

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.

Primary School

Expectations of Behaviour

The Primary School has Five Expectations of Behaviour:

Treat the classroom as a place of learning
Create a calm atmosphere in and around school
Show respect and consideration for all
Take responsibility for your own behaviour
Enjoy your free time and allow others to do the same

Each class teacher discusses the school expectations with their class. Each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom alongside the school expectations. In this way, the boundaries of acceptable behaviour are clear and every child in the school knows the standard of behaviour that we expect.

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 pupil 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 pupil(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

Only the Director has the power to exclude a pupil from school. The Director may also exclude a pupil permanently. It is also possible for the Director to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Director excludes a pupil, 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.

The class teacher records serious or repeated incidents of misbehaviour. The Director/Deputy Director records those incidents where a child is sent to one of them, on account of bad behaviour, in the Director/ Deputy Director's Profiles folder and keep a record of pupils who are excluded.

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)	<p>Non verbal signals Ignoring behaviour/praising others Verbal reminder/warning Stand up Write name on board Repeat action correctly Verbal apology</p>		
Level 1 (higher)	<p>Close supervision during free time Move within room/playground Confiscation of item/equipment</p>		
Level 2 (lower)	<p>Miss part/all of a playtime/time at lunch/choosing time Repeat work in school/at home Extra work in school/at home See Year Leader YL classes to KSLs Letter of apology Exit to parallel class (10 minutes to 1 session) Informal contact with parent through class teacher</p>	<p>CT written recording ↓ ↓ ↓</p>	
Level 2 (higher)	<p>Work in isolation (under supervision) SMT member contacts parents (meeting with SMT 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)</p>		<p>HT Written recording ↓ ↓ ↓</p>
Level 3 (lower)	<p>Exclusion from lunchtimes Moving class (longer term) Temporary exclusion (1-5 days)</p>		
Level 3 (higher)	<p>Second period of temporary exclusion Permanent exclusion</p>		

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.

	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, 1point, Highly Commended slip 5 points)

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

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 shield are presented to the winning houses.

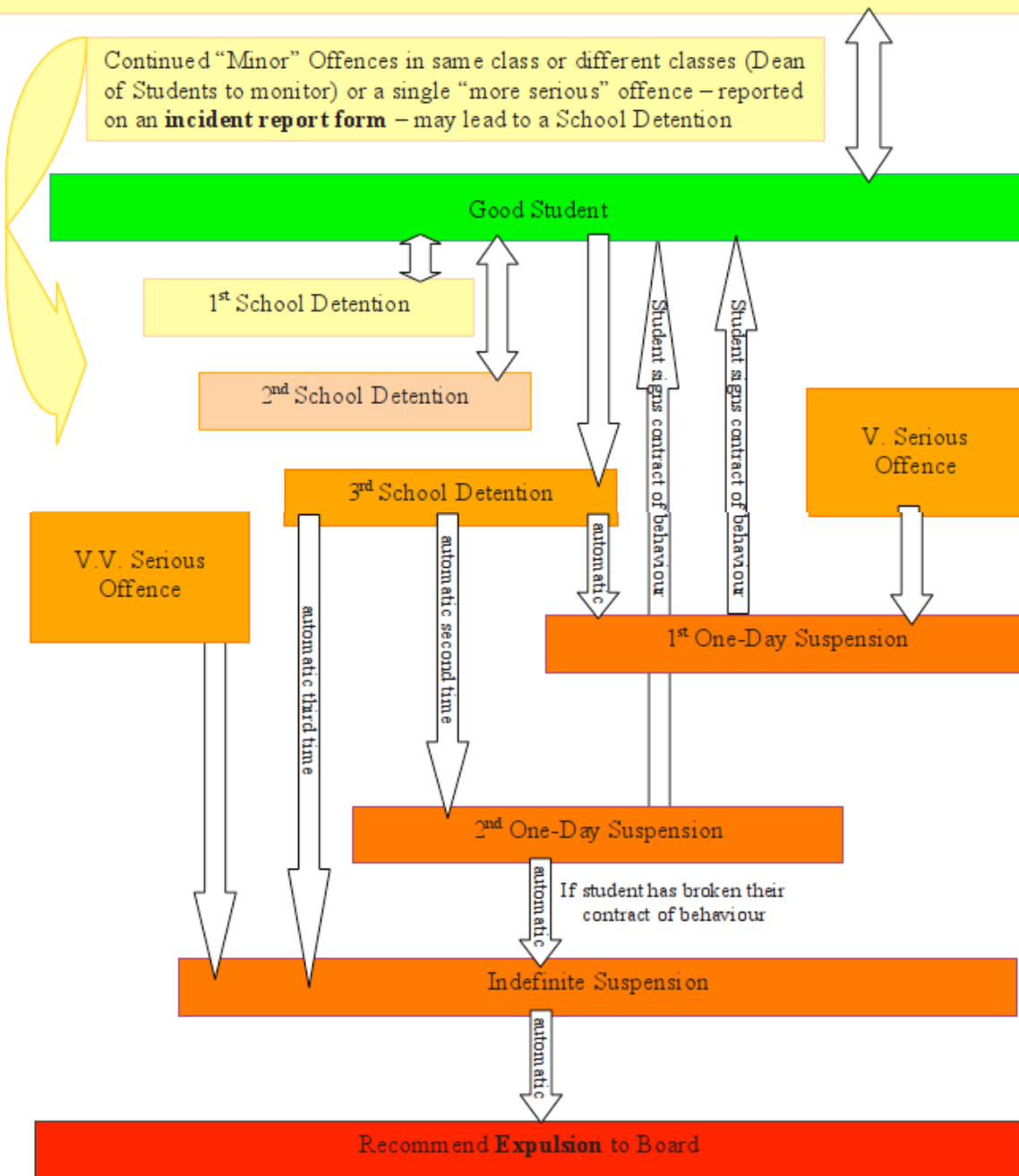
Individual Rewards

- 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 100 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

Sanctions

“Minor” Offences, after one warning...

- should be dealt with appropriately by the teacher or within the department (maybe lunch detention)
- a **pink communication slip** must be filled in
- the pink slip must be given the Dean of Students.



Explanatory Notes

1. *Minor* Offences will be dealt with appropriately by the teacher or within the department. A *Lunchtime Detention* * can also be given, the student will be informed and their name will be written on the lunchtime detention list in the staff room. A **pink communication slip** will be sent via the form teacher to the Dean of Students.
2. **EITHER** continued offences in the same class or across different classes, **OR** a *more serious* offence may result in a **school detention**** being given.
3. **EITHER** 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. **EITHER** a *very very serious* offence **OR** a third one day suspension **OR** a student breaks the contract of behaviour they signed after a one day suspension will automatically result in an **indefinite suspension** and recommendation to the board that the student be **expelled**
5. 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 Dean of Students, the Director of studies, the student advisor and the Chairperson of the Student Council. The Turkish Vice Principal may substitute.

**Dean of Student Detentions are held on Wednesdays between 3:40 and 4:20 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.

***The student spends the day at home and may in fact be sent home immediately following an incident. Students must catch up work missed. Students are expected to sign a contract of behaviour before returning to classes. The suspension will be noted in the student's school file and should be signed by parents before the student is readmitted to class.

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 expulsion 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.

The time period over which school detentions and one-day suspensions accumulate shall be one academic year.

At the beginning of the academic year the slate is wiped clean.

In exceptional cases, where a student has been a major problem previously, and with the recommendation of the Discipline Committee, BISI may only enrol the student if they **first** sign a contract of behaviour