

3.2 Behaviour Policy



**British
International
School of Tunis**

A school under the management of **Britus Education**

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Aims and Expectations

At the British International School of Tunis (BIST) we aim for all pupils to practise good behaviour by employing a system of praise and reward. Only when we are unable to change behaviour through praise and reward do we implement our disciplinary process, and even then the process is designed to educate and to change behaviour rather than to simply punish. We do this through a restorative justice approach.

It is the main aim of our school that every member of the community feels valued and respected and that each pupil is treated fairly and well. We are a caring community which uses a meaningful restorative process to put things right when our core values have not been applied or respected.

Our core values are:

- **Brave**
- **Imaginative**
- **Self-Disciplined**
- **Tolerant**

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way, in an environment where everyone feels happy, safe and secure.

It is the aim of this policy document to demonstrate how the school fosters and maintains this sense of community and the good behaviour of its pupils. This is achieved by:

- Encouraging a whole-school approach to behaviour and discipline.
- Focusing on rewarding good behaviour first and foremost.
- Helping staff to manage pupil behaviour more effectively.
- Helping the school to promote young people's respect for others.
- Promoting firm action against all forms of bullying (including cyber bullying).
- Using restorative practices to encourage students to take responsibility for actions and empower them to remedy situations when they go wrong.
- Promoting Equal Opportunities policies.

It is the policy of the school to encourage good behaviour rather than simply punish unacceptable behaviour. Nevertheless, unacceptable behaviour will be addressed in an appropriate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this behaviour policy in a consistent way. This policy aims to help pupils to grow in a safe and secure environment and become positive, responsible, and increasingly independent members of the school community. The school rewards good behaviour as it believes that this will develop our core values.

The school recognises that relationships between staff and pupils should be consistent in treatment, together with fairness and justice for all involved. The school also recognises the need to ensure a consistency of response to unacceptable behaviour irrespective of the gender, ethnicity or social background of the individual involved. The school recognises the importance of encouraging parental support and responsibility in the maintenance of good discipline.

As a staff, we believe that the prevention of situations where physical restraint is used is always preferable to a reaction to a situation. This policy follows widely used procedures, especially in the area of safeguarding pupils.

Promoting Positive Behaviour

Good behaviour must be role-modelled and promoted by all staff at all times. Around school, pupils should be given regular, specific praise for excellent behaviour.

- In the **Primary School**, our reward system is Dojos which is an online behaviour management system that encourages and reinforces positive behaviour linked to BIST core values. The reward system is designed to celebrate and encourage the school's core values that are needed for pupils to develop a positive attitude towards their learning and development and to support them to become responsible members of the school community.
- In the **Secondary School** House points are used by staff to reward positive behaviour/ work, with the expectation that House points are given more frequently than behaviour points. House points contribute to the House competitions and end of term reward assemblies.

Collecting Rewards

In **Primary School**, Dojos can be rewarded to pupils by any adult in school. When awarding Dojos, it is important that the adult is specific about the reason for giving the Dojo to reinforce the positive behaviour of the school's core values that a pupil is showing. Dojos are collected electronically or via a token which is then converted electronically. In EYFS and KS1, when pupils receive 50 Dojos, 100 for KS2: they are awarded a certificate and prize in our achievement assembly. Parents are invited to our achievement assembly to celebrate this.

Each week, every class will have two awards for 'Star of the Week': One star of the week will be awarded to a pupil who has shown excellence in demonstrating our core values and the other for shining in a piece of learning. The pupil(s) will receive a certificate to take home to parents, a badge (KS1), a card (KS2) and a mention on the class weekly newsletter.

In the **Secondary School**, House points can be awarded by adults within the school with these being issued on ISAMS. Form tutors regularly review and check the house points totals to further praise pupils. House points contribute to House competitions. Subject teachers are encouraged to praise students and issue house points on a regular basis. End of term assemblies reflect subject performance as well as community awards. Pupils are issued with a certificate for receiving a subject award and all pupils nominated gain a letter outlining their nominations by subject areas, form tutors and contributions to community by all teaching staff.

Behaviour for Learning

Through teaching and promoting the core values, pupils at our school learn that to achieve well and succeed in school they must work hard, concentrate and persevere when faced with challenges. To do this the climate and ethos in the classroom needs to promote good behaviour for learning. To ensure this is able to happen every day and, in every lesson, teachers always ensure that the classroom is well organised, resources for lessons are prepared and all classes have established routines that maximise learning time. In all classes, positive behaviour is promoted, expected and encouraged through the use of Dojos / House points which is a whole school approach.

Teaching staff all follow the principle of “praise in public, discipline in private” to support our core values.

All teaching staff in school use the “30 second conversation” to support pupils in making positive behaviour choices. (Appendix 1)

Pupils are taught strategies to self-regulate and manage their own behaviours through the use of emotion coaching, relaxation and mini-me yoga techniques.

We recognise that some pupils find making good choices with their behaviour challenging. If pupils are regularly displaying unacceptable behaviours, they will be referred to the school’s inclusion and leadership team using the behaviour audit and a support programme of work will be planned with an assigned staff member.

Reflection

It is our policy for all pupils to learn to take responsibility for their behaviour and to understand the consequences of inappropriate behaviour. Following a behaviour incident, it is essential that an adult discusses the issue with the pupil, not in learning time, so that they understand how the behaviour did not follow the school rules and the consequence of their actions for themselves and others around them. They must understand how they can improve their behaviour and the pupil must make every attempt to put right the wrong that he/she has done. This can be done by a verbal apology, a written letter of apology or repair of any damaged property. Adults will take every opportunity to praise the pupil for improved behaviour following the incident.

Pupils who receive a lunchtime reflection for level 2, 3 or 4 behaviours (please see below) will be collected by a designated member of staff and use part of their lunch time to discuss their behaviour. There will be a clear explanation of the behaviour they have shown and how this does not demonstrate our school core values. The circle time approach is a session led by teachers and includes mindfulness and group discussions. The lunchtime reflection session aims to:

- Teach pupils the impact of the behaviours they have shown;
- help pupils to take responsibility for their own behaviour;
- know how to repair the impact of their behaviours with an apology;
- support pupils with positive strategies to improve their future behaviour.

Pupils with attachment difficulties will find self-regulating their emotions a challenge when reflecting on behaviour. These pupils need to feel confident that an adult will support them to do this so that they feel safe (emotionally and physically) and that they will be supported to make choices to put their behaviour right. Teaching staff will use emotion coaching techniques to support the pupil.

Step 1	Recognise the child's feelings and empathise with them.
Step 2	Validate the feelings and label them.
Step 3	Set limits on behaviour (if needed).
Step 4	Problem-solve with the child.

Only when the pupil has been supported to calm themselves will the consequences of the behaviour be discussed. Adults make clear distinctions between validating the emotion whilst still highlighting the unacceptable behaviour and alternative positive choices for actions.

It is essential that all adults in school reflect on the behaviour of the pupils they are working with and try to identify any underlying areas of poor behaviour. Behaviour is often a reaction to events or circumstances so adults need to understand how a change to provision or practice for the group or individual can help improve behaviour. At BIST, our family support team and learning mentors work with our families and pupils respectively where there are difficult circumstances and support can be implemented.

Sanctions

All unacceptable behaviour must be dealt with and addressed with the pupil although if it is a playtime/breaktime or lunchtime incident this should be dealt with during playtime/breaktime or during lunchtime rather than interrupting learning time. Every classroom should be a positive learning environment and pupils should feel safe in all parts of the school.

All pupils are entitled to a calm and safe place to learn and if a pupil's behaviour is disrupting this they will be asked to leave the classroom. If a pupil continues to not follow instructions to keep themselves or others safe, this may result in a fixed term exclusion with a view to reintegrating the pupil back into school when they are calm, ready to learn and to follow the school rules. The approach must be consistent and supported by all adults in school.

Level 1: behaviour that can be effectively managed within a classroom environment by the class teacher.

Level 2: more serious negative behaviour that is not so easily managed in the classroom environment and may need phase leader involvement.

Level 3: serious negative behaviour where the pupil has deliberately chosen to hurt or damage, or persistent level 2 behaviour, and the involvement of a senior leader is required.

Level 4: very serious unacceptable behaviour or persistent level 3 type behaviour which involves an investigation by the Vice Principal or Principal. [Link](#)

British International School of Tunis Consequences of Behaviour “Learning Without Limits”

VALUES <ul style="list-style-type: none"> ● Brave ● Imaginative ● Self-Disciplined ● Tolerant 	Rewards = Still in consultation Class Dojo's linked to the Core Values Gold certificates EYFS - every 25, KS1 and KS2 every 50) Stickers or postcards Feedback to parents Star of the Week (x1 for Core Values, x1 for good work] Kindness award Reading champion Governor awards Always Club Parties	Expected Behaviours <ul style="list-style-type: none"> ● Using kind words. Safe hands and feet ● Listening to others. Responding appropriately putting hands up ● Speaking positively about ourselves and others ● Starting our work straight away. Taking pride in our work. ● Walking sensibly around school. Looking after the school environment ● Challenging ourselves to be better and persevering when challenging ● Trying things independently. learning from mistakes 	
Level 1	LEVEL 2 Any persistence of level 1	Level 3 Any persistence of level 2	Level 4 Any persistence of level 3
# Not being on task or wasting time # Deliberate avoidance or not completing of set work # Distracting another pupil/pupils in the classroom assembly # Interruption of activities, calling out, attention seeking behaviours that are distracting [tapping equipment, inappropriate noises] # Accidental damage to school' others' property through careless behaviour # Running indoors # Chewing gum or eating sweets	# Telling lies # Play fighting, dangerous or rough/aggressive play (including when playing football) # Answering back # Inappropriately Negotiating # Retaliation # Negative body language (rolling eyes, shrugging shoulders, hand/arm gestures) # Retaliation # Damage/graffiti on school property [including books) # Homophobic or racist language	# Teasing others, name calling, making unkind and rude comments # Not responding to instructions, uncooperative behaviour # leaving the classroom # Moving away from a member of staff # Stealing # Deliberate, persistence or malicious lying # Inappropriate or bad language # Deliberately damaging another pupil's property or vandalism #Deliberately hurting pupil or adult “Don’t be a snitch” turns a minor into a major	# Serious acts of sustained violence towards pupils and adults (e-g. hitting, kicking, biting and fighting) # Persistent bad language and verbal abuse # Continued refusal of an adults reasonable request # Vandalism of school buildings/property # Bringing dangerous items into school # Bullying (including cyber bullying # Deliberately damaging another pupil's property # Racial or prejudicial acts
Consequences			
Miss 5 minutes of playtime / breaktime Time out in another class	30 Minute Lunchtime Reflection Parents informed - dojo or Phone call	40 mins Lunchtime Reflection possible loss of special events Parents informed by Reflection person or member of SLT	Consequences Managed by SLT. Internal exclusion, Meeting with parents with SLT. For serious or persistent Level 4, permanent exclusion may result.

Consequences for Unacceptable Behaviour

Level 1

All adults will use a calm, firm tone and directly address the pupil when talking about behaviour. Strategies should be used to de-escalate behaviours when they are first observed including:

- Distractions (e.g. getting the pupil to do a job)
- Offering to help the pupil through emotion coaching (e.g. I can see you are starting to get frustrated, how can I help?)
- Planned ignoring
- Praising the behaviour you want to see in others
- Giving positive affirmation of success (e.g. I know you will be able to....)

For level 1 behaviours that have not been addressed by de-escalation strategies teachers should follow the 30 second conversation. If persistent level 1 behaviour is disrupting the learning of others, it may be decided that the pupil works out of their classroom for a fixed period of time.

Level 2

Teachers will log all level 2 behaviour on iSAMS. The pupils will partake in one 30 minute lunchtime reflection session and be asked to reflect on their behaviour choices. Parents will be informed on collection of the reflection by teacher

Level 3

Teachers will log all level 3 behaviour on iSAMS The pupil will partake in a 40 min' reflection session. Parents will be informed by telephone by Reflection person or member of SLT

Level 4

Teachers will log all level 4 behaviour on iSAMS. The pupil will be taken to the Deputy/Assistant Principal or the Principal to discuss what has happened.

After investigation, parents will be informed of the school's actions via phone call and will be expected to support the school's decision. An appointment will be made for parents to meet with a member of SLT to discuss the pupil's future behaviour.

Consequences may include:

- Reflection for up to a week.
- Loss of extra- curricular activities or any other privileges.
- An improving behaviour chart.
- An internal exclusion where a pupil will work in school but not in their own classroom
- Exclusion for a fixed period of time.
- Permanent exclusion.

Card system

When a teaching adult is working with a class or group and a pupil is not following an adult's instruction,

then all adults have a 'support required' card to request additional adult support. The card should be sent first to an adult in an adjoining year group class to support. If an adult has supported and the behaviour is deemed dangerous, a member of SLT will be called for. When an additional adult arrives, the teacher should clearly state that they either need the pupil to be removed to complete work with a senior leader or for the pupil to be supported to settle back into learning in the class.

When a pupil returns to class, it is important that the adult helps set a positive tone for their return by stating they are pleased to have the pupil back for learning and showing this through their language, body language and facial expression. This supports the pupil to repair the impact of their behaviour and promote an aspiration to be successful.

Internal Exclusion

To support pupils who are presenting challenging behaviour in the classroom, pupils may be temporarily moved to work in a separate area of school. The aim is to ensure they understand the acceptable behaviour in school. They will be supported by staff who will help them practise strategies to ensure successful reintegration into their mainstream class.

Reintegration Following a Fixed Term Exclusion

If a pupil has been excluded from school, they will attend a reintegration meeting on their first day back with a senior leader and parents. This meeting will be to reflect on the behaviour that led to the exclusion, allow the pupil to understand how to repair the impact of their behaviour and promote a climate of success and expectation for when they return to class. Strategies for reintegration include:

- A fixed period transition plan building up a pupil's time back in school.
- A planned period of time in the internal exclusion room.
- Improving behaviour chart.
- Actions for parents to put in place at home.
- Learning mentor/counsellor support in direct work and/or in the classroom.

In extreme cases the pupil may be permanently excluded; this sanction is used with the greatest reluctance.

If pupils have persistent unacceptable behaviour, an individual improving behaviour plan will be put into place. This will outline support given by school counsellor, the class teacher, learning mentors, senior leaders or external agencies and will set targets for improved behaviour and the consequence of continued unacceptable behaviour.

Appeals to Permanent Exclusion

If a Parent/Guardian wishes to appeal a permanent exclusion, they can do so through our Complaints procedure as outlined the Complaints Policy.

Improving Behaviour Plans

An Improving Behaviour Plan is the school-based intervention to help individual pupils manage their behaviour in order to successfully complete their education at school. An improving behaviour plan will be set up if a pupil is identified as at risk of permanent exclusion or at risk of failure at school due to

disaffection. School and parents will work together to set targets to improve behaviour. The plan will be reviewed after a fixed period of time to decide if improvements have been significant and whether any further action is required. If additional external intervention is required, the school may contact parents to consent for additional outside agency support.

EYFS and transition to Year 1

In the foundation stage, the development of pupils' personal and social skills is very much at the heart of the curriculum. Pupils will have regular key worker discussions about different types of behaviour and the consequences each behaviour has on others. If a pupil displays unwanted behaviour, the following actions will be taken:

1. The 30 second conversation rule will be followed.
2. If the behaviour continues, thinking time will be given for the pupil to reflect on their behaviour and how they can improve it.

If a behaviour is dangerous to the pupil or others around them, then they will be moved immediately to a safe place. It is essential that the reason for thinking time is clearly explained to the pupil so they understand which core value they have not shown. Following thinking time pupils should be praised for good behaviour to ensure positive reinforcement of BIST's core values.

Tracking Behaviour

All level 2, 3 and 4 behaviours must be logged on iSAMs by the class teacher. To do this:

1. Log in to iSAMs.
2. Add incident.
3. Type in the name of the pupil you wish to report on.
4. Tick behaviour incident and a behaviour incident subcategories menu will appear.
5. Tick the level and description of the behaviour.
6. In the incident box briefly explain the behaviour incident, including where, when and what happened. Include the consequence as a result of the behaviour and which school leader supported the behaviour incident.
7. Tick the issue resolved/ unresolved.
8. If you are reporting an incident that concerns other pupils in school please add them in the linked students bar.
9. Choose which staff to alert
10. If you have an action to add (you may have spoken to parent at home time about the incident)
11. Be aware that once you have added an incident you may receive an action to follow up. **CHECK YOUR EMAIL FOR ACTION ALERTS FROM iSAMs.**

Monitoring of Behaviour Incidents

Logged behaviour incidents will be viewed daily and monitored on a weekly basis by the Principal, Deputy Principal, Assistant Principals and Family Support Manager. This will allow any persistent issues/ pupils to be identified. If a pupil is persistently making poor behaviour choices, this may indicate a safeguarding issue or signal an unmet learning or developmental need. These pupils will be referred to the DSL, counsellor or SENDCO as required and behaviour discussed with parents.

Lunchtime Behaviour

Duty Teachers will follow the same behaviour policy as teaching staff. They will always role model good behaviour, be positive and praise pupils as much as possible for good behaviour choices. DTs will award Dojos/ House Points to pupils by making a note and sharing with Class teachers and clearly explain what core value a pupil is showing.

Lunchtime supervisors will use the 30 second script to support pupils to make good behaviour choices at lunchtimes. If the behaviour continues after time out, or if it is felt it is not safe for the pupil to stay on the playground, a member of SLT will be called upon via walkie talkies or internal telephones. SLT will decide if the pupil remains with the SLT member or attends reflection as above. The reason for calling for SLT support should be clearly explained to the pupil.

Duty Teachers are expected to deal with behaviour issues that occur at lunchtime and any incidents will be fed back to the teacher or teaching assistant at the end of lunchtime which will be written in a behaviour book for each class.

Malicious Allegations Against Staff

Any allegation against staff will be fully investigated by the Principal and, if the allegation is found to be malicious, consequences will be put in place that may include any of the above level 4 consequences and may lead to an exclusion.

Safe Restraint.

As a staff, we believe that the prevention of situations where physical restraint is used is always preferable to a reaction to a situation. This policy follows agreed procedures, especially in the area of pupil protection. At British International School of Tunis, unless a pupil is in serious and immediate danger, this will only be undertaken by a member of staff trained in Safe Restraint (usually a member of the Leadership Team).

Section 2: Secondary

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 pupils about behaviour standards and the consequences of misbehaviour.
3. To encourage all pupils 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.

School rules

Secondary 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 for equipment
3. **Safe:** acting in a safe manner around school, following staff instructions for health and safety.

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

Pupils 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:

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

Safe:

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

Ready, Respectful, Safe Around the Campus

Pupil expectations under Ready, Respectful, Safe.

Ready:

1. Arrive at school on time.
2. Wear the correct uniform.
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 litter around the school.
6. Ensure you clean away after yourself in the canteen at break and lunch.
7. No eating or drinking in the classroom (other than water)
8. Respect ALL staff and pupils 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.

Sanctions

The following sanctions are part of a staged process which aims to encourage pupils 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 the RRS Log - First strike (further strategies used by the member of staff in class)
- Second strike (teachers at this point should inform the pupil that they will receive a detention should they continue)
- 15 minute detention with the teacher concerned at a time of their choosing (logged on iSAMs)
- Phone call home to speak with parents and inform them of their child's behaviour (logged on iSAMs)
- 30 minute lunch detention and invite parents in to discuss the pupil's behaviour (logged on iSAMs)
- SLT Friday evening detention

Staff Strategies to be used to Avoid Further Escalation to the Next Stage of the Process:

- Each lesson is a fresh start: the process means that pupils will reflect on their actions.
 - Choices: pupils 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 pupil's personal space.
 - Refer to learning: when giving out consequences.
 - Take up time: all pupils 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 pupils 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:

- Pupils 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 pupils have necessary resources to be able to work/learn
- Consistent positive reinforcement.
- Clear expectations given.
- No obvious distractions.
- Lower your voice when giving instructions (makes pupils listen more intently and avoids chat.)
- Use positive language.
- Award House Points for positive behaviours.
- Differentiate resources to ensure all pupils are engaged in the learning process.
- Regularly monitor pupil's learning by walking around the room.
- Make sure they know what the next task is - shared learning objective and success criteria
- Provide 'Stretch and Challenge' tasks to avoid pupils waiting for the next task and becoming restless.

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/resources/equipment.
- Use positive reinforcement when issuing the warning.
- Give them take up time.
- Move away and give them the chance to change their behaviour.

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

- Approach the pupil 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 or 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 pupil fails to improve their behaviour after their name is on the board:

- Approach the pupil 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 pupil 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 pupil continues to disrupt the learning after their name is on the board:

- Approach the pupil 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 iSAMs and that if it continues, they will have a phone call home (parents will be informed)
- At this point, the pupil should be moved to an isolated seat in your classroom.

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

- Ask the pupil 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, pupils 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. Positive rewards should be considered for those following school rules correctly so there is a balanced approach that favours positive interaction.

- Verbal warning (strategies implemented.)
- Name in Duty Book.
- 15 minute detention with the teacher concerned at a time of their choosing (logged on iSAMs.)
- Pupil should then be isolated to sit/stand next to the member of staff on duty

SANCTIONS HIERARCHY

The aims of the Ready, Respectful, Safe behaviour policy are to provide complete clarity for all staff and pupils about behaviour standards, the consequences of misbehaviour and to encourage all pupils to take responsibility for their own actions. To support this, recording and monitoring of relevant sanctions will be reported on the school data system, iSAMs. 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 pupils fail to respond to the above sanctions. To ensure that pupils take responsibility for their actions, and are supported to do this, the following procedures should be followed within the staged process:

DETENTIONS:

Pupils 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 pupil and discuss the consequences of further incidents of breaching the Ready, Respectful, Safe behaviour policy.
- **Second detention:** Form Tutors to discuss the behaviour with pupils and determine any possible issues causing the poor behaviour, which could be issues at home, in school which are affecting behaviour, the Form Tutor can address this.
- **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 pupil 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 pupils who exhibit persistent poor behaviour in an effort to ensure that pupils 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 iSAMS and Parents notified	Successful completion: no further action Unsuccessful completion: KS leader Report
Pastoral Leader Report	2-4 weeks	Pastoral Leader	Reported on iSAMS and Parents invited to a meeting	Successful completion: no further action Unsuccessful completion: Exclusion

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.

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

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.

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.

Reminders around School

Ready Respectful Safe sheets are included in every student planner as a reminder and also on a laminated A3 sheet for the Form noticeboard.



British International School of Tunis Code of Conduct



Behaviours that do not meet expectations at BIST

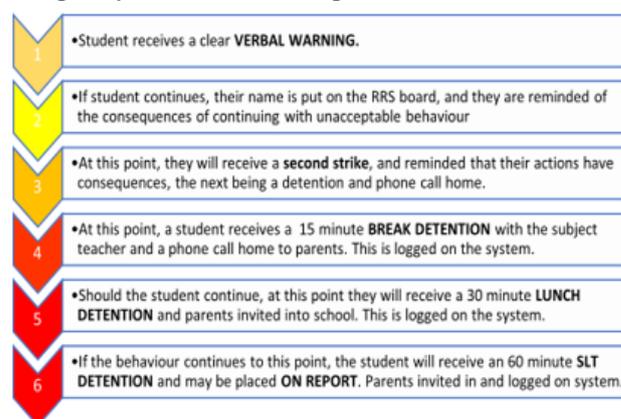
Lack of equipment	Off task in lesson	Homework issue	Shouting out	Incorrect uniform
Wearing make-up or nail varnish	Wearing inappropriate jewellery	Chewing gum	Eating in class	Lack of effort
Late arrival to school	Late arrival to lesson	Lack of PE kit	Out of seat during lesson	Dropping litter
Poor attitude	Talking when teacher requires silent work	Low level disruption	Running on corridors	Repeatedly on corridors during break and lunchtime
Rudeness/swearing	Arguing	Out of bounds/truanting	Refusal to work in lesson	Fighting
Violent behaviour	Bullying/making discriminatory comments	Use of inappropriate foul language	Anti-social behaviour /smoking	Aggression

The teacher will provide a clear warning to the pupils concerned

The Golden Rule

Everyone should be treated fairly and with respect
"Treat other people as you would like to be treated"

Dealing with poor attitudes to learning in lessons:



- **Second detention:** Form Tutors to discuss the behaviour with students and monitor.
- **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.*