



British International School of Tunis

BRAVE • IMAGINATIVE • SELF-DISCIPLINED • TOLERANT

READY RESPECTFUL SAFE

Volume 2 – Behaviour - Sanctions - Ready Respectful Safe





The British International School of Tunis

Behaviour - Consequences Principles & Procedures

At **BIST**, all pupils are expected to behave in a responsible manner both to themselves and to others, showing consideration, courtesy and respect for other people at all times.

The emphasis lies in positive reinforcement and rewards and praise rather than on sanctions and punishments. Setting and expecting high standards of behaviour, courtesy, and mutual respect is our aim.

We value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency.

- All children, staff and visitors have the right to feel safe at all times at school
- BIST is an inclusive school. All members of the school community should be free from discrimination of any sort.
- The school rules should be clearly set out in the Home School Agreement
- The Advisory Board would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
 - It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Secondary Principal is expected to use her/his discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Advisory Board strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Advisory Board expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Advisory Board wishes to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The Advisory Board expects the Secondary Principal to include guidance on the use of reasonable force, within the Behaviour Policy.



The British International School of Tunis

Rationale

Our Ready, Respectful Safe (RRS) is a whole school behaviour and learning policy which covers all aspects of school life. All sanctions are given through a central school system and are carefully monitored by the school's staff.

The way students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school the impact is:

- Students achieve more academically and socially
- Time is reclaimed for better and more learning
- Staff satisfaction is higher, recruitment is less problematic.

With this in mind, Ready Respectful, Safe has been implemented to provide a graduated approach which allows for a classroom environment conducive to a productive and effective learning.

The aims of Ready, Respectful, Safe are:

1. To create a culture of achievement, ambition and learning everywhere in the school and ensure no learning time is ever wasted.
2. To provide complete clarity for all staff and students about behaviour standards and the consequences of misbehaviour.
3. To encourage all students to take responsibility for their own actions.
4. To support teachers to deliver engaging and creative lessons, to feel able to experiment and take risks.

Ready, Respectful, Safe is a whole school system which relies on all staff using it in a fair and consistent way. No other sanctions for behaviour are to be used. Procedures must be followed in accordance with sanctions and the staged process.

One of the key strengths of BIST is the fantastic relationships that exist between staff and students. It is important to continue to foster this central part of our school culture.

School rules:

School rules are broken down into three areas:

1. Ready: being ready to learn, ready to achieve and ready to be part of the BIST community
2. Respectful: being respectful to others, in class, around school and equipment
3. Safe: acting in a safe manner round school, following staff instructions for health and safety



The British International School of Tunis

Ready, Respectful, Safe in the Classroom(Years 7-13)

Students will show they are ready to learn in the classroom by adhering to 10 clear rules of Ready Respectful, Safe:

Ready:

1. Arrive on time, with all equipment, usually within five minutes of the start of the lesson, ensuring an orderly entry and exit.
2. Always try your best and be positive.
3. Start work as soon as instructed by the member of staff and follow all staff instructions.

Respectful:

4. Listen respectfully when others are talking – there should be no calling out or interrupting.
5. Keep off-task conversations for social times only.
6. Focus on your own work and do not disrespect the learning of others.
7. Speak to all staff and other students with respect and in English.

Safe:

8. Follow all seating arrangements.
9. Stay in your seat unless directed otherwise by a member of staff.
10. Don't eat, drink or chew gum (water is allowed, if the teacher permits it) and put all litter in the bin.

BREACH OF ANY OF THE ABOVE RULES WARRANTS A VERBAL WARNING IN THE FIRST INSTANCE

Ready, Respectful, Safe Around the Campus

At BIST, we always expect everyone to behave with respect for each other and the school site. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. We also expect students to follow the safety rules to keep themselves and others safe.

Ready:

1. Arrive at school on time.
2. Wear the correct uniform, including a mask.
3. Fill water bottles before the lesson begins.
4. Go to the toilet during Break and Lunch and if necessary, between lessons.

Respectful:

5. Do not leave litter around the school.
6. Ensure you clean away after yourself in the Canteen at Break and Lunch.
7. No eating or drinking.
8. Respect ALL staff and students and follow all staff instructions.

Safe:

8. No running, eating or drinking in the corridors
9. No pushing and shoving on the stairs/ corridors or in the Canteen queue.
10. Do not block corridors with bags, hang them on hooks, not the floor.

BREACH OF ANY OF THE ABOVE RULES WARRANTS A VERBAL WARNING IN THE FIRST INSTANCE



The British International School of Tunis

Ready Respectful Safe Relating to Serious Incidents:

The following more serious behaviours and are likely to result in a fixed-term exclusion:

They include:

- Swearing at or about a member of staff.
- Violence, aggressive or intimidating behaviour
- Racist, disablist or sexualised incidents
- Unsafe or dangerous behaviour
- Hitting furniture, wall, doors etc
- Deliberate damage to displays or equipment
- Bullying, including cyber-bullying, physical and verbal bullying (as per the Anti-Bullying Policy)

THESE ARE INCIDENTS WHERE A MEMBER OF SENIOR LEADERSHIP TEAM SHOULD BE CALLED.

Defiance (direct refusal to carry out a reasonable request made by, or walking away from, a member of staff.)	Students should be asked explicitly, “I have asked you to ... This is a reasonable request. Are you refusing to do as I have asked?” There must be no negotiation. If a student does not immediately comply with your request, he or she should be sent straight to Pastoral Leader.
Verbal or Physical abuse of students or staff	This may include: Pushing, Swearing, Rudeness or Name calling. This will result in an immediate internal or fixed term exclusion, depending on the severity.
Exam (or test) misconduct	Students sent straight to SLT
Tuancy (or wandering for 10mins during a lesson)	Students may only be out of lessons with an ‘out of class pass’ from a member of staff. If a student breaks this rule this will immediately result in a referral to the KS Leader/Pastoral Leader.
Violent or dangerous behaviour	This may include fighting and threatening behavior. Violence will not be tolerated and will result in a fixed term exclusion.
Possession of drugs, weapons, alcohol or dangerous items	This is against the law and is likely to result in a permanent exclusion.
Deliberate damage to or theft of property	This may include: deliberate damage of notice boards, walls, boards and doors; vandalism, damage to toilets or setting off a school fire alarm. This will likely result in a fixed term exclusion.
Smoking or vaping	Smoking or vaping is not permitted anywhere on the school site. Even being in possession these items will result in being sent to the Pastoral Leader or in some cases a Fixed Term Exclusion. If it is a repeat then a permanent exclusion could be enforced.
Bullying or prejudicial language directed at another person	This may include: Physical or verbal abuse of others, Offensive text messages or misuse of social networking or other internet sites. This will result in being sent to the KS Leader/Pastoral Leader or in some cases a Fixed Term Exclusion.
Accessing or viewing pornography, extremist or hate material or any such item that is inappropriate for minors	This is against the law and is likely to result in a permanent exclusion.



The British International School of Tunis

Ready, Respectful, Safe Sanctions to be used in classrooms:

The following sanctions are part of a staged process which aims to encourage students to take responsibility for their own actions, and to make the right choices to be Ready, Respectful and Safe. Procedures for missing sanctions must be followed in accordance with the staged process set out below.

Sanctions Process:

- Verbal warning (Strategies implemented)
- Name on board - First strike (further strategies used by the member of staff in class)
- Second strike (teachers at this point should inform the student that they will receive a detention should they continue)
- 15 minute detention with the teacher concerned at a time of their choosing (Logged on SIMS)
- Phone call home to speak with parents and inform them of their child's behaviour (Logged on SIMS)
- 30 minute Lunch detention and invite parents in to discuss the student's behaviour (Logged on SIMS)
- SLT Friday evening detention

Expected Strategies to be Used to Avoid Further Escalation to the Next Stage of the Proces:

- Each lesson is a fresh start: the process means that students will reflect on their actions.
- Choices: students should have the opportunity to reflect on the choices they make and be given the opportunity to modify their behaviour.
- Language: language should be non-confrontational and focus on the behaviour rather than the individual. All consequences need to be related to learning. Staff should refer to the classroom rules where appropriate.
- Do not invade the student's personal space.
- Refer to learning: when giving out consequences.
- Take up time: all students should be given five minutes to respond to the respective warnings (take up time).
- Consequences: should not be issued in quick succession. It is vital students understand clearly what consequences they are on. This is their opportunity to avoid consequences, so that everyone has had two clear warnings and opportunities to make the right choices. There is no further consequence for the name on the board should the behaviour have improved.

Prior to the lesson:

- Students lined up outside before entering class
- Seating plans in place (reviewed regularly)
- Set routines at the beginning of the lesson (entrance task/starter on board/equipment available where necessary)
- Uniform checks as they enter the classroom

Once the lesson begins:

- Wait for silence before instructions are given
- Ensure all students have necessary resources to be able to work
- Consistent positive reinforcement
- Clear expectations given
- No obvious distractions
- Lower your voice when giving instructions (makes students listen more intently and avoids chat)
- Use positive language
- Award House Points for positive behaviours
- Differentiate resources to ensure all students are engaged in the learning process
- Regularly monitor students learning by walking round the room
- Make sure they know what the next task is
- Provide 'Stretch and Challenge' tasks to avoid students waiting for the next task and becoming restless



The British International School of Tunis

If a student is not following the Ready, Respectful, Safe rules and requires a warning:

- Tell them they are not being Ready, Respectful, Safe (whichever applies) and that they have a verbal warning. Do this by standing directly next to them, and not shouting it across the class.
- Ask if they need help/resource/equipment
- Use positive reinforcement when issuing the warning,
- Give them take up time
- Move away and give them chance to change their behaviour

If this fails to have effect and there is still the same reluctance/low level disruption:

- Approach the student in a non-confrontational way and advise them they are still not following Ready, Respectful, Safe rules and that their behaviour choice warrants their name on the board.
- Encourage positive behaviour by referring to their learning
- In a positive manner, ask if they need help, have a problem you can help with
- Move their seat in a calm and quiet way
- Use eye contact to remind them they are on a warning
- Give them take up time to improve their behaviour

If the student fails to improve their behaviour after their name is on the board:

- Approach the student in a non-confrontational way and advise them that they have a final chance to improve behaviour before they receive a detention
- Ensure that the student is aware of the consequences should they not follow the Ready, Respectful, Safe rules.
- Walk away and quietly write their name on the board, doing this in public gives them an audience and is not helpful

If a student continues to disrupt the learning after their name is on the board:

- Approach the student and advise them they now have a detention, and be specific about when and where this will be
- Advise them that this will now be logged on SIMS and that if it continues, they will have a phone call home
- At this point, the student should be moved to an isolated seat in your classroom

If a student continues after they have been given a detention and isolated within the classroom:

- Ask the student to talk with you quietly outside the classroom to ascertain why they are behaving in this way
- Advise them that they now have a phone call home and that the next step is to be given a 30 minute Lunch detention And parents will be invited in to meet the teacher

Ready, Respectful, Safe Sanctions to be used around Campus:

Whilst moving around school and during Breaks, students are still expected to follow the Ready, Respectful, Safe rules and face the consequences of their actions should they fail to follow these. The procedures followed must be applied consistently and incrementally by all staff.

- Verbal warning (Strategies implemented)
- Name in Duty Book
- 15 minute detention with the teacher concerned at a time of their choosing (Logged on SIMS)
- Student should then be isolated to sit/stand next to the member of staff on Duty



The British International School of Tunis

SANCTIONS HIERARCHY

The aims of the Ready, Respectful, Safe behaviour policy are to provide complete clarity for all staff and students about behaviour standards and the consequences of misbehaviour and to encourage all students to take responsibility for their own actions. To support this, recording and monitoring of relevant sanctions will be reported on the school data system, SIMS. Information regarding behaviour will be monitored daily by Form Tutors and the Pastoral Lead, who can then take further actions where necessary. The information will be used to provide information for parents when meetings are held. It is vital that these records are kept by all staff, and that incidents are recorded as soon as possible after the behaviour breach.

Staff must consistently follow the above procedures when dealing with behavioural issues. However, there are instances where students fail to respond to the above sanctions. To ensure that students take responsibility for their actions, and are supported to do this, the following procedures should be followed within the staged process:

DETENTIONS:

Students should report to detentions before they go for food.

15 minute detention to be held by the issuing teacher during Break

30 minute detention to be held by staff on a rota during Lunch Time (Parents contacted)

SLT detention is 45 minutes and will be held on a Friday

- **First detention:** Form Tutors should speak to the student and discuss the consequences of further incidents of breaching the Ready, Respectful, Safe behaviour policy.
- **Second detention:** Form Tutors to discuss the behaviour with students and determine any possible issues causing the poor behaviour, which could be issues at home, in school which are affecting behaviour, and the Form Tutor can address.
- **Third detention:** Form Tutors should call home to speak to parents and send out a round-robin to all subject teachers. ***A Form Tutor should then issue a Form Tutor Report.***

Once a student has been on a Form tutor Report, and has successfully completed it, their detention count will begin again, and they have the chance to adjust their behaviour.

REPORTS:

Ready, Respectful, Safe reports will be issued to monitor students who exhibit persistent poor behaviour in an effort to ensure that students are taking responsibility for their own actions. Being on report should be seen as a serious consequence, and as such, parents being notified and encouraged to work with staff to monitor the report daily.

REPORT	Duration	Monitored by	Further Action	Next steps
Form Tutor Report	2 weeks	Form Tutor	Reported on SIMS Parents notified	Successful completion: no further action Unsuccessful completion: KS leader Report
Key Stage Leader Report:	2 weeks	Key Stage Leader	Reported on SIMS Parents invited to meeting	Successful completion: no further action Unsuccessful completion: Pastoral Leader Report
Pastoral Leader Report	2-4 weeks	Pastoral Leader	Reported on SIMS Parents invited to meeting	Successful completion: no further action Unsuccessful completion: Exclusion



The British International School of Tunis

Exclusions:

In exceptional circumstances, and where there has been a serious breach of Ready, Respectful, Safe, it may be necessary to exclude a student for their behaviour. In these circumstances, these will be shown on a student's school record and are considered serious breaches. In all cases the following will apply:

1. Internal Exclusion: Staffed by a member/s of staff (1 day).
2. Internal Exclusion: Staffed by member/s of staff (2 days).
3. Internal Exclusion): Staffed by member/s of staff – (3 days) and a parent meeting with HOY/Deputy Headteacher.
4. **Fixed Term Exclusion** – 1 day: This will be followed by a reintegration meeting with parents and signing of a behaviour agreement.
5. **Fixed Term Exclusion** – 2 days: This will be followed by a reintegration meeting with parents and signing of a behaviour agreement.
6. **Fixed Term Exclusion** – 3 days: This will be followed by a reintegration meeting with parents and signing of a behaviour agreement.
7. **Permanent Exclusion** – 5 days: Education at an alternative provider.

Physical Interventions :

The U.K. law 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.
- There is no legal definition of when it is reasonable to use force. This 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.
- Proper account of special educational need or disability must be taken in compliance with the Disability Discrimination Act.
- 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.
- After any recordable incident, parents should be informed of what has happened.



The British International School of Tunis

New Year 7 phase-in (each September)

We recognise that the extremely high expectations of Ready, Respectful, Safe, can take some time to adjust to. Therefore, we operate a phased-in approach with the new Year 7 students each September.

The following will apply:

- Week 1: The staff operate a dry-run with the students, pointing out where warnings would be given and what would result in being given detention. Please be aware that Year 7 students are still likely to be getting lost – please be sensitive with sanctions for lateness to lessons.
- Week 2: Warnings are now given. Any student who continues to breach Ready, Respectful, Safe rules in the same lesson, and where a detention would usually be given, should be advised that their behaviour is not going to be *acceptable moving forward. An email should be sent to notify their FORM TUTOR.*

Please be aware that Year 7 students are still likely to be getting lost – please be sensitive with sanctions for lateness to lessons.

Week 3: Full Ready, Respectful Safe rules apply

Students with special educational needs or disabilities:

All students at BIST are expected to follow school rules so that all can achieve success and be happy at school. The Ready, Respectful, Safe, system applies to all students in the school but certain students may be provided with de-escalation strategies such as a time-out card. The SLT and SENCo will take into account the students additional need when dealing with that student, however, all students will follow the same process if needed. In some cases, alternative arrangements will be made.



The British International School of Tunis

APPENDIX A: Ready, Respectful, Safe

Role of the Form Tutor

The main role of the Tutor is **to support their students to be ready to learn for the day ahead**. We want our students to succeed each day.

This includes:

- Resolving uniform issues at the start of the day.
- Resolving equipment issues – e.g. support students to have the correct equipment
- Encouraging students to manage their homework schedule and identify where there are extenuating circumstances if a child has been unable to complete it on time.
- Tutors have Ready, Respectful, Safe exceptional circumstances cards that can be placed in the planner to inform teachers of an extenuating circumstance with homework, uniform or equipment etc to avoid unnecessary sanctioning.
- Working/talking with parents to identify issues and resolve them quickly.
- Acting as an advocate for the student with other members of staff
- Monitoring behaviour and attendance and taking steps to improve in line with policies. •

Links to other Policies	Anti-Bullying Policy Attendance Policy		
Staff Responsible	Pastoral Lead	Advisory Board Representative	
Signed:		Signed:	
Date approved by GB		Review Date	September 2020