





6. Behaviour Policy

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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 pupils 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 **Primary**, 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, supporting them to become responsible members of the school community. This is a compulsory tool to be used by all class teachers.
- In **Secondary**, 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. Above and Beyond boards are also used to acknowledge excellent effort in the classroom.

Collecting Rewards

In Primary, 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 **Primary**, each week, every class will have one award for 'Star of the Week': either to be awarded to a pupil who has shown excellence in demonstrating our core values or for shining in an area of learning. The pupil(s) will receive a certificate to take home to parents and a mention on the class weekly newsletter.

In **Secondary**, 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 pupils 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 certificate outlining their nominations by subject areas, form tutors and contributions to the 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 promotes good behaviour for learning. To ensure this is able to happen every day in every lesson, teachers must 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 as a whole school approach.

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

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

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 appropriate 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 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 3 or 4 behaviours (please see below) will be collected by a designated member of staff, Sabrine Chamakhi for primary and Maria Mattiace for secondary, 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. Reflections are logged in iSAMs. 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 practise for the group or individual can help improve behaviour. At BIST, our 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/break time 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: Negative behaviour that still be managed by the appropriate member of the Leadership Team (LT)
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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 member of LT, Executive Principal or counsellor is required.

Level 4: Very serious unacceptable behaviour or persistent Level 3 type behaviour which involves an investigation by the Executive Principal

British International School of Tunis		Primary Campus	“Learning Without Limits”	
VALUES <ul style="list-style-type: none"> • Brave • Imaginative • Self-Disciplined • Tolerant 	Rewards Class Dojo's linked to the Core Values Star of the Week certificates End of Term Certificates	Examples of Expected Behaviours <ul style="list-style-type: none"> • Using kind words. • Listening to others. • Speaking positively about ourselves and others • Taking pride in our work. • Walking sensibly around school & looking after the school environment. • Challenging ourselves to be better. • Learning from mistakes 		
Level 1	Level 2 + persistent Level 1	Level 3 + persistent Level 2	Level 4 + persistent Level 3	
Examples: <ul style="list-style-type: none"> • Not being on task or wasting time. • Distracting another pupil/pupils. • Interruption of activities. • Accidental damage to property through careless behaviour. • Running indoors. • Chewing gum or eating sweets. Consequences: <ul style="list-style-type: none"> • Miss 5 minutes of play. • Time out in another class. 	Examples: <ul style="list-style-type: none"> • Telling lies. • Answering back. • Retaliation. • Negative body language (rolling eyes, shrugging shoulders, hand/arm gestures.) “Don’t be a snitch” turns a minor into a major Consequences: <ul style="list-style-type: none"> • Lunchtime Reflection. 	Examples: <ul style="list-style-type: none"> • Teasing, unkind comments. • Uncooperative behaviour. • Stealing. • Inappropriate or bad language. • Damaging property or vandalism. • Deliberately hurting a pupil or adult. • Play fighting, dangerous or rough play. • Homophobic or racist language. Consequences: <ul style="list-style-type: none"> • Lunchtime Reflection, parents informed, loss of privilege. 	Examples <ul style="list-style-type: none"> • Serious acts of violence towards pupils/adults. • Persistent bad language and verbal abuse. • Continued refusal of a reasonable request. • Bringing dangerous items into school. • Bullying (including cyber-bullying) • Deliberately damaging another pupil's property. Consequences: For serious or persistent Level 4, a 3 or 5 day exclusion or permanent exclusion may result.	

Consequences for Unacceptable Behaviour

Level 1

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....)

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

Front Office will log all Level 2 behaviour on iSAMS. The pupils will partake in reflection time with the relevant staff member, using an approach appropriate to the pupil's age

Level 3

Front Office will log all Level 3 behaviour on iSAMS. The pupil will partake in a reflection with LT. Parents will be informed by telephone by Front Office or member of LT. Counsellor and Executive Principal notified.

Level 4

Maria/Karyn will log all Level 4 behaviour on iSAMS. The pupil will be taken to the School Counsellor or the Executive Principal to discuss what has happened.

After investigation, parents will be informed of the school's actions via phone call/e-mail and will be expected to support the school's decision. An appointment will be made for parents to meet with a member of LT 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 log or contract.
- 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.

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 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 or contract.
- Actions for parents to put in place at home.
- Learning mentor/counsellor support in direct work and/or in the classroom.

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.

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

Disciplinary Committee and Exclusion

Should there be consideration for a permanent exclusion, the process must be approached gradually, with careful evaluation and in full alignment with Ministry of Education (MoE) regulations. Exclusions exceeding four days must be referred to the Disciplinary Committee, which has the authority to recommend and approve external exclusions for periods of up to one month. Permanent exclusion should only be considered after progressive steps have been taken — such as temporary exclusions and observation of the pupil's behaviour after the exclusion period once back in school— allowing the school to assess improvement before escalating further.

Before the Disciplinary Committee meets, a dossier outlining the incident(s) and previous interventions should be submitted to the MoE for review and guidance. The Disciplinary Committee ensures a fair, consistent and transparent process in all serious behavioural cases, with responsibility for decisions relating to extended temporary or permanent exclusions, in line with MoE expectations and regulations.

The Disciplinary Committee will consist of the following members:

- **Primary Campus:** Karyn, Maria, Hiba, Med Ali, Sabrine, Sayda, Emna & Souheil
- **Secondary Campus:** Karyn, Raja, Hiba, Med Ali, Nesrine, Ines N, Mahamad, and a representative of the MoE.

Committee members are responsible for reviewing all relevant documentation, conducting hearings and making impartial decisions based on evidence and school policy.

Disciplinary Actions

The following actions may be taken depending on the severity of the behavior:

1. Verbal Warning: For minor first-time infractions.
2. Written Warning: Documented warning placed in the pupil's record.
3. Detention/Inclusion: Short-term consequences for repeated minor infractions.
4. Exclusion (1–30 days): Temporary removal from school for serious misconduct. Duration determined by the Disciplinary Committee.
5. Permanent Exclusion: For severe or repeated breaches, following Ministry of Education guidelines. Permanent exclusion should only be recommended after all other disciplinary measures have been considered.

Disciplinary Committee Hearings

Step 1: Case Referral

- Any serious behavioral incident is referred to the Disciplinary Committee by the Executive Principal.
- Relevant documentation and evidence must be submitted.

Step 2: Notification

- The pupil and their parents/guardians must be informed of the hearing date at least 5 school days in advance.
- The notification must include the reason for the hearing and the potential outcomes.

Step 3: Hearing Procedure

- The committee reviews all evidence and listens to the pupil's explanation.
- Parents/guardians may attend and present additional information.
- The committee may call witnesses if required.

Step 4: Decision-Making

- Decisions are made collectively by committee members.
- Actions are determined based on severity, frequency of behavior and adherence to Ministry of Education regulations.
- A written record of the decision and rationale must be maintained.

Step 5: Communication

- The outcome is communicated in writing to the pupil and parents/guardians within 48 hours.
- In cases of exclusion or permanent exclusion, guidance on appeals and next steps is provided.

Permanent Exclusion (Ministry of Education Guidance)

- Permanent exclusion is considered for serious breaches, including violence, drug-related incidents, repeated defiance of school rules, endangering staff or pupils and bullying.
- The school must follow Ministry of Education regulations, which allow temporary suspension of 1 to 30 days while a permanent exclusion is reviewed.
- Permanent exclusion must be approved by the committee, with documentation sent to the Ministry for oversight if required.
- The pupil's right to appeal must be respected, following Ministry guidelines.

Appeals

- Parents/guardians may submit an appeal within 10 school days of the decision.
- Appeals are reviewed by a separate panel not involved in the original decision.
- The outcome of the appeal is final and documented

Appeals to Permanent Exclusion

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

Behavior Contracts

The contract outlines expectations for the pupils's behavior. It lays out specific behavior that the pupil struggles with along with targets, rewards, and consequences. Behavior contract is designed to encourage, recognise and reward good behavior by pupils and to establish a clear and fair system for dealing consistently with poor behavior.

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 Front Office/Counsellor/Executive Principal. 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 pupils 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 Front Office, Executive Principal, Counsellor and appropriate members of LT. 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 (DTs) 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 explaining what core value the 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. LT will decide if the pupil remains with the LT member or attends reflection as above. The reason for calling for LT support should be clearly explained to the pupil.

DTs are expected to deal with behaviour issues that occur at break/lunchtime and any incidents will be fed back to the teacher or teaching assistant at the end of break/lunchtime to be recorded on iSAMs.

Malicious Allegations Against Staff

Any allegation against staff will be fully investigated by the Executive 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 The 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).

Establish clear procedures for handling high risk situations: additional support measures will be put into place, such as one to one support, behavior plans or the involvement of a counsellor, pastoral lead or appropriate member of the LT.

Section 2: Secondary Specific

The Aims of Ready, Respectful, Safe are:

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

Ready, Respectful, Safe is a whole Secondary 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:

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

Respectful:

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

Safe:

- Follow all seating arrangements.
- Stay in your seat unless directed otherwise by a member of staff.
- 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:

- Arrive at school on time.
- Wear the correct uniform.
- Fill water bottles before the lesson begins.
- Go to the toilet during break and lunch and if necessary, between lessons.

Respectful:

- Do not litter around the school.
- Ensure you clean away after yourself in the canteen at break and lunch.
- No eating or drinking in the classroom (other than water)
- Respect ALL staff and pupils and follow all staff instructions.

Safe:

- No running, eating or drinking in the corridors.
- No pushing and shoving on the stairs/corridors or in the canteen queue.
- 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) 5 minutes to respond to the respective warning.
- Name on the RRS Log - First warning (further strategies used by the member of staff in class.)
- Second warning (teachers at this point should inform the pupil that they will receive detention should they continue.)
- 15 minute detention at lunchtime (logged on iSAMs)
- If behavior persists, a phone call home will be made to inform parents/guardians and collaborate on next steps (logged on iSAMs) completed by the Front Office. Inform the counsellor due to safety concerns.

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 behaviour.
- 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 pupil 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 a member of the LT.

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 on board
- 15 minute detention lunchtime (logged on iSAMs.)
- If required removal to another classroom

Sanctions Hierarchy

The aims of the Ready, Respectful, Safe behaviour procedure is 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 the relevant Front Office and the School Counsellor, 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 at lunch time by a member of SLT**
- **30 minute detention to be held at lunch time by a member of SLT (parents contacted.)**

First detention: The relevant form tutor should speak to the pupil and discuss the consequences of further incidents of breaching the Ready, Respectful, Safe behaviour procedure.

Second detention: The School Counsellor will discuss the behaviour with pupils and determine any possible issues causing the poor behaviour, this could be issues at home or in school that are affecting behaviour.

Third detention: The Front Office should call home to speak to parents and email them using the appropriate behaviour template. ***The 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: School Counsellor/LT Report
School Counsellor Report	2-4 weeks	School Counsellor	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 pupil for their behaviour. In these circumstances, these will be shown on a pupil's school record and are considered serious breaches.

Physical Interventions

The U.K. law clearly states 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 (September)

We recognise that the 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 pupils annually in September.

The following applies:

- **Week 1:** Staff operate a dry-run with the pupils, 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 can now be given. Any pupil 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 pupils are still likely to be getting lost – please be sensitive with sanctions for lateness to lessons.*
- **Week 3:** Full Ready, Respectful Safe rules apply

Pupils with Special Educational Needs or Disabilities

All pupils at BIST are expected to follow school rules in order to achieve success and be happy at school. The Ready, Respectful, Safe, system applies to all pupils in the school but certain children may be provided with de-escalation strategies such as a time-out card. The LT and School Counsellor will take into account the pupils who have additional needs when dealing with them, however, all children will follow the same process if needed. In some cases, alternative arrangements will be made.

APPENDIX 1: Ready, Respectful, Safe

Role of the Form Tutor

The main role of the Form Tutor is **to support their pupils to be ready to learn for the day ahead.** We want our children to succeed every day.

This includes:

- Resolving uniform issues at the start of the day.
- Resolving equipment issues – e.g. support pupils to ensure they have the correct equipment.
- Encouraging pupils to manage their homework schedule and identify where there are extenuating circumstances if a child has been unable to complete it on time.
- Form Tutors have Ready, Respectful, Safe exceptional circumstances cards that can be used to inform teachers of any 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 pupil with other members of staff.
- Monitoring behaviour and attendance and taking steps to improve in line with policies.
- Observing any ISP; their wellbeing, absences and lateness.

Reminders around School

Ready Respectful Safe sheets are displayed around school and on the Form noticeboard.



British International School of Tunis Code of Conduct



Behaviours that do not meet expectations at BIST

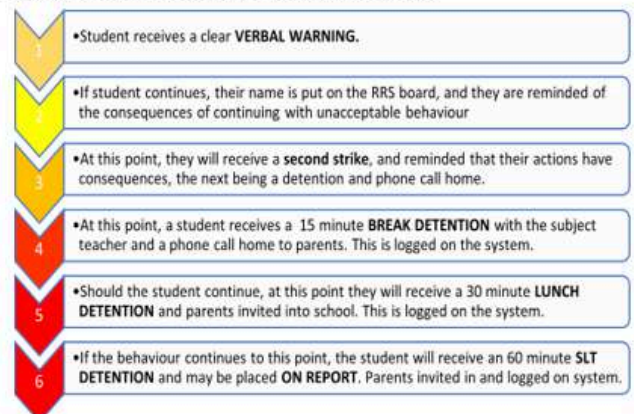
Lack of equipment	Off task in lesson	Homework issue	Shouting out	Incorrect uniform
Wearing make-up or nail varnish	Wearing inappropriate jewellery	Chewing gum	Eating in class	Lack of effort
Late arrival to school	Late arrival to lesson	Lack of PE kit	Out of seat during lesson	Dropping litter
Poor attitude	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.*

Appendix 2: Behaviour Template Letters

Dear [parents names],

I wanted to make you aware of Concerns in regards to your child's behaviour. [insert pupil name] has consistently not been following the behaviour expectations at BIST. This is now impacting his learning and the learning of others. As you will appreciate, this behaviour doesn't adhere to our behaviour expectations, which are clearly set out in our behaviour policy. [insert pupil name] has been disruptive in lessons, disengaged and disrespectful to staff.

This has been promptly followed up in school with acknowledgement of behaviours consequences of lost time from breaks, discussions with [redacted].

I am confident that no further action will need to be taken but would be grateful if you could discuss [redacted] behaviour with [him/her] to ensure a consistent message between school and home. If this behaviour continues [he/she] will be placed on a school behaviour report to further support and monitor his choices in school.

Please do not hesitate to contact [redacted] if you would like to discuss this further.

Yours Sincerely,



Karyn Walton
Executive Principal
Teacher name:

Teacher signature:

Date:

Contact email address:

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent/carer name:

Date:

Behaviour Letter 2

Dear [parents names],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour expectations, which are set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet the named teacher as soon as possible so we can discuss a way forward.

Yours Sincerely,



Karyn Walton
Executive Principal

Teacher name:

Teacher signature:

Date:

Contact email address:

Behaviour Letter 3

Dear [parents names],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the SENCO, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

Please contact the front office to arrange a mutually convenient time, the details of the teacher are below.

Yours Sincerely,



Karyn Walton
Executive Principal

Teacher name:

Teacher signature:

Date:

Contact email address:

Detention/Exclusion Letter

Dear [parents names],

I am writing to inform you that [insert pupil's name] has been given a detention/exclusion on [insert date] at [insert time].

The reason(s) for this detention are set out below.

Insert a brief description of the behaviour incident that led to the detention here.

If you need to see a member of our LT to discuss further, please call the front office to make an appointment at a mutually convenient time.

Yours Sincerely,



Karyn Walton
Executive Principal

Teacher name:

Teacher signature:

Date:

Contact email address:

Detention/exclusion letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent/carer name:

Parent/carer signature:

Date: