



British International School of Tunis

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Behaviour Policy - A Restorative Approach (Primary)

The British International School of Tunis



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RATIONALE

At BIST, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules and regulations to a minimum. Promoting good behaviour amongst the pupils is a shared responsibility. All those who are involved with the school have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with each other and we expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at BIST

We believe that implementing the principles of *Restorative Approach* (RA) helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

AIMS

- To foster a caring, supportive atmosphere in which teaching and learning can take place in a safe and happy environment.
- To reinforce the good behaviour of all ages and abilities of children, which will help to promote confidence and self-esteem.
- To make clear to the children the distinction between minor misdemeanours and serious misbehaviour and the response that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.
- To respect the rights of each child.
- To ensure that reasons behind behavioural issues involving vulnerable and SEN pupils are investigated thoroughly.

Restorative Approach

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidents and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.



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Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RA and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

The Restorative Approach – Building a positive community.

The ethos of the school underpins all rules relating to behaviour within the school. At BIST our ethos is:

- We care
- We are proud of ourselves and proud of each other
- We are safe, healthy and happy
- We have good manners
- We strive to be independent learners

Children need to know and help set the class rules. Each teacher works with their class to formulate a class charter, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to. Every class takes part in class circles and PSHE lessons in the class. During circles, expectations of behaviours are taught and reinforced on a regular basis and on-going throughout the year. The class will develop their own class rules for learning, circles and behaviour. The agreed rules are on display in the classrooms.

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

What are our expectations for pupil and adult conduct?

We are proud that we have created a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities such as assemblies.

The school environment

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

Corridors

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.



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Assemblies

Staff and children are expected to enter and leave the assembly area silently, unless choosing to sing along to any music being played and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner. Members of staff who accompany their class into assembly, and wish to issue instructions to children in assembly should usually do this using signs rather than speech, and should lead their class in and out of assembly from the front of the line.

The dinner hall

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground. Lunchtime monitors, as chosen by the lunchtime supervisor, will assist in this.

The playground

At BIST, we do not distinguish between the authority of one adult to another, regardless of role (with the exception of the Deputy Headteacher and the Headteacher). At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the playground rules (**appendix 1 and 2**) and the importance of informing a duty adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework (**appendix 6**). Any serious behaviour incidents should be reported to the class teacher for further investigation and will be recorded on a behaviour log on SIMS.

School uniform

Children are expected to wear school uniforms at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in the prospectus section of the school website, or available in printed form from the school office. All members of staff are expected to enforce rules on school uniforms and challenge children who flout these rules. Parents will be contacted by the class teacher if the appropriate uniform is not worn.

Positive Behaviours

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- Staff congratulating pupils
- Individual reward time on Fridays
- House points – whole school team work
- Whole class rewards – half termly voted on by class



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- Friday superstar and great effort certificates
- Lunchtime supervisors selecting lunchtime monitors
- End of year gift and award - two per class.

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning. Our home/school agreement is a commitment to each and every one of us (**appendix 7**). We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone or electronic communication.
- The Parents' Consultations Evenings also provides a forum for discussion.
- Parents may be invited into school on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Class assemblies, celebrating behaviour and achievements.
- Certificates that children take home.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves. We strive to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- overreacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;
- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.).

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- House Captains and Vice-Captains;
- Membership of the School Council;
- Playground leaders;
- Classroom and school wide monitor jobs (e.g. year 6 House Captains or Vice Captains collect whole school house points);
- Year Group buddies;
- Members of the Eco committee;
- Supporting office admin staff to deliver letters/resources;
- Lunchtime Monitors.



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Some Examples of how we Implement Positive Behaviour

Rewards and Appreciation

Good behaviour never goes unnoticed in school and it is essential that we recognise it in a variety of ways. It is important to recognise how much it is appreciated and to communicate that to pupils.

- Appreciation - tell children exactly what you appreciate about their behaviour
- Praise – be specific about what you are rewarding

House Points

The school is divided into four Houses which were named by the children; Fire, Water, Earth and Air. House points are awarded to individual children to recognise both good behaviour and work. Points are awarded in a consistent manner with 10 points being awarded per day for work being completed to the teachers expected standard and 10 points per day for learning/kindness/behaviour and the added opportunity to gain an additional 20 bonus points per week if the maximum weekly points have been attained in one or both categories. Each House aims to have the most points by the end of the half term in order to receive the 'House Cup' which is awarded during the last Friday assembly. There is the added privilege of the winning house having a reward which is discussed in consultation with the school council. There is also the honour of being named 'House of the Year' if your house receives the most points over the year.

Year 6 have the privilege of collecting the house points from each class on a Friday afternoon and changing the monitor in the hall.

Star(s) of the week

Star of the week recognises the importance of making the right choices with our behaviour and also for great effort in learning. Each teacher explains during assembly as to why they have chosen the two pupils for the awards and these pupils are congratulated and celebrated by receiving an award they can take home.

We have also recently extended this to include an adult star of the week. This is where the children nominate an adult who they think has modelled good behaviour choices.

Class Dojo points/pebbles in a jar - half termly class reward

At BIST we recognise the importance of teamwork and having a support network. Therefore, each class starts the week with 25 points (class Dojo points/ stars/pebbles) which they endeavour to maintain over the course of the week. Points can be taken away by any member of staff who feels that the class is not working as a team. If the class ends the week with 25 points or more they are rewarded. Rewards can therefore be removed and added. Which class will get the most? What class treat did you vote for?

Golden Time – Individual awards-weekly reward.

Every child is awarded with 30 minutes of golden time at the beginning of the week. This time can be taken on a Friday. This is a time where we celebrate children maintaining rights and responsibilities around school by adhering to our school and class rules. Children are able to choose activities which they have previously chosen and have recorded. It is important to note



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here that children are able to lose minutes but can also improve their score to gain back minutes lost (1 minute is deducted at a time). We believe that unacceptable behaviour does not form a constant but each child has the opportunity to 'start afresh.'

RESPONSES TO UNACCEPTABLE BEHAVIOUR

Incidents of unacceptable behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidents between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties (**recording of dialogue/discussion - see appendix 6**).

The Restorative Questions: (recorded on sheet - appendix 6).

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a



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conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use **active listening** skills when dealing with a conflict. This enables them to draw out more from those involved.



Implementation of the Restorative Approach

When using consequences at BIST, the child(ren) should always be involved in a restorative dialogue and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment. We aim to help the children look at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

At BIST, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidents of unacceptable behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy.



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This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child involving the parents.

All Restorative discussions between peers are recorded and the class teacher keeps the records (see appendix 6).

Use of consequences

The school employs a number of consequences to ensure a safe and positive learning environment. When using consequences at BIST, staff ensure that they are constructive and allow the child to learn from what has happened. The consequence is given by the class teacher or the member of staff responsible for the class when the incident took place. If an incident occurs at lunch time then it is the Lunchtime Supervisor's responsibility to resolve the issue, unless they feel it should be referred to the class teacher. Senior staff should be consulted if there is any confusion about which sanction would be most appropriate.

Sanctions include the use of the Behaviour Steps:

1. First reminder- the need for good behaviour and choices we make.
2. Second reminder - as above.
3. Reflection time - sit and think about choices. How are we going to improve? What choices will we make?
4. After these prompts then a consequence and communication/dojo to parents.
5. If things do not improve - reflection time with a member of SLT (**appendix letter 3)/Record on SIMS.**
6. Reflection time with the Head teacher and parents notified (**appendix letter 3)/Record on SIMS.**

If these 'everyday' measures have limited effect we move to [another stage of the process](#). However, this policy is reactive to the child and thresholds are flexible depending on the type and number of occurrences of the incidents. This ensures we are consistent to our principles but flexible in our practice.

[The next stage in the process and a letter sent to parents \(appendix 4\)](#) involves a more in depth look at the child's behaviours and the setting up of interventions to improve their behaviour. These might include:

1. Regular communication with parents.
2. A report book to record all behaviours on a daily basis.
3. Implementation on ABC chart.



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4. A personal reward chart.

5. Work with a learning mentor for emotion support

6. Behaviour Plan (Plan-Do-Review) with Headteacher,, SENDCo, class teacher and parents.

We remind ourselves at this point that **'the behaviour is the problem'** not the child. This discussion will take place in a child centred briefing with all staff concerned including the Learning Mentor, SENDCo, Deputy Head Teacher and Head teacher and an invitation to invite the parents into school to discuss and support this process. In some instances we may need an **internal exclusion (see appendix 5)**. This may involve the child spending either half or the whole day working on their own. This will involve the Senior Leadership Team ensuring the child's needs are met. They have their lunch on their own and do not attend assemblies or go to playtime.

For more serious incidents involving **fixed term and permanent exclusions (see also appendix 5)**.

SIMS: When should behaviour incidents be recorded?

SLT reviews SIMS half termly and creates actions based on issues and trends, in order to ensure support at the right times and in the right places.

During lessons or at break times the child's class teacher must be informed of any serious incidents and should log any serious behaviour incidents/issues on SIMS (see points 1-6 below) if they arise for a child in the class they are teaching or supervising. **The class teacher must always be informed.**

When to record on SIMS - points 1-6

If any of points 1-6 (**below**) occur then the incident will be communicated home via the Deputy Headteacher (DHT) and/or the Headteacher (HT). The DHT or HT will send out the appropriate letter (**appendix 3 and 4**). **The incidents will be logged on SIMS.**

1. When a pupil damages property on purpose (belonging to school or to another individual in school)
2. Racist incidents (these also need to be reported separately to the HT)
3. Severe swearing/verbal abuse
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent
5. Incidents in which another individual has been injured/assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved
6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).



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It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

If any of points 1-6 occur during break or lunchtime, the adult on duty should report this to the class teacher. The class teacher will take responsibility for logging this onto SIMS and will communicate with the DHT and HT who will inform the parents (**appendix 3 or 4**).

PARENTS

Parents can help by recognising and reinforcing/upholding the School's Behaviour Policy in accordance with the Home/School Agreement (**appendix 7**).

Attending Parents' Evenings and Parent Functions, and by developing informal contact with the school, will help to reinforce parent's support. Parents should recognise that staff will consistently promote positive behaviour and will work with parents to help improve a child's behaviour.

BIST wishes to emphasise that violence, threatening behaviour, or any kind of verbal abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct themselves properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

Restrictive Physical Intervention

The U.K. law (DfE Guidance Use of reasonable force (Reviewed July 2015)) says that school staff can use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any pupil receiving education at the school, whether during a teaching session or otherwise
- Use of physical force will depend on the circumstances of each individual case, but the force used must always be in proportion to the consequences it is intended to prevent and be the minimum needed to achieve the desired result
- Where a child is at greater risk of needing restrictive physical interventions, a risk assessment will be undertaken and a positive handling plan completed, detailing triggers, techniques to be used and methods for the pupil to communicate in times of crisis
- Records will be kept of incidents in which force has been used as evidence of defensible decision-making in case of a subsequent complaint or investigation (Major Incident book kept in the Headteacher's office)
- After any recordable incident, parents should be informed of what has happened.



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We do not use reasonable force as a punishment

APPENDIX 1 (For children – have in corridors and hall as a reminder)

Happy Break times at BIST



1. Be kind and polite to everyone, adults and children alike.

2. Run when and where it is safe to do so. For example, don't run in the hall, and be aware of others around you.

3. Take care of the playtime equipment. Put it away after use.

4. Make sure that you're dressed sensibly for the weather.



5. Football can be played on your football day only, in the designated area.

6. Make sure that the quiet area in the reflective garden is a peaceful place.

7. Play in safe areas where you can be seen. Don't go behind sheds and walls, or inside without supervision.

8. Use your common sense. If you're not sure, ask an adult.





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**Play, dance and have
fun!**



APPENDIX 2 (Break time Procedures for all Staff)

Going out to play

- Classes are led onto the playground.
- Children should walk safely and be polite, holding doors open for each other and adults.

During Break time

- There are break time rules, which focus on using common sense and good manners.
Please note that the following is not allowed:

Play fighting in any form o Piggy backs and picking other children up o Playing behind sheds/ the theatre wall/ trees and bushes o

Football can be played on the designated day for the year group only. There will only ever be one football game outside. Football is always supervised by a staff member.

Sometimes pupils will have a legitimate reason to go inside, such as to get a coat because they forgot. These occasions should be rare. If you give them permission, please ensure the child comes back out in good time.

At the end of break time

- All children must stop put away any play equipment they have used.
- Collect any belongings such as jumpers/water bottles.
- Line up quietly and sensibly.
- They are now subject to classroom rules and must behave in the correct way for this.
- Teachers must ensure that they are out to pick up their class in good time.
- Once they are lined up sensibly, children are led back to their class without running, one behind the other in their line.

If classes do not comply with these rules, the teacher (TA if covering) should have a restorative discussion with the class to discuss their actions, the impact it has on each other and the wider school community. As a class, a consequence should be decided upon and carried out, with the teacher facilitating the discussion.



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APPENDIX 3 - Behaviour letter (date) sent out by DHT or HT

Dear Parent/Carer,

We bring to your attention that today (date)..... (name of pupil).....had a behavioural incident resulting in myself (or member of SLT) having to speak to them. Unfortunately this means that (name of pupil), _____ did not adhere to the standards of behaviour that we expect at BIST Primary.

It is important that your child understands our behaviour policy

We would appreciate it if you could discuss their behaviour with them and the standards that we require from them here at BIST.

If your child's behaviour does not improve then we will request a meeting with yourselves where we can discuss this in more detail.

Yours sincerely,

Headteacher or

Deputy Headteacher

APPENDIX 4 (Behaviour letter (date))- sent out by HT

Dear Parent/Carer,

Following the previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our behaviour policy and values. Therefore, I would appreciate it if you could arrange to meet with myself and other members of the school team so we can discuss a way forward.

Yours sincerely,

Headteacher



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APPENDIX 5 Exclusions

This appendix is designed to briefly outline the school's approach to exclusions within the statutory framework as defined in 'School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012'.

Principles

Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. A student may be at risk of exclusion from school for:

- Verbal or physical assault of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

An internal Exclusion can only be authorised by the Head Teacher or Deputy Head Teacher.

- A Fixed Term Exclusion from the school can only be authorised by the Headteacher or Deputy Head Teacher. The Advisory Board and Managing Director will be notified of such action.
- A Permanent Exclusion can only be authorised by the Head Teacher or Acting Head Teacher, and must only be done after consulting with the Chair of the Advisory Board and Managing Director about the intention to impose this sanction, although the final decision rests with the Head Teacher of the school.
- The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school, as outlined in our Restorative Approach - Behaviour Policy.
- Fixed Term Exclusions are rare, but in the event of exclusions taking place, the school will monitor the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of an Exclusion

Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done by the Head Teacher on the day of the exclusion, either by direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.



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Internal Exclusion

This may involve the child spending either half or the whole day working on their own. This will involve the Senior Leadership Team ensuring the child's needs are met. They have their lunch on their own and do not attend assemblies or go to playtime.

Fixed Term Exclusion

The Chair of the Advisory Board, General Manager, and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school and parents. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

Students Returning from a Fixed Term Exclusion

All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent Exclusions

A Permanent Exclusion can only be authorised by the Head Teacher or Acting Head Teacher, and must only be done after consulting with the Chair of the Advisory Board and General Manager about the intention to impose this sanction, although the final decision rests with the Head Teacher of the school. In the case of a Permanent Exclusion parents will be notified by the Head Teacher in a face-to-face meeting.

A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.



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APPENDIX 6 – RA form

[Restorative Approach Report](#)

 RESTORATIVE APPROACH REPORT	
	What Happened?
	
	What do you think and feel about that?
	Who has been affected and how?
	What are the needs of those involved?
	What do you think needs to happen next to make things right with each other and the school community?



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APPENDIX 7 – Home School Agreement

Why do we need a Home School Agreement?

- It acts as a reminder of commitments.
- It underpins the school's ethos and stated beliefs.
- It acts as a clear starting point for new pupils, their parents and the school staff.
- It provides a starting point for exploring difficulties.

The school will aim to:

- treat all children fairly and keep them safe and happy
- provide high quality teaching and support by means of a rich and creative curriculum, taking account of the children's individual needs
- encourage children to be self-motivated and enthusiastic learners
- challenge and support all children reach their full potential
- explain to children how they are progressing in their learning and what they need to do to improve their learning
- encourage children to develop tolerance and respect of others
- show children how to develop a sense of responsibility, independence and self-esteem by emphasising that they are each unique and valued
- show children how to be thoughtful, kind, caring and to speak politely to all children and adults
- encourage children to understand their role in the wider community
- communicate effectively with parents about general school issues, work done in school and the progress of their child
- listen openly to children's/parents' problems and concerns connected with school work or relationships
- be welcoming and provide opportunities for parental involvement in school life
- start and finish the school day punctually
- make available all relevant school policies for information
- help pupils to recognise and protect themselves from online abuse or bullying and misuse of social media

Pupils will try to:

- show kindness, consideration and respect to all
- be ready and willing to learn and do their best
- listen to others and to follow instructions
- to stand up for what is right and to think through what I say and do carefully
- allow others in class to learn effectively
- speak politely and to be honest
- show self-control and behave in a sensible manner
- support and care for everyone in the school



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- take care of their own appearance and belongings and the property of others
- set a good example to others
- follow the school, classroom and playground code of conduct
- make every effort to complete home tasks on time and to the best of their ability in the set time given
- ask if they need help with their learning and with their relationships at school and at home

Parents/Guardians will aim to:

- ensure their child comes to school every day, on time and prepared for learning
- ensure their child attends school in term time unless they are ill
- ensure their child is wearing clothing in line with school uniform recommendations and that their PE kit is in school when required
- collect their child punctually, and advise the school if they are going to be late or if there is a change to the pick-up arrangements at the end of the day
- inform the school of any issues which might affect their child's work or behaviour
- encourage good behaviour, politeness, self-respect and respect for others and their property
- encourage their child's learning in all areas of life and support them with their homework
- support school ethos and ways of working
- Ensure sick children are not sent to school and support the school's sick child policy
- be available to have a meeting with adults in school about any challenges in learning and behaviour
- attend parents' consultation meetings and support school activities wherever possible
- follow the school policy and procedures relating to the use of mobile devices and media
- ensure careful and considerate parking and driving at the school entrances and respect safety regulations on school premises