



# Student Behavior and Code of Conduct Policy

## Definitions:

For the purposes of this policy, **students' behavior** refers to students' responses to a number of daily life situations and activities, such as the appropriateness or inappropriateness of their words, mannerisms, attitudes and actions toward each other or toward the Teaching Faculty or other members of the wider School community.

## Introduction:

Extremely high standards of behaviour are expected from students at British International School Abu Dhabi and these standards are almost always met. Our primary tool in ensuring the good behaviour of our students is the outstanding lessons which our teachers plan and teach on a daily basis.

We believe that where students are engaged in their learning and focussed on relevant and interesting activities, excellent relationships are forged and students display only the kind of positive behaviour which we expect. From time to time, it may be necessary to remind our students of our expectations and this document is a guide to how we aim to achieve this.

## Purpose(s):

The intention of this policy is to;

- Establish the guidelines used by all members of the school community in promoting and celebrating positive student behavior within the School.
- Ensure the School communicates its policy on behavior and conduct which makes clear to all students and their Parents/Guardians the School's expectations of students' behavior and how the School will deal with any misconduct.

## Policy:

This Behaviour Policy is based on the "Guidelines for Managing Student Behaviour in Abu Dhabi Schools" set out by ADEC.

The Policy sets out the School's procedures for promoting positive behaviour and its guiding and disciplinary action to modify misconduct. This policy will be distributed to all students and their Parents/Guardians at the beginning of each school year and will be reviewed regularly with students, staff, and Parents/Guardians to ensure that it is understood throughout the School community.





### **The classroom Teacher's role in behaviour management**

Classroom teachers are responsible for the behaviour of the students in their care. Planning outstanding lessons which meet the needs and abilities of the students is the main strategy we use to ensure high standards of behaviour. In the event of a student failing to meet the high standards of behaviour demanded by the classroom teacher, they will use a variety of strategies to counter low-level disruption. For instance;

- Giving non-verbal messages through gestures or facial expressions
- Using simple directions statements or rule reminders to refocus the student
- Giving a verbal warning of the consequences if poor behaviour persists (usually a written negative comment posted to form tutors)
- Adapting the seating plan or requiring that the student moves seats

In the vast majority of cases, these strategies will be enough to prevent such behaviour from developing further. The teacher may follow up this kind of incident with a short conversation with the student, giving a reminder of our expectations. If necessary the student may be asked to undertake a 10 minute 'reflection' period at break-time or lunch-time during which the details of the concern can be discussed and resolved.

### **Recording Incidents**

It is the classroom teacher's responsibility to record low level disruption to learning using the 3Sys management system. Creating such a record should not replace teacher imposed sanctions. The classroom teacher may also choose to record such disruption in the student diary in order to communicate details of the issue to parents. The following types of low level disruption are likely to warrant a record being made.

- Lateness to lessons
- Infringements of uniform rules
- Lack of equipment
- Unsupervised / unauthorised use of mobile phones or music player in lessons or inside the school buildings
- Failure to follow reasonable requests
- Littering
- Failure to complete homework

### **More serious incidents**

For serious or dangerous behaviour the student should be removed from the lesson. This will usually be managed within the department with the Head of Department or a colleague giving assistance. The Head of Year might also be called upon. If such an action is required, a written record should be made on 3Sys and a follow-up conversation had with the Head of Year. It is likely that the Head of Year will contact the parents in order to involve them in rectifying the students' behaviour. An interview with the student should be conducted before the student is allowed to return to the class.





Where a student is involved in a number of incidents across the school curriculum, the Head of Year and / or Senior Management team will become involved and this may result in a temporary internal exclusion or, in the final instance, an external exclusion. Such measures will be taken only in consultation with parents.

**Note;**

It should be stressed that all incidents of poor behaviour will be dealt with individually and the root causes of any difficulties will be sought. Heads of Year and Heads of Key Stage will use their discretion to decide on the seriousness of the infringements and of the nature of the sanction. Any sanctions imposed will be based on the notion of ensuring that no further negative comments will be issued. The 'Reflective Period' outlined above should involve a conversation about academic progress and / or ways in which the student can avoid future sanctions.

**Student Conduct beyond the Classroom**

The conduct of the students once they leave the classroom is generally excellent and they are a fine 'advert' for our school. In order to maintain these high standards, teaching staff are required to undertake several 'duties' throughout the week, between lessons, before school, at break time and lunch time and after school. Whilst undertaking these duties teaching staff should not the following.

**On the corridors**

- Students should keep to the right of the corridors to allow clear passage for all
- Students should walk sensibly and calmly
- Students should only use authorised entrances and exits
- Students should not use mobile phones or ipods and headphones on the corridors – these are only allowed outside
- At break time and lunch time, students should not be on the corridors at all unless they are heading to the toilet or the library
- Students should not be allowed to 'congregate' in the toilets for any length of time. All members of staff should take some responsibility to check the toilets as they pass to ensure that children are using the facilities correctly and then heading outside.
- Students must not use the fire exits near the prayer rooms or outside room 132 to leave the building (except in the event of a fire!)
- Students should not be eating on the corridors
- Students should not wear non-uniform items on the corridors

**Outside Area(s)**

- Students may not take food from the canteen
- Students must take responsibility for their litter and ensure that it is placed in the recycling bins provided
- Students are allowed to play football and ball games in the 'cage', on the grass and on the netball courts
- Students should not use the Primary School climbing frames





- During break times, students should only be allowed to re-enter the building if they are going to the canteen, the library, the toilet, or have an appointment with a teacher
- Students must not use the Primary School toilets.

### **IB Academy**

IB students are allowed to remain inside and use the Common Room as a 'social' space. It is their responsibility to keep the area clean and tidy however, and to be good role models. Members of staff on duty should monitor this and remind the students of this if required.

### **Primary Library and Secondary Learning Centre**

The member of staff whose duty includes the library should support the librarian and her team in ensuring that students are using the library effectively. This should involve reading, working quietly or using the computers.

### **Dealing with incidents outside the classroom**

In the first instance, teachers should deal with incidents outside the classroom in the same way that they would inside the classroom. Poor behaviour should be challenged and students reminded of their responsibilities. Should the behaviour persist

1. The student should be removed from the situation and brought inside to the canteen where they should spend the rest of the break or lunch time isolated from their peers.
2. A negative comment should be recorded for that student by the member of staff on duty at the earliest convenience
3. If the teacher feels it is appropriate, they should issue a further reflective period
4. In the case of serious incidents, the Head of Year should be informed immediately and a description of the incident forwarded by email
5. The Head of Year will then take steps according to their judgment





### Step by Step Guide to Behaviour Management for the Classroom Teacher

| Step  | Examples  | Trigger                          | Action   |
|---|---|----------------------------------|--|
| 1   | Poor behaviour in class, talking whilst the teacher is giving instructions, late for the lesson, poorly equipped. |                                  | Teacher to give a verbal warning   |
| 2   | Continuation of low level, poor behaviour   | Negative Comment                 | Teacher to write the students' name on the whiteboard and record a negative comment. Reflective period issued if appropriate.  |
| 3   | Escalation of poor behaviour  | Referral to HoD                  | HoD to discuss the behaviour with the student during a reflective period. Department Report Card may be used at this point. Informal conversation with HoY. (See appendix A) |
| 4   | Repetition of the poor behaviour in subsequent lessons  | Teacher or HoD to contact parent | HoD or teacher to contact parents. Student to be placed on a subject report card. Formal notice to HoY.  |
| 5   | Poor behaviour in several lessons, reported to the HoY.   | HoY to contact parent            | Student to be placed on a Green Report, reporting to their form tutor.   |
| <b>Green Report – specific targets given, student reports to Form Tutor at the end of each day, report is signed by parent at home. Poor marks on the report result in reflection time for the student.</b>   |   |                                  |  |
| 6   | Student performs poorly on green report   | Refer to HoY                     | Head of Year to inform parents of the student's behaviour and place the student on Orange Report   |
| <b>Orange Report – Specific targets given, student reports to Head of Year at the end of each day, report is signed by parent at home. Head of Year to remain in contact with parents. Poor marks on the report result in reflection time for the student</b> |   |                                  |  |
| 7   | Student performs poorly on Orange Report  | Refer to SLT                     | SLT to inform parents and place the student on Red Report  |
| <b>Red Report - Specific targets given, student reports to the member of SLT at lunchtime and the end of the day, report is signed at home. Parents to meet with SLT at the end of the Report period.</b>   |   |                                  |  |





**Step by Step guide to Behaviour Management for the Form Tutor and Head of Year**

| Step  | Examples  | Trigger                       | Action   |
|---|---|-------------------------------|--|
| 1 - 4   | Low level disruption - lateness, poorly equipped, infringements to uniform rules, unauthorised use of mobile phone / music player, littering, chewing gum or eating in class, misuse of the internet.   |                               | Class teacher to give a warning if appropriate and to use their judgement to decide whether the incident is worthy of note. Refer to class teacher guide.  |
| 5   | Persistent low level disruption, lateness, poorly equipped, infringements to uniform rules (including wrong shoes), unauthorised use of mobile phone / music player, littering, chewing gum or eating in class, misuse of the internet<br>Reports from the Bus Monitor will be sent to form tutors - these should also be recorded. | 10 Negative comments recorded | Form tutor to discuss the issue with the student, seeking to find a resolution to underlying problems. Parent to be contacted by phone or email and informed of the 10 comments.<br>Head of Department to become involved if the Negative comments are predominantly based in one department. Student to accept a 10 minute reflective period with the Head of Year. |
| <b>At this stage a Green / Form Tutor Report Card should be issued to the student who will report to the form tutor at the end of each day. This report will be stapled into the student Diary.</b>   |   |                               |  |
| 6   | As above  | 15 Negative comments          | Year Tutor to meet with the student to discuss the impact of the negative comments on academic progress. Parent to be informed of the outcome of the meeting. Student to accept a 15 minute, lunchtime reflective period with the Head of Year.<br>A formal letter will be emailed to parents at this stage.<br>School Counsellor to be informed.                    |
| <b>At this stage an orange / Year Tutor Report Card should be issued to the student who will report to the Year tutor at the end of each day. This report will be stapled into the student Diary.</b>   |   |                               |  |
| 7   | Dangerous behaviour, issues relating to bullying (including cyber-bullying), serious breaches of the behaviour standards. Improper use of mobile phone, including taking photos without permission and making calls without permission.   | 1 serious incident            | Classroom teacher and Head of Year to report the incident to parents and Head of Year to lead a parental meeting to find a resolution. School Counsellor may be utilised.<br>A formal letter explaining the level of violation will be emailed to parents.   |
| <b>After such an incident the student should return to classes with an Orange Report card, reporting to the Year Tutor at the end of the Day. At the Year Tutor's discretion, a Red Report Card (reporting to SLT) may be used. Orange Report Cards may also be issued at the discretion of the Year Tutor if it is felt that a student is 'climbing' towards 25 Negative comments.</b> |   |                               |  |
| 8   | Persistent poor behaviour in a variety of settings or persistent failure to meet BISAD's basic requirements, as outlined in step 1  | 25 Negative comments          | Year Tutor and a member of the Senior Leadership team to meet with the student and parents to discuss the academic and social progress of the student.<br>A formal letter will be emailed to parents at this stage   |
| <b>Student to return to classes on a Red Report card, reporting to a Key Stage Coordinator at the end of each day.</b>  |   |                               |  |

