



IBSB Behaviour Policy and Procedures

Secondary School (*Abridged Version*)

Introductory Statement

This document is a statement of the principles and strategies for managing student behaviour at IBSB. It was reviewed through a process of consultation with staff, parents and students.

The SMT approved it January 2012. This reviewed policy was fully implemented in January 2012.

This policy follows a positive approach to encouraging good student behaviour:

It recognises that the vast majority of our students are well behaved

It works to actively re-enforce and reward this good behaviour

It recognises the impact poor behaviour has on learning and teaching

It provides a clear guide for applying sanctions for poor behaviour

Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in our school. The Behaviour Policy offers a framework below within which positive techniques of motivation and encouragement are utilised by the teachers. In adopting a Positive Approach to behaviour management, the school places greater emphasis on rewards than on sanctions, in the belief that this will, in the long run, bring the best results.

Aims

- To enable the school to function in an orderly and harmonious environment
- To foster an environment that is safe, inclusive, supportive, conducive to learning, free of harassment or bullying of any kind
- To ensure the safety and well-being of all members of the school community by encouraging an atmosphere of respect, tolerance, and consideration for others
- To promote positive behaviour and self-discipline
- To enhance the learning environment where students can work to their full potential and make progress in all aspects of their development
- To enable parents and students to understand the systems and procedures that form our Behaviour Policy and to ensure their cooperation and support in the implementation of this policy and the application of the procedures outlined

The Golden Rules:

- Treat all people with courtesy and respect at all times
- Be a positive role model and influence on those around you
- Conduct yourself honourably at all times (don't lie, cheat, or steal)
- Strive for excellence in all that you do
- Wear the school uniform with pride/ follow the dress code
- Be punctual to lessons
- Raise your hand when you wish to speak in class, unless otherwise instructed
- Always leave the classroom tidy with chairs under the desk at the end of each lesson
- Use mobile phones only during break times
- Consume drinks only during break times
- Lunch should be consumed only in the lunch room (unless on detention) (Year 13 are permitted to eat at the French bakery, weather permitting)
- Leave bags tidily in classrooms during break times
- Remain quiet before and during assemblies
- Look after your own property
- No chewing gum



Implementation of Behaviour Policy

We encourage and support the following strategies towards disciplining children.

1. We believe that discipline is more effective when there is no element of judgement. For this reason we acknowledge the educational benefits of making mistakes and learning from natural consequences.
2. *The Golden Rules* will be displayed prominently in classrooms, and referred to regularly, so that children will be quite clear as to expectations and their behaviour.
3. It must be made clear to children that the expectations are the same whether they are in the classroom, in the playground, or on a school trip, whether it is their teacher or any other adult within school - appropriate behaviour is expected in all aspects of school life.
4. Each teacher should make a concerted effort to identify students being good. We believe we can shape the behaviour of students by rewarding and praising good behaviour when it is observed.

Rewards and Sanctions

Rewards

- **Praise the good behaviour** of others or find a way to praise the individual's good behaviour if possible.
- **A merit system will be used to award good behaviour and academic effort and achievement in classes.**
- The students will collect merits throughout the year and bronze, silver, gold and platinum certificates will be awarded by the relevant Head of School (225 merits = bronze, 450 = silver, 675 = gold, 900 = platinum) In addition a diamond certificate will be awarded for the student with the most merits at the end of the year. Merits will be awarded taking into account the following criteria: classroom contribution (1 to 3 merits), homework (1 to 3 merits) and test results (1 to 3 merits). Merits will be recorded on weekly basis in the school data base for the Secondary School. Teachers in the Secondary School will be required to enter student merits and warnings in the Schoolbase system or to submit a merits and warnings sheet to the designated coordinator by Wednesday 4pm each week. The students will also keep a record of their merits in their students profile folder and in their homework diaries.
- **A House points system will also be used to reward student involvement in extra-curricular activities and school life,** (see House System Policy).

Sanctions/Disciplinary Procedures

In the case where students do not demonstrate good behaviour in the school a hierarchy of sanctions (detailed below) will be followed. This is necessary in order to promote a good educational environment where the highest standards of teaching and learning can be achieved.

IBSB has the right to impose reasonable sanctions if a pupil misbehaves.

Sanctions a school might use include:

- a verbal reprimand
- a written warning
- removal from a class or group
- loss of privileges
- confiscating an item if used inappropriately (for example, a mobile phone or music player)
- detention
- referral to Behavioural Committee and placed on report
- suspension
- exclusion



Please note that teachers cannot punish pupils physically. They can however physically restrain them where it's necessary to stop a pupil injuring him or herself or someone else, damaging property, or causing serious disruption.

Secondary School Procedure

Stage 1: Verbal warning

A verbal warning may be given in situations where a student is behaving in an inappropriate way that is disrespectful of others, including both the teacher and or students and is affecting the learning and or enjoyment of another student.

Verbal warnings may be given for the following misbehaviour:

Class disruption
Disobedience
Failure to engage in lessons as required
Failure to follow Golden Rules

Stage 2: Written warning

[Parents informed via Schoolbase/Student planner]

In situations where a warning has been given and is not heeded a written warning may be given. The written warnings are entered into schoolbase or put on a merits/warning sheet. This sheet is submitted weekly to a designated coordinator and recorded in a database and in their Student Planners.

Each warning should also be recorded in a student's diary. Each Key Stage 3 & 4 student should have their diaries with them during each lesson, if not then this is a possible warning in itself.

- o In addition to the list above, a written warning may be given for unexplained lateness

Stage 3: Withdraw of break/ lunchtime detention

[Parents informed via Schoolbase/Student planner]

In situations where a teacher feels a clear message needs to be sent to a student, a student may lose a break or be given a lunchtime detention.

If the teacher chooses to hold a student/s back during a break time, this sanction shall be supervised by the teacher who gave the warning. The misbehaviour should be discussed with the student during this period so that the student is fully aware of his/her misbehaviour. **The fact that a detention was given or a break withdrawn should be recorded in a student's diary** (if not available then a message should be sent home to the parent by email explaining why a detention was given, with the Head of Primary/Secondary, School, and Executive Director CCed in). The detention should also be recorded in Schoolbase with the reason clearly stated.

If a student receives more than 3 warnings in a week that student will receive a detention the following week.

Student failing to turn up to their detention will be required to attend detention the following day. Students who fail again to attend detention will automatically be referred to the Behavioural Committee and meeting requested with the parents to resolve the issue.



Detentions may be given for the following misdemeanours:

- Repeated instances of misbehaviour noted in [Stage 1](#)
- Deliberate physical aggression
- Rough play, play fighting
- Intentional hurting of feelings
- Leaving school grounds without permission
- Intentional ignoring of staff instructions
- Use of bad language
- Intentional minor damage of property
- Theft of minor items
- Insolence, cheekiness, back answering
- Bullying (isolated incidences)
- Not doing homework
- Cheating in a test (more than one detention may be given depending on the test)
- Not wearing the correct school uniform

Please note that student counselling will be provided during Stages 4-6

Stage 4:

Behavioural Committee

[Parents informed via letter by form tutor and parent meeting arranged to set agreed targets]

In situations where a student has received more than 3 separate detentions in a given week, or with less in situations where the behaviour is considered to be highly inappropriate (prolonged bullying, excessive use of bad language, physical displays of aggressions such as slamming a door or kicking a chair over, or purposefully damaging school or another student's personal property) that student shall be required to attend a behavioural committee meeting, and may be placed on report and assigned a Prefect/teacher mentor.

In addition to receiving 3 separate detentions in a given week a student may also be placed on to report in the following situations:

Bullying	Inappropriate language to school staff
Questioning authority	Minor Theft
Refusal to work	Serious disrespect
Serious insolence	Deliberate minor damage to property

Weekly reports

A weekly report is used to monitor student behaviour lesson by lesson. The report includes agreed targets set by the student in collaboration with the person monitoring them, a parent, a member of the behaviour committee, and where appropriate a school prefect.

Students will be removed from the monitoring sheet at the end of 2 weeks if they complete 2 full weeks with an average of 3 (Satisfactory) or above for the period.

In situations where a student fails to pass their report, a parent teacher meeting will be called to discuss the report at the end of the first week to inform the parent of the likely possibility of an internal suspension at the end of the second week.

Please note that students on report are not entitled to enjoy privileges and as such may not be allowed to participate on schools trips.



Stage 5: Internal Student Suspension

[Parents informed via letter by Head of Secondary: Parent-Head of Secondary Meeting]

In situations where a parent meeting has been held and the parent informed of the situation, and a student has failed to correct their behaviour during the period of the following report, the school may elect to suspend that student for 1-5 days. In this situation the parent shall have 2 weeks warning of the impending suspension in writing and shall be informed in a meeting before the 2 week report period commences.

An Internal Suspension shall only take place in cases relating to poor behaviour. **Suspension shall not be the result of lateness and non-completion of homework alone.** In cases relating to continued failure to complete homework set, students shall be required to continue with lunchtime detentions and will use this time to complete homework set.

Please be aware that in situations where student behaviour is considered to interfere with the right to learn of other students, teachers may decide to place a student under direct Internal Suspension with the combined consent of the Head of Secondary and Head of School. In this situation the Executive Director must be informed and a letter sent to parents to inform them of the ISS and the grounds for taking this action.

Following Internal suspension, the student will again be placed onto report for a period of two weeks

Stage 6: External Student Suspension

[Parents informed via letter by Head of Secondary: Parent-Head of Secondary Meeting]

In situations where a student has had a period of Internal Suspension, a parent meeting has been held and the parent informed of the situation, and a student has failed to correct their behaviour during the 2 week report period following the Internal Suspension, the school may elect to suspend that student from school for an initial period of 1-5 days. In this situation the parent shall have received prior notice of this possibility when meeting with the behavioural Committee, with 2 weeks warning of the impending possible suspension in writing in addition to the Internal Suspension time and shall be informed in writing of the External Suspension.

External suspension shall only take place in cases relating to poor behaviour. **Suspension shall not be the result of lateness and non-completion of homework alone.** In cases relating to continued failure to complete homework set, students shall be required to continue with lunchtime detentions and will use this time to complete homework set.

Extenuating Circumstances for suspension without notice:

The school reserves the right to miss out any of the stages above if the student's behaviour is deemed severe (severity differs from one circumstance to another).

Examples of inappropriate behaviour that is likely to lead to suspension include:

- Smoking on campus
- Drinking alcohol on campus
- Gambling on campus
- Verbal abuse of a teacher
- Serious fights where a person is seriously injured
- Severe theft or the destruction of other people's property (including the schools)
- Possession of a potentially dangerous weapon such as a sharp knife



(External Student Suspension continued)

Any wilful behaviour that is deemed to place or to have potentially placed the health of others in jeopardy

Deliberate, intentional significant damage to property

Any situation that is deemed potentially harmful to the reputation of the school

This list is not exhaustive but does cover the types of behaviour which are considered to be highly inappropriate.

Steps to be taken following serious misbehaviour

1. Head of School informs Executive Director of the situation
2. Principal contacts parents inviting them into a meeting
3. At this stage, if parents and pupil come in and give a serious under-taking, the decision to externally suspend may be deferred. If, however parents do not come in, or do not give an undertaking of good behaviour suspension applies automatically
4. If serious/gross misbehaviour continues suspension applies
5. Suspension will be notified by letter

The decision to suspend from the school will be considered as a last resort only when other possibilities have been tried or immediately after incidences of Gross Misbehaviour.

In the case of Gross Misbehaviour, the Executive Director shall authorise the Head of School to sanction an immediate suspension, pending a discussion of the matter with the parents.

Students who have been suspended will be assigned work to complete during the period of suspension. If this work is not handed in when returning to school at the end of the suspension period the student concerned will go into internal suspension until the assigned work has been completed.

Stage 7:

Student Exclusion/Expulsion

[Parents informed via letter by Head of Secondary: Parent-Head of Secondary Meeting]

A school will usually only expel a pupil as a last resort after trying to improve the pupil's behaviour through other means. However, there are exceptional circumstances in which a school may want to decide to expel a pupil for a 'one-off' offence.

In cases of repeated suspension and or extremely inappropriate misbehaviour which endangers the health of others at school, or damages the reputation of the school, the school may elect to exclude a student from attending IBSB indefinitely.

Examples of severe cases of behaviour that are likely to lead to exclusion include:

- Drug use or the selling of drugs
- Physical aggression toward a member of staff
- Extreme physical violence toward a student
- Extreme cases of bullying
- Significant wilful damage to school property
- Possession of a firearm
- Use or attempted use of a weapon at school, including a knife
- Sexual misconduct, including sex with consent on school grounds

Again this list is not exhaustive but does cover the types of behaviour which are considered to be entirely unacceptable and as such shall receive zero tolerance.



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Please note that this Policy is an abridged version of a comprehensive 14 page IBSB Behavioural Policy document which offers a detailed approach to the Positive Discipline Approach adopted by the school and the methods and procedures followed. To read the unabridged version, please visit the School Policy Section of the IBSB website.