



FOUNDED 1900

THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE

Behaviour Policy

The English School

The person responsible for Policy	Headmaster: Stuart Walker Pastoral Assistant Heads: Elena Ignatiou, Anne-Marie Tellalis and Maria Koutsoudi
Ratified by	The Board of Management
Version Number, last date updated	June 2024
Date Approved	27 ^h June 2024
Review Period	Every two years
Next Review date	June 2026



Table of Contents

INTRODUCTION	2
CONSISTENCY	2
PROFESSIONAL STANDARDS ALWAYS AIMING AT HIGH ACHIEVEMENT	2
CONFIDENCE THAT LEADS TO SUCCESS	2
TIPS FOR EFFECTIVE BEHAVIOUR MANAGEMENT	2
THE UNDERLYING PRINCIPLE IS CHOICE.	3
ACHIEVEMENT POINTS/PRAISE [NEW SECTION]	3
DISCIPLINE AND BEHAVIOUR POLICY	5
CLASS-BASED MISBEHAVIOUR:	5
<i>Staff must be consistent</i>	5
STEP ONE – Verbal Warning (after settling to work)	6
STEP TWO – Second warning	6
STEP THREE- A Behaviour Point is issued and recorded on SIMS.	6
EXCEPTIONAL CASES	6
SMOKING/VAPING AND POSSESSION/USE OF BANNED SUBSTANCES	6
POSSESSION OF/SETTING OFF FIRECRACKERS AND OTHER EXPLOSIVE DEVICES	7
MOBILE PHONES/ELECTRONIC DEVICES	7
INAPPROPRIATE AND IMPROPER USE OF ICT (INFORMATION AND COMMUNICATION TECHNOLOGY) OR PHONES	7
USE OF VIOLENCE AND BULLYING	7
UNJUSTIFIED ABSENCE	7
DEPARTMENTAL/SUBJECT-BASED ISSUES	7
UNIFORM AND APPEARANCE	8
REGULATIONS	8
IMPORTANT NOTE – STUDENTS ASKED TO LEAVE A CLASSROOM	8
STUDENT CELEBRATIONS	9
SANCTION/DETENTION POLICY	10
DETENTION [ALL NEW, REINTRODUCED THIS YEAR]	10
POSSIBLE APPROACHES TO SANCTIONS (DISCRETION MAY BE USED HERE):.....	10
SERIOUS MISBEHAVIOURS	11
NOTES THE FOLLOWING:	11
LINKED DOCUMENTS:	11



Introduction

This document was created in promoting positive behaviour, empathy, respect, self-esteem, self-discipline, and awareness of appropriate behaviour that sets students up for later life.

Further, it aims

- Clearly setting out the standards of expected behaviour and the sanctions or consequences that may result.
- Ensuring a safe, secure, and effective learning environment
- Ensuring that incidents are always dealt with fairly, consistently, and proportionately.
- Acting as source of support to staff, students, and parents – they know that incidents will always be acted upon and handled fairly, and that school management will uphold the decisions detailed in the policy. This promotes trust and wellbeing
- Creating a cornerstone for other policies, that the school has, such as safeguarding, bullying, and online safety
- By making the rules and consequences clear and well-known to all those involved with the school, the likelihood of incidents of challenging behaviour – poor handling of them – is reduced.

Consistency

All staff are required to follow this policy as laid out.

Professional Standards always aiming at high achievement

No system will ever replace the need for high standards in teaching and learning. Well-planned lessons, which start on time and include engaging activities, which enable students to progress and become reflective learners, are an absolute requirement.

Confidence that leads to success

Teachers need to be confident that collectively we can achieve high standards. Clear expectations and guidance combined with the continued development of teaching and learning strategies along with a caring approach will improve students' behaviour, learning, achievement, and overall well-being. Our reward as staff will be the difference, we will be able to make in our students' lives now and in the years to come.

Tips for Effective Behaviour Management

(By Vicky Ford, Education Leeds Behaviour Consultant)

1. Plan for good behaviour
2. Actively teach rights, responsibilities, rules, and routines.
3. Separate the (inappropriate) behaviour from the student.
4. Use the language of 'choice'.
5. Model the behaviour you wish to see.
6. Keep the focus on the behaviour of concern rather than personal argument.
7. Actively build trust and rapport.
8. Always follow up issues that count.
9. Be proactive in repairing and restoring relationships.

To manage behaviour, while keeping the lesson going, use non-verbal strategies:



- Eye contact - a 'look' in a student's direction.
- Body language – move around the room, stand in close proximity or stand over a student who is not concentrating.
- Tactical pauses – stop talking and look in the direction of the student(s) causing the disruption.

The underlying principle is CHOICE.

- The students are given a choice at each stage.
- Staff have a responsibility to make the choice clear to the student before a sanction is imposed.
- The sanction should not be used as a threat. Corporal punishment is prohibited.
- The misbehaviour or bad choice has to be deliberate and not accidental.
- All staff must adhere to the sanctions' instructions.
- All staff must be consistent with our sanctions.
- The sanctions must not be a result of staff's frustrations – however frustrated we feel at times! We ALL make mistakes! The imposition of a sanction should not be based on the tolerance stage of staff being exceeded but rather because the student has chosen to move up the pyramid.
- Our aim is a non-confrontational warning of the choice.
- Our expectation is that the vast majority will comply but remember students make mistakes as well.

Achievement Points/Praise

Aim:

We strive to foster a culture of positive behaviour and academic excellence. Achievement points are awarded to acknowledge and reinforce commendable actions, while also encouraging improvement. This policy guides the issuance of Achievement points and the application of praise for various aspects of student development.

1. Achievement Points Issuance:

- Achievement points are granted as tokens of recognition for positive behavior, academic success, attendance, punctuality, and participation.
- Behavior points, distinct from achievement points, address instances of poor behavior but are not solely punitive.

2. Regular Point Issuance:

- Teachers should consistently and fairly award achievement points to students who exhibit outstanding behavior, academic progress, or participation in school activities.

3. Criteria for Issuing Achievement Points:

- Achievement points may be given for exemplary attendance, consistent punctuality, marked improvement in subjects, active participation, and contributions.
- After-school and extracurricular involvement also merit recognition through achievement points.

4. Rewards and Recognition:

- Students who accumulate achievement points earn recognition within the school community.
- We acknowledge the positive correlation between good behavior, academic performance, and character development.

5. Role of Form Tutors:

- During FT time, form tutors provide specific praise for commendable behavior, academic progress, and contributions.
- These conversations are also an opportunity to understand the causes of poor behavior or attendance, providing support and guidance.

6. Data Collection and Record Keeping:

- Staff must accurately record and document the issuance of achievement points, ensuring transparency and consistency.

7. Inclusivity and Equity:

- Achievement points are distributed fairly, regardless of background, to promote inclusivity and equal recognition.

8. Review and Enhancement:



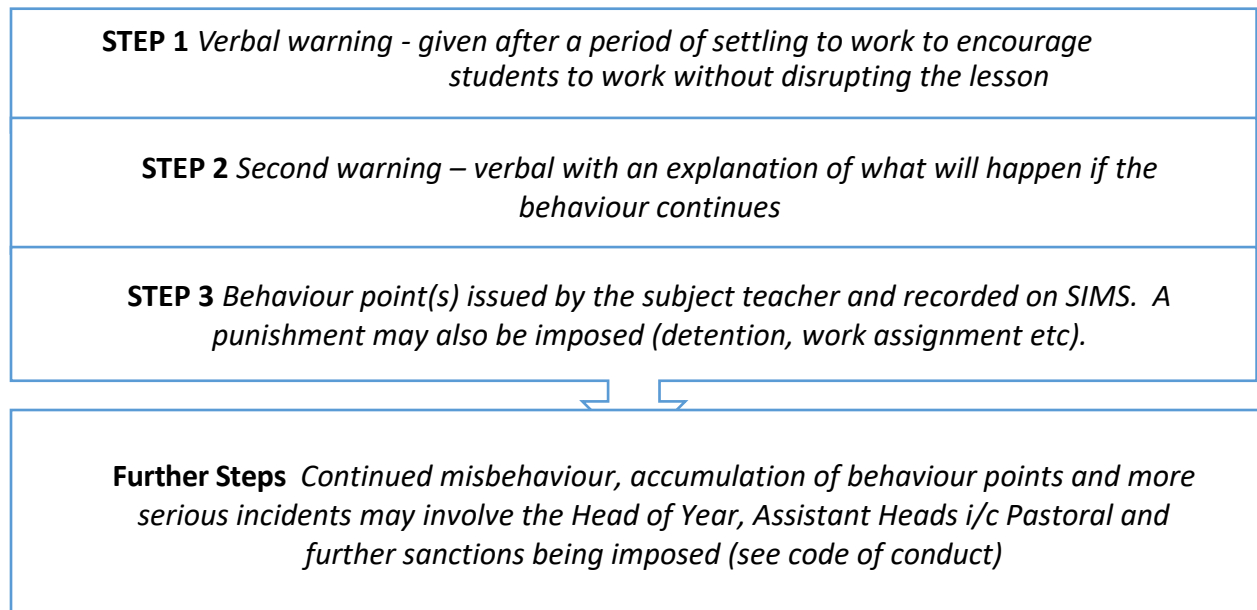
- We regularly review the achievement points system to maintain its effectiveness and alignment with school values.
- Feedback from students, parents, and staff is encouraged to continually refine the process.

By consistently awarding achievement points and recognising positive contributions, we cultivate a culture of excellence, responsibility, and growth among our students.

Discipline and Behaviour Policy

Class A Misdemeanours

Sanctions for classroom-based Class A misdemeanours (e.g., low level disruption/chatting) – individual students



pushing, slapping, talking back to teachers) start at step 3 on the flow chart above.

Class-based misbehaviour:

Staff must be consistent

Staff must be aware that students may progress through the stages due to bad choices they make. Only in *exceptional circumstances will they go straight to a higher stage - please refer to the exceptional cases indicated above and on the following page.

Make the choices clear to students at each stage.



STEP ONE – Verbal Warning (after settling to work)

It is anticipated that many students will receive the occasional verbal warning in their time with us. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. This will include settling to work quickly, listening properly to the ideas of others, and participating constructively in a discussion. The verbal warning should not be recorded. However, a teacher is expected to remember which student was warned.

Choose a method that suits you.

The warning has three clear purposes:

- to indicate to students that they have done or are doing something which is unacceptable.
- to form a link to the more serious STEP TWO – SECOND WARNING if it is required.
- to make it clear to students they are responsible for their behaviour, and they have the choice on how to behave.

STEP TWO – Second warning

A student who continues to behave unacceptably despite being given a verbal warning, a teacher will move into STEP TWO and a student will receive a second warning.

STEP THREE- Behaviour Point(s) issued and recorded on SIMS.

Punishment may also be imposed (detention, work assignment, etc.). Students must be made aware that this step is serious and that a record is being made of their behaviour that may have more serious consequences.

Exceptional cases

The following behaviours are treated as exceptional because the school may not follow the steps as described above. Some of these behaviours described below may lead **directly** to an exclusion. For more than two exclusions the student is sent to the final step.

- Smoking/vaping or being found with a smoker/vaper. First-time detention, second-time exclusion
- Fighting
- Severe disrespect
- Severe rudeness
- Vandalism
- Bullying/cyberbullying
- Stealing

This list is not exhaustive and other poor behaviour which is not detailed here will be sanctioned at the discretion of the School. This may **include permanent exclusion depending on the seriousness of the case.**

Smoking/vaping and possession/use of banned substances

The School considers smoking/vaping and possession/use of banned substances violations as very serious, and the sanctions imposed are designed to serve as a deterrent against such abuses.



- (i) On the first occasion when a student is caught in possession or using banned substances (alcohol, cigarettes, vapes, etc.) or tobacco products or in the company of a student who is smoking or has such materials the student is given detention.
- (ii) If there are further violations the student may be excluded from School.

Possession of/setting off firecrackers and other explosive devices

If a student is caught setting off or is in possession of any sort of explosive device, such as a firecracker, s/he will face severe repercussions which may include suspension or permanent exclusion from the school.

The school takes the issue of firecrackers extremely seriously and will not tolerate any behaviour which is potentially harmful to the well-being of members of the school community.

Mobile Phones/electronic devices

See separate Mobile Phone Policy.

Inappropriate and Improper use of ICT (Information and communication technology) or phones

The use by students of ICT/mobile phones with inappropriate contents, the sending of inappropriate (in the opinion of the recipient) electronic material or the creation of websites referring to the school without prior written permission being obtained from the school will be dealt with according to the nature of the contents. Depending on the nature of the contents the student could be excluded from the School immediately.

Use of Violence and Bullying

The School considers the use of violence and bullying as very serious, and the sanctions imposed are designed to serve as a deterrent against such actions.

- (i) The use of physical violence against a member of staff will result in immediate exclusion from School pending the outcome of an investigation.
- (ii) Any form of bullying (physical or psychological) is unacceptable. Such cases should be reported to the relevant Form Tutor, who will inform the Head of Year. After investigation, the Head of Year in liaison with the Head of School may take the necessary punitive action. See separate Anti-bullying Policy.

Unjustified absence

Any unjustified absences from lessons or games (truancy) will be dealt with appropriately on an individual basis. It is the responsibility of the individual Head of House or subject teacher to follow up unjustified absences and sanction accordingly.

Departmental/subject based issues

Subject based issues such as Homework/Coursework/Punctuality in handing in assignments, etc., will be dealt with by the department. The same system will be used but the responsibility will lie with the Heads of Department.



Uniform and Appearance

- The School's policy on these issues is clearly laid out in the Code of Conduct
- THIS POLICY IS NOT NEGOTIABLE BETWEEN TEACHERS AND STUDENTS and hence should not be a matter for debate.
- It is the responsibility of ALL TEACHERS at ALL TIMES to check this.
- This means that ALL TEACHERS should be acquainted with the Code of Conduct and uniform regulations.
- When a teacher feels that the appearance of a student (including uniform) is consistently inappropriate (the first time the teacher just warns the student that he/she will be sent to a senior member of staff), the teacher sends the student to the Head of Year or any other Assistant Head who will use his/her discretion and take whatever action is appropriate.

Regulations

- The highest standards of appearance, in dress, personal neatness and cleanliness, are expected of students at all times.
- Students coming to School improperly dressed or otherwise of unacceptable appearance, may be sent home or kept out of class.
- Studs may be worn if small and discreet.

No make-up is allowed at school except for Senior Girls (Years 6 and 7) who are allowed light make-up and nail varnish.

- Hair must be neat and tidy. Extreme haircuts or hairstyles are not allowed. The Management Team's discretion will be used here.

Important Note – Students asked to leave a classroom

- Students should not be asked to leave the classroom unless they pose a risk to themselves or another member of the school community. Only in exceptional cases, will students be sent to the Headmaster's office. In this case, the student(s) must be escorted to the office.
- **No student will be sent out of class** unless it is a health and safety reason.

To ensure we can accurately record all behaviour at school, we are making use of the school's information management system (SIMS) to monitor the progress of all students.

If a student misbehaves or fails to abide by the School's Code of Conduct, he/she may expect to receive behaviour points, which are a negative reflection of a student's attitudes and conduct in school. These, of course, will be accompanied by other punishments (see the Code of Conduct).

Any behaviour points will subtract from the positive achievement points that may have been collected.



Student Celebrations

The School recognizes the role of celebrations as part of the normal fun of being at school. Such celebrations may include (but not be limited to) occasions that mark the beginning and end of the school year for those in their final year of school.

The School welcomes celebrations of many kinds but requires that all celebrations comply with the School's mission statement of promote academic excellence '...in a safe and caring environment.'

The School is committed to the principle of equal opportunities for all and seeks to uphold the rights of every individual within the School community. It celebrates diversity and its ethos is one of trust, mutual respect and understanding of each other's culture, ethnicity, religion, gender, and individual needs.

The school motto is 'non sibi sed scholae' which means that students should be proud to be a member of the school and put the School community and other people before their own needs.'

All celebrations should therefore comply with the above requirements.

This means that the following behaviour, for example, is not acceptable as part of celebrations or at any other time.

- Language or behaviour, which is improper, or disrespectful to other students, staff and any other members of the School community or members of the public.
- Graffiti of any kind
- Damage to, or improper use of, school property or equipment
- Use of alcohol or tobacco
- Use of firecrackers or other dangerous substances

The above list is not exhaustive.

If the School feels that student celebrations have violated the terms of its regulations, policies, and mission statement, it will take severe and appropriate disciplinary action against individuals or groups who have been responsible for such behaviour.

Students should be aware that, where possible, the School will only punish those individuals who have been responsible for bad behaviour. However, in cases in which it is difficult to identify which English School individuals have been responsible e.g. When there is unacceptable behaviour at night, or by those wearing masks, students should expect that their entire year group may receive exceptional, extreme, and serious disciplinary consequences of inappropriate actions.

Such measures may include, but not limited to:



- Expulsion from the School (meaning denial of future assistance with higher education applications)
- Cancellation of celebratory events, e.g., Graduation Ceremony
- Writing to inform universities from which students have received offers regarding the student's behaviour

It is thus the duty of all students, and their parents, in a given year group to take every reasonable measure to ensure that the behaviour of all members of that year group is in keeping with the School's regulations, policies and mission statement.

Sanction/Detention policy

Detention

- Individual members of staff may choose to impose a break detention or their own after school detention
- A weekly whole-school detention is also available every Wednesday after school to be supervised by colleagues on a rota.
- The colleague on detention duty will be sent the list of detainees by main office staff on the day of the detention. This list is also available on SIMS. Students who do not come to detention will be referred to the relevant Head of Year who will use their discretion to take the necessary action.
- Students will not be allowed to use their mobile phone/electronic device or do homework during detention. They must remain silent during the detention.
- In some cases, the Head of Year will issue a reflective task for the student to complete and hand in.
- Exclusion or suspension from school will mean that the student will not be allowed to attend classes in school on designated days.
- Only SLT members and Heads of year are authorised to impose suspensions/exclusions.
- Permanent exclusions are at the discretion of the Headmaster.

Possible approaches to sanctions (discretion may be used here):

- Removal from social/break time – spend time in break carrying out tasks as issued by subject teacher/FT. This can happen either on the day the sanction is issued or can be arranged for another time/day. This can be for minor misdemeanours (lateness/low level misbehaviour in class)
- After School Detentions. From 30 minutes to 60 minutes. For more serious misbehaviour (regularly not submitting homework, serious misbehaviour in or out of class). Teacher issuing detention will record on Behaviour window and will issue specific tasks to be completed. Student will be supervised by the issuing member of staff or as agreed with another colleague.



- Restricted participation in certain activities/events/extra-curricular/school trips. A member of staff can restrict participation in a school activity/event depending on the severity/type of the misbehaviour. This will be carried out in liaison with the Head of Year and the teacher responsible for an activity/event/trip.
- Removal of privileges – This is done in consultation with the Head of Year.
- Writing reflective assignments. Feedback is provided on what is submitted. This can be carried out supervised in a break, during an after-school detention OR unsupervised (at home).

Serious misbehaviours

Other more serious misbehaviour by individuals or groups of students will be handled by the relevant Head of Year along with the Pastoral SMT.

During practical or lab work where misbehaviour can pose a health and safety risk, the student should be removed to a safe location as long as they are supervised until they have calmed down/had a chance to reflect or the practical activity is ended.

Notes the following:

- Any sanction must be accompanied by the appropriate Behaviour Points.
- Parents must be informed of any sanction for serious or repeated misbehaviour.
- Please start lessons on time to encourage the understanding that lateness means students are missing out on learning. The mindset should be that punctuality has a positive outcome in terms of learning and participation.

Linked documents:

- Anti-bullying policy
- Code of Conduct
- Rewards and Sanctions policy
- Mobile phone policy
- Attendance policy

Note: Minor adjustments may be made to this document during the course of the year. Members of the school community will be informed of such adjustments.