 <p>Cambridge School of Bucharest Inspiring education in a caring community</p>	Cambridge School of Bucharest <u>Policy</u>	Doc. Ref. : CSB-082-PO
		Rev. : Version 1
		Date : 17.08.2018
<i>Behaviour</i>		


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This document will be expired after 3 Years from date of last modification as indicated above.

Rev.	Date	Modification
0	17.08.2018	First Issuance

	PREPARED BY	CHECKED BY	APPROVED BY
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Aims

This policy aims to:

- Provide a **consistent and positive approach** to behaviour management;
- **Define** what we consider to be unacceptable behaviour, including bullying;
- Outline **how pupils are expected to behave**;
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management;
- The promotion of high standards of work and self-discipline;
- Outline our system of **rewards and sanctions**.

Definitions


We believe that good behaviour is a prerequisite to successful teaching and learning. We view very seriously the disruption of other people's learning.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect or missing uniform
- Other behavioural infractions as determined by Heads of School/Senior Management.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic, or discriminatory behaviour
- Possession of any prohibited items. These are:

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- Knives or weapons
- Alcohol
- Illegal drugs
- Un-prescribed Medicines
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Other serious behavioural infractions as determined by Heads of School/Senior Management.

Bullying


Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

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Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

Roles and responsibilities

The Proprietor

The Proprietor is responsible for monitoring this behaviour policy's effectiveness and holding the School Director to account for its implementation.


The School Director

The School Director is responsible for reviewing and approving this behaviour policy.

The School Director will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Head of School/AQC

- Implement the behaviour policy consistently;
- Respond to any perceived or confirmed misbehaviour in a calm, consistent, and sober manner;
- Deal with disagreements on rewards or sanctions between HOS/AQC and teachers/staff privately and not in front of pupils;
- Model positive behaviour;
- Make yourself available to students before school, during breaks, and after school;
- Provide a personalised approach to the specific behavioural needs of particular pupils;
- Foster a consistent open-door policy;
- Listen to all sides of a story before reaching a decision;

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- Allow students the opportunity to have a clean slate;
- Establish positive, constructive, and trusting rapport with the students;
- Collaborate with Form Tutor and HOS to settle student disputes of sanctions;
- Inform parents of any student with behavioural offences affecting academics and/or the personal or social development of students;
- Discuss with the School Director and Deputy Director all critical cases and the appropriate corrective measures;
- Use the computerised system (SSMS and Yellow Book) to keep accurate records of all infractions and update them on daily basis;
- Respond promptly and carefully to parents' queries and consult with the School Director and Deputy Director on controversial issues before responding to parents;
- Check on daily basis the infractions (academic and behavioural) and take action immediately.

Form Tutors

- Observe, record, and report any classroom Health and Safety or Child Protection issues according to the Health and Safety and Child Protections policies;
- Monitor all student infractions, both behavioural and academic, and address any issues with students during the morning form tutoring session;
- Record and report any tardiness, absence, or truancy;
 - Any students that arrive after 8:15am should be sent to the administration office to collect a tardiness slip.
- Arrive in class no later than 8:15 each morning;
- Adhere to Form Tutor programme;
- Collaborate with HOS and Staff to settle student disputes of sanctions;
- Model positive behaviour;
- Make yourself available to students before school, during breaks, and after school;
- Provide a personalised approach to the specific behavioural needs of particular pupils;
- Foster a consistent open-door policy;
- Listen to all sides of a story before reaching a decision;
- Allow students the opportunity to have a clean slate;
- Deal with habitual misbehaviour in a private conversation with the student;
- Do not humiliate, embarrass, or belittle students in front staff or their peers;
- Consult with the HOS on controversial issues before imposing a sanction.

Staff

Staff are responsible for:

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- Responding to any perceived or confirmed misbehaviour in a calm, consistent, and sober manner;
- Implementing the behaviour policy consistently;
- Collaborate with Form Tutor and HOS to settle student disputes of sanctions;
- Listen to all sides of a story before reaching a decision;
- Allow students the opportunity to have a clean slate;
- Deal with habitual misbehaviour in a private conversation with the student;
- Do not humiliate, embarrass, or belittle students in front staff or their peers;
- Teachers should be aware of all needs, SEND, EAL, AG&T, as well as any social, medical, or emotional influences that could lead to underachievement;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording house points in-class;
- Recording C3 behaviour on the discipline sheet (see below procedure for C3);
- Consult with the HOS on controversial issues before imposing a sanction;
- Underachievement must always be challenged, wherever it occurs and for whatever reason, using this routine:
 1. I have noticed you are...
 2. It was the rule about...you broke
 3. What I need to see is...
 4. Thank you for listening.


The Heads of School/AQC and Senior Management Team will support staff in responding to behavioural incidents.

Parents

We believe that an active partnership with parents is essential. Good relationships and effective communication with parents contribute greatly to the success of students in the school. Our relationship with parents is anchored in the principles of our Behavioural Agreement, which can be found in the Student Handbook and is signed for by parents in the Tuition Contract annually.

Parents are expected to:

- Support their child in adhering to the Student Code of Conduct;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the appropriate Head of School/AQC promptly.

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Student Code of Conduct

The Student Code of Conduct can be found in the Student Handbook.

By signing the Tuition Contract, parents agree to its terms and conditions.

Every student is responsible for his/her own behaviour and to act in a manner that demonstrates self-discipline and a sense of responsibility.

Pupils are expected to be Ready, Respectful, and Safe.

Ready:


- Move quietly around the school and arrive to class on time after breaks and if moving from home room;
- Not bringing chewing gum into school;
- No mobile phone use on campus;
- Have all the equipment required for the lesson;
- Wearing the correct uniform at all times;
- Be eager to learn;
- Demonstrate active listening and engaging with the teacher/lesson.

Respectful:

- Display good manners – opening doors for others and being polite;
- Behave in an orderly and self-controlled way;
- Show respect to members of staff and other students;
- In class, make it possible for all pupils to learn;
- Treat the school buildings, displays and school property with respect;
- Keep the classroom and school campus tidy;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school;
- Use feedback from your teachers to improve your work;
- Take inspiration from the success of others;
- Accept sanctions when given;
- Discuss disputed sanctions only with Head of School and/or Form Tutor.

Safe:

- Do not run inside the school building;
- Promote equality and fairness;

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- Act as a positive role model;
- Appropriate behaviour on the school bus;
- Avoid physical contact;
- Think before you speak.


Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Lead by positive example;
- Create and maintain a stimulating environment that encourages pupils to be engaged;
- Never leave the classroom or send a student out of the classroom unsupervised for behaviour issues;
- Immediately contact the HOS or Supervisor for behavioural issues beyond his/her control;
- Develop a positive relationship with pupils, which includes:
 - Being in class before students arrive every lesson (where and when possible);
 - Greeting pupils in the morning/at the start of lessons;
 - Establishing clear and consistent routines;
 - Observing and respecting the seating plan;
 - Getting the class silent and ready for instruction;
 - Disallowing an unkempt and disorderly classroom;
 - Setting clear and purposeful/targeted classwork:
 - Time and task – How long to the student have to complete the task?
 - Resources – what will individual or groups will need to complete the task?
 - Outcomes – what is the success criteria for the task?
 - Grouping – is the task individual work in silence, paired work, or group work?
 - Stop signal – a reminder or countdown for when you wish to address the class as a whole.
 - Highlighting and promoting good behaviour;
 - Concluding the day positively and starting the next day afresh;
 - Listen to all sides of a story before reaching a decision;
 - Allow students the opportunity to have a clean slate;
 - Deal with habitual misbehaviour in a private conversation with the student;

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- Do not humiliate, embarrass, or belittle students in front staff or their peers;
- Having a plan for dealing with low-level disruption;
- Using positive reinforcement.

Rewards and consequences

Actions students choose will have consequences. Good choices will result in praise and rewards: poor choices will result in consequences.

List of rewards and consequences

Positive behaviour will be rewarded with:

- Praise
- House Points
- Letters or phone calls home to parents by HOS/Senior Management
- In the Kindergarten, recording positive behaviour in the parent communication book
- Special responsibilities/privileges.


The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class with a supervisor
- Expecting work to be completed at home, or at break or lunchtime
- Detention during the big break or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents, as deemed appropriate by the HOS or Senior Management
- Putting a pupil "on report."

Praise and the House Point System

The Praise and House Point System is used when students make positive choices.

PRAISE	Students who are achieving the learning objectives for the lesson will receive positive praise and encouragement throughout the lesson.
HOUSE POINT	<p>One house point will recorded in the classroom for a student's participation in whole school or classroom activities such as:</p> <ul style="list-style-type: none"> • Competing in sports day • Participating and representing the school in competitions and sport • Participating and representing the school within charity or fundraising events

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	<ul style="list-style-type: none"> • Supporting the school in extra-curricular events • Other good deeds as determined by the classroom teacher, HOS, or Senior Management. • • To maintain equality throughout the school, a student needs to have evidenced good behaviour beyond what is normally expected of him/her.
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Celebration at events:

Students who have evidenced exceptional merit may be recognised the scheduled school assemblies..

Consequences (C) System:

The Consequence System is used when students make negative choices. The system is consistent across the school and gives students the opportunity to reflect on their actions and change their behaviour.


Having a consistent system will support new teachers in particular.

It is essential that C1 and C2 warnings are recorded on the whiteboard so that students can see that the system is being fairly and consistently applied.

If students reach a C4 or C5 sanction it is essential that this is recorded and reported to a Head of School/AQC or Supervisor.

Levels of Consequence:

		Kindergarten	Lower, Middle and High School
C1	Verbal warning	A student who is shouting out, running inside, not lining up properly, talking when the teacher is talking, speaking in languages other than English in class, will be issued with a first warning .	<p>A student who is rude, shouts out, disobeys instructions or behaves inappropriately will be issued with a first warning. These verbal warnings are not to be recorded. Teachers need to be calm and decisive in giving a warning to a student.</p> <p>Examples of where a C1 can be communicated to a student are:</p> <ul style="list-style-type: none"> • Rudeness e.g. chatting back to a teacher or other adult, talking whilst teacher is talking, making comments to other pupils which cause them to react • Shouting out

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			<ul style="list-style-type: none"> Disobeying instructions of a teacher or other adult Behaving inappropriately, e.g., moving around without permission.
C2	Final verbal warning	<p>If a student persists then a second, final warning is issued.</p> <p>The student is then moved down on the class behaviour chart.</p>	<p>If a student persists then a second, final warning is issued.</p> <p><i>The issuing of C2 gives a student the choice and chance to make the final, correct, decision</i></p>
C3	Recorded sanction	<p>If the student continues to make poor behaviour choices and is moved to the bottom of the behaviour chart, their behaviour is noted in the parental communication book.</p>	<p>If a student does not meet the expectations for a third time, they receive a detention and recorded on the discipline sheet.</p> <p>This student will then be issued a big break detention. An after school detention will be given after 5 break detentions.</p>
C4	Possible removal from lesson, referral to a supervisor/ Head of School.	<p>Sent to Head of School immediately accompanied by a TA.</p> <p>Internal suspension may be required</p> <p>Parent meeting arranged and recorded.</p>	<p>If a student does not meet the expectations for a fourth time they may be removed from the lesson by a supervisor and behaviour will be investigated by Head of School/AQC or Senior Management, and a decision made if to authorise an after school detention.</p>

After School Detentions

Students who receive a C4 are placed in after school detention. Students who fail to show up for the big break detentions are also given an after school detention, but only after the parents have been contacted.

Students who have cases of serious misbehaviour or have repeatedly not followed the school rules will be reviewed and a decision made if to authorise and an after school detention.

Saturday detentions


For serious cases of misbehaviour students will be required to attend Saturday morning detention. The Saturday morning detention is a two to four-hour detention depending on the infraction.

No homework or no book offence

Years 5 to 9:

1st time offenders are warned (a warning for each student involved)

2nd time offenders – e-mails are sent home by the Head of School/AQC and after school detention is given

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Years 10 to 13:

Students who do not do their homework on time will report to a classroom on that day and do the homework under the supervision of the Head of School/AQC.


Further consequences (Lower, Middle and High School)

5 break time detentions (C3) in one month or less	Student will be placed in after school detention.
4 after school detentions within a term	Student will be placed in Saturday detention.
6 after school detentions within a term OR 2 Saturday detentions within a term	Student is placed on report book.
Student is failing their report book	Initial one-day suspension, followed by review and further increased suspension if required.
Student violated a major school rule (see section on serious misbehaviour)	One-day suspension, followed by review and further increased suspension if required.
Student has received three suspensions	Permanent exclusion, as determined by Senior Management.

Suspension

- This strategy is a last resort and should be seen as such. At CSB, we see this as a break down in all other means of resolving a situation or behaviour around a student. Suspension from school is used as a sanction for serious offences such as:

- - Fighting with another pupil
 - Extreme rudeness or defiance to a member of staff
 - Theft of another person's property
 - Deliberately damaging school property
 - Bullying
 - Racism, homophobia, sexism, and other forms of prejudice and discrimination
 - Persistent disruption of learning
 - Arson
 - Smoking on campus
 - Bringing banned items into school

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- Failing report book
- Other serious behavioural infractions as determined by Senior Management.

- Suspension can be from one to four days in duration depending upon the seriousness of the offence. After this the student returns to school with his parent/carer and a reintegration meeting takes place, where the seriousness of the incident is emphasised and the consequences of continued behaviour of this type is explained. Exclusion takes place in consultation with Head of School and must be authorised by the School Director.

Guarantee form

- Any student who fails to comply with school and classroom expectations, after Head of School/AQC and Administrative interventions, will be placed on a Guarantee Form. Upon signing this form parents/carers acknowledge that if the student continues to disobey the school rules and systems there place at school will be withdrawn and the student will be permanently excluded.

Permanent Exclusion

This is very much the last resort after all other sanctions, such as the Guarantee Form, have proved ineffective or the offence is so serious that no other sanction is appropriate.

CSB will consider permanent exclusion when the decision for a child to remain in the school would be detrimental to the safety, wellbeing, or learning of other students.


Report Book Procedure (Lower, Middle and High School)

Students who receive too many detentions and are showing no sign of improvement are issued a Report Book. The student will obtain the signature of the teachers of every period in the day and take the Report Book to the Supervisor at the end of the day. In case one period out of 7 or 8 periods is not signed, the student stays after school for an extra 45 minutes that same day. The infraction will be written on the discipline sheet so that they are entered into the system. The rule of Saturday detention for frequent offences also applies to those with Report Books.

Parents will be contacted as soon as we know a student will be staying after school due to missing teacher signatures so that they are aware of the late pickup time.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

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Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the School Director will discipline the pupil in accordance with this policy.

The School Director will also consider the pastoral needs of staff accused of misconduct.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents.

Withholding

Any prohibited items found in pupils' possession will be withheld. These items will be returned to parents/guardians.

We will also withhold any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with Senior Management and parents, if appropriate.