



Policy for Behaviour and Discipline at the INDEPENDENT BONN INTERNATIONAL SCHOOL

INTRODUCTION

This is the Policy for Behaviour and Discipline at the Independent Bonn International School. It was reviewed in February 2019. There is a separate policy for the Foundation Stage.

According to the equality act 2010 reasonable adjustments are made for children with special educational needs/ disabilities

PHILOSOPHY underlying the Code of Behaviour

We believe that good behaviour and discipline are key foundations of good education. Without an orderly atmosphere effective teaching and learning cannot take place. If children are permitted to misbehave in school they prejudice not only their own educational chances, but also disrupt the education of children around them. An effective school has the capacity to support and encourage pupils in developing good behaviour and to learn to play a responsible role both in the school and in the wider world.

It is the responsibility of all staff to create a positive atmosphere in the school where all pupils behave respectfully towards each other and adults. The behaviour of every child in the school is our collective responsibility, and it is important that adults display the same qualities they seek to foster in children. A high level of self-esteem and confidence in the staff forms an essential part of good pupil behaviour management.

“Attempts to enhance the level of self-esteem, confidence and social functioning of any child will fail unless supported by an organisation which offers respect and recognition to each individual pupil. Children need to be treated with consideration if they are to show consideration to others, and respect if they are to allow others feelings of self-worth.” (Valerie Besag: *“Bullies and Victims in Schools”*) There is also an anti-bullying policy at IBIS.

Our policy for behaviour and discipline is based on the straightforward principles of:

- **the teacher's right to teach,**
- **the children's right to learn,**
- **the right of everyone to be treated with respect.**

At IBIS we believe:

- that a school should be a place for feeling good, for feeling loved and valued.
- that children should be encouraged to respect the integrity of other human beings, their surroundings and their own and other people's property
- that children should be taught what types of behaviour are acceptable in given situations and should be praised when they behave well.
- that good behaviour needs reinforcement, just as bad behaviour needs reprimand.
- that sanctions should be applied as a natural consequence of particular misbehaviour rather than as a judgment of the person.
- that punishment should be accompanied by an explanation of the reasons for it, as well as by guidance in the desired behaviour, bearing in mind that the intention is not simply to regulate the children's behaviour, but **to promote more rational thinking and discipline.**
- that children **should be encouraged in an understanding of the reasons behind rules**, so that they become less dependent on external sanctions.
- that children have the right to have a teacher who is able to help them to limit their inappropriate or disruptive behaviour.
- that children have the right to have a teacher who will provide them with positive support for good, appropriate behaviour.
- that children have the right to know the consequences that will follow poor, inappropriate behaviour.

POLICY INTO PRACTICE

Key principles of good practice identify:

- setting good habits early
- early intervention
- rewarding achievements
- working with parents
- commitment to equal opportunities
- identifying underlying causes of poor behaviour

Code of Conduct

Playground Behaviour

- No football to be played in the playground before school after 8:30 , or after 16:30.
- Disruptive or aggressive behaviour is not allowed on school premises. We do not allow deliberate damage to school property, nor any spitting, biting or fighting. If the child's name appears three times within a short period the parents are informed.
- If the incident is of a serious nature, the incident will be recorded directly into the BEHAVIOUR BOOK and parents may be called immediately.
- When the bell rings at the end of playtime, children line up quietly in single file facing the front, until the member of staff on duty tells them to go in.
- Children walk quietly in single file on the **right** hand side of the corridor and staircase.
- Children take off coats, change outdoor shoes quietly, supervised by class teacher or teaching assistant.
- Children enter classroom quietly and sit down, either at own places or on the carpet as decided by class teacher.

Sanctions and liaison with parents

The following incremental steps are followed when dealing with inappropriate behaviour:

- Student receives a „quiet word“ in class from the teacher
- More open „telling off“- red slip
- Second red slip = Missing break
- Removal of lunchtime right to leave school (KS3 only) Younger year groups have a job to do (cleaning, litter pick etc.) at lunchtime.
- Email home from form teacher / Mrs. O' Shea informed
- Usage of report card/ letter home to parents from Mr. Wharton
- Behaviour book and continued usage of report card, family informed
- Following three entries into behaviour book in a school year, suspension or even exclusion to be discussed and agreed

Wet Playtimes

- If the weather is too wet for the children to play outside, they stay in their classrooms. Supervision is in place at all times.

Behaviour inside the School Building

- School begins at **8:40a.m.** Teachers use the time before then to prepare for the day ahead. We ask that the **no one enters the school building before 8:40a.m. if it is not raining.** Even in cold weather children stay outside as they should have warm coats, boots, hats etc. In extremely cold weather, children may be allowed in school at the discretion of the Deputy Headteacher.
- The rule inside the school is that children **should not run**, as this can cause accidents of children colliding with each other. Children should **walk quietly**.
- **At the beginning of playtime** children should go to the toilet, go outside and **stay outside** until the bell rings for end of play.
- Children should be accompanied to Assembly by their class teachers or assistants. They arrive and leave in single file. The children sit quietly upon entering the Bolik Hall or Red Hall. Teachers to check behaviour.
- General courtesy is promoted. Children should be reminded to say “please” and “thank you”, and encouraged to hold doors open for others, not to go rushing through doors ahead of others etc.

Behaviour in the Classroom

- Any behaviour which disrupts or hinders the learning/teaching process is discouraged and children are verbally reprimanded for disruptive behaviour.
- Each classroom should have clearly displayed its own code of conduct, previously agreed by discussion with the children themselves.
- Sanctions against those who continue to misbehave after verbal warnings include: name written on the board, “thinking chair”, being deprived of privileges such as lunch-time clubs, staying in at playtime, participating in the ‘social service’ programme etc. The Behaviour Book will be used when appropriate.
- **The school reserves the right to suspend any pupil whose conduct is unsatisfactory, especially after three entries into the Behaviour Book.** In this case the parents will have been informed beforehand that future misbehaviour will lead to such a suspension, and they will be informed in writing as to the reasons for the suspension. The Headteacher will inform the Chair of the board of Governors of his decision.
- **Ultimately, the school may permanently exclude a child if his or her behaviour is deemed by the Head and staff to be seriously inappropriate. This permanent exclusion can only be carried out with the agreement of the Chair of the Board.**
- Permanent exclusion, or any other step may be used immediately if the offence is deemed serious enough by the Headteacher and the Board of Governors.
- In the event of permanent exclusion, no fees can be refunded.

Encouraging Good Behaviour

- All members of staff make a point of noticing and praising good behaviour verbally wherever they see it around the school. Standing quietly in line without fuss, opening doors for others, saying please and thank you are all small courtesies which should be acknowledged positively.
- Within the classroom, the class teacher may choose to run a rewards system of small stickers, stars etc to encourage positive attitudes and effort.
- As a whole school, we reward good academic progress and work by posting examples of good work, for example, and giving certificates for good behaviour.

Teachers' guidelines to encourage positive behaviour

- Praise – catch them doing something good.
- Pre-empt crises – raise topics in class.
- Use role-play to show positive outcomes.
- Re-run the rules, children say what the rules are and why we have them.
- Treat the children with respect.
- Focus on the bad behaviour, not the child.
- Good work/behaviour reported to parents verbally or through homework diary, notes.
- Teachers as role models.
- Smile!
- Give privileges, e.g. taking messages to the office, giving out pencils etc.

Stealing

Initially all cases should be dealt with by the Class Teacher. Where no satisfactory outcome is obtained, reference should be made to the Deputy Head and the Head Teacher who may seek to involve parents.

Bullying

There is a separate policy on bullying.

Handling difficult children

Very occasionally a child may refuse to do as asked or be a danger to themselves or others. See separate policy regarding handling of children.

Reviewed September 2014 (I. Bolik)

Reviewed April 2016 (I. Bolik)

Reviewed July 2018 and again in February 2019 (P. Wharton)

Next review July 2019