbing those at work through shouting Leaving without permission Throwing objects Rudeness Hiding property Minor vandalism Spoiling of others' work Name calling Lack of responsibility for actions	Repetition of above Disrespectful to staff Disturbing those at work through shouting / pushing etc. Racing Rudeness Unpleasantness to other children Lack of responsibility for actions Bullying	Repetition of above Disrespectful to staff Lack of responsibility for actions Rudeness Bullying
Level 2 Higher Level 3 Lower and Higher	Repetition of above Vandalism Stealing Serious challenges to authority Swearing at someone else Racism Violence / fighting	Repetition of above Vandalism Serious challenges to authority Swearing at someone else Racism Violence / fighting	Repetition of above Vandalism Serious challenges to authority Swearing at someone else Racism Violence / fighting

Secondary School

Rewards

The House system

All students at BISI belong to one of 3 'Houses', Oak, Maple or Cedar. Students from the same family are placed into the same 'House'. There are annual competitions for sports and academic trophies. Points may be gained for good work and good behaviour.

Points may be deducted for poor behaviour, or work that has not been completed or handed in.

Examples of good work, good behaviour may result in students being awarded a (Blue) commendation slip, or a (yellow) highly commended slip. These awards are counted both in a personal level and contribute to the House total. (Commended slip, 3 points, Highly Commended slip 5 points)

Also in this category is the class 'merit' award for key stage 3 only. This will be given by a subject teacher who feels the form class as a whole group have shown outstanding work within a lesson. The class with the most merits at the end of the school year will have a day out of school on a trip.

Examples of poor behaviour or persistent lack of homework may result in a Pink Communication Slip being sent home to parents (and a 5 point deduction from the House total).

Lateness to lessons will result in a late slip being issued and sent to the form tutor. 2 house points are deducted for a late slip.

At the end of each term the house totals are announced and the students are encouraged to contribute more to the House cause.

At the end of the summer term the award shields are presented to the winning houses.

Individual Rewards

Students who are awarded 50 house points (in the one academic year) will be presented with a BRONZE certificate

Students who are awarded 75 house points (in the one academic year) will be presented with a SILVER certificate

Students who are awarded 150 house points (in the one academic year) will be presented with a GOLD certificate

Students who are awarded 250 house points (in the one academic year) will be presented with a PLATINUM certificate

Academic Awards – Honour Roll to be discussed by the awards committee.

Sanctions

1. Minor Offences will be dealt with appropriately by the teacher or within the department. A break, lunch time or Friday Activity detention can be given. Key Stage Coordinator should be notified with any 'causes of concern'.

Minor offences are also recorded on the 'sanctions and rewards' document found on the school Google doc. All teachers can view and edit this document. The Form Teacher and Key Stage Co-ordinator should follow up on any concerns for individual students.

A Pink Communication Slip (after 3 warnings or a more serious offence) will be sent to the Dean of Students if deemed appropriate. The pink slip is scanned and sent home to parents.

2. Continued offences (3 pink slips) OR a more serious offence may result in an after school detention being given by the Dean of Students.

Dean of Student Detentions will be held on Thursdays between 15:30 and 16:30 and are supervised by the Dean of Students or a senior member of staff. At least 24 hours' notice will be given to allow for transportation arrangements to be made.

3. A third School Detention OR a very serious offence will automatically result in a one day suspension. The student will have to sign a contract of behaviour on their return to school
4. Students who commit serious offences, or repeat minor ones, may be referred to the school Discipline committee. The Discipline committee will be comprised of the Director of Secondary, the Deputy Director of Secondary, the Dean of Students, the relevant Key Stage Co-ordinator & the Turkish Deputy Principal.
5. A VERY serious offence OR a third one day suspension may result in an indefinite suspension and recommendation to the board that the student be permanently excluded.

One Day Suspension

Internal – The student will spend the day with the Turkish Deputy Principal completing work. Their break and lunch times will differ from the rest of the Secondary School.

External - The student spends the day at home and may in fact be sent home immediately following an incident. Students must catch up work missed.

Any suspensions will be noted in the student's school file as evidence for any future offences.

The aim of this process is to give students every opportunity to reform and conform to the standards and expectations of the school whilst at the same time offering a clear, stepwise escalation of sanctions leading ultimately to permanent exclusion for those who do not choose to do so.

The school recognizes its responsibility to help and encourage students to conform to our expectations and will provide pastoral care and counselling in addition to the actions outlined in this scheme.

Process of Rewards & Sanctions

BLUE slip commendation is given to students for good work. This slip is given to the form tutor and recorded. (+ 3 house points)

YELLOW slip highly commended work is given for exceptional work. This should be signed by the (Deputy) Director of Secondary. Students work can be presented to Director of Secondary. This slip will be given to the form tutor. (+5 house points)

PINK communication slip (-5 house points) the teacher writing the slip should give all the 3 copies to the Dean of Students. Student will sign all copies after discussion of the sanction. Form tutor and Key Stage Co-ordinator will receive a copy and the other copy will remain with Dean of students to be filed. Parents will receive a scanned copy via email and should respond to the Dean of Students.

LATE slip (-2 house points) If a student turns up late to lessons they should receive a late slip. This slip will be given to the form tutor to record in the individual student file.

At the end of each term, house points will be tallied and added towards other house events. Form tutors will record on a spreadsheet with the number of slips gained, this will automatically be calculated towards the house awards within the secondary school.

BISI Secondary Code of Conduct

- You have the right to be valued for who you are.
- You have the responsibility to value others in turn.
- You have the right to contribute to BISI without fear or ridicule or intolerance.
- You have the responsibility to listen to others & respect their right to make choices and have opinions.

Appearance: School uniform must be worn correctly. As stated in the h/w diary – navy blue fleece, white polo shirt, navy blue trousers, navy blue skirt of acceptable length, black shoes, black boots (optional for winter). Students may wear a bracelet or necklace and a simple stud earring. Hair must always be clean &

tidy and styled so as not to invite comment. Boys must be clean shaven. Years 7-11 should not wear make-up or nail varnish. Years 12/13 may wear muted make-up and neutral nail varnish.

Behaviour: Students must

- not leave the school premises between 08.45 and 15.30 without signed permission from a senior member of staff.
- report to the school secretary on arrival, if late, and collect a late slip.
- be punctual at all times.
- Be fully equipped for lessons.
- Remain outside the school building during morning break and lunch, except when using the lockers and during adverse weather conditions.
- Not carry bags to class.
- Not chew gum.
- Not use music players or mobile phones in class unless directed by the teacher.
- Not use the lockers apart from break & lunch to prepare for lessons.
- Wait outside specialist rooms (Science, ICT, Art) until told to enter by the teacher.
- Not show any displays of affection in public.
- Be co-operative at all times with teachers, secretaries and ancillary staff.

Illness, Injury and Medicines: Students are not permitted to carry any kind of medication. Authorised medicines must be kept with the School Nurse who will administer them during break and/or lunch times. Any student taken ill or injured during the day should report to the Nurse.

Primary Building: Secondary students may only enter the Primary building if they have permission from a member of staff or they are visiting the school nurse.

Weapons: Any student bringing any kind of weapon into school will be immediately permanently excluded from the school. (These may include but are not limited to; knives, bats, projectile launching devices, domestic tools)

Smoking: It is absolutely forbidden for students to smoke on school premises, on school transport, representing the school or on a school trip. Students can expect serious consequences if they choose to ignore this rule.

Alcohol: The consumption of alcohol on school premises, on school transport, representing the school or on a school trip, or coming to school under the influence of alcohol will result in immediate and permanent exclusion from school.

Drug Abuse: Any student who is found indulging in drug abuse on or off school premises will be liable to be temporarily or permanently excluded.

Vandalism: Students who indulge in vandalism to school property can expect to face severe consequences for their anti-social actions.

Students are expected to behave in accordance with the School Code of Conduct. This is clearly written in the h/w diary and should be signed by all students at BISI. Students must learn that infringement of the Code of Conduct carries consequences. These consequences will vary according to the seriousness and the circumstances of each case. Serious infringements will be recorded in the student's file.