



BRITISH
INTERNATIONAL SCHOOL
OF BOSTON

A NORD ANGLIA EDUCATION SCHOOL

TODDLERS-YEAR 6 BEHAVIOUR AND ANTI-BULLYING POLICY

This behaviour policy includes an outline of the expectations for behavior for children in the Primary School, as well as strategies to support the behavior, including rewards and sanctions.

High standards of behavior and dress are expected at all times both during the school day, whilst travelling between home and school and whilst representing the school, or taking part in trips and visits

The school has zero tolerance to physical behavior that results in anyone being deliberately hurt and or emotional and physical bullying behavior.

Whole School Rights

- The right to learn
- The right to teach
- The right to feel safe (physically and emotionally)
- The right for mutual respect and understanding

Student Responsibilities

Children must learn to take responsibility for their own behaviour. As adults we can manage a pupil's behaviour to an extent, but in the long term discipline has to come from within and students need to have ownership of their own behaviour. As children realise that they are going to have to make choices in many areas of life, they can be guided to make more socially appropriate choices. They need to know that good choices will be rewarded and that poor choices will have consequences.

Care, courtesy and consideration are underpinning elements of these student expectations. Basic expectations of behaviour and class rules are displayed in every classroom and are introduced at the beginning of each academic year.

- Children agree to respect the school working environment both inside and outside the classroom.
- Children will be careful with their own and other people's property.
- Children will value one another as individuals.
- Children will treat one another fairly without bullying or behaviour likely to cause injury.
- Children should attend school suitably dressed in correct uniform.
- Children should value one another's opinions, speak and act courteously and treat one another as they would wish to be treated themselves.
- Children should maintain appropriate Internet conduct and refrain from any negative, derogatory, overly personal or embarrassing comments about themselves, their peers, staff, and any other member of the wider school community or the school itself.
- Children should act as ambassadors for BISB and maintain exemplary conduct in public, especially when dressed in clothing revealing the BISB logo.

Staff/Adult Responsibilities

- Staff will treat all children fairly and recognise that each is an individual.
- Staff will use all appropriate strategies to raise and maintain pupil's self-esteem.
- Staff will provide challenging, relevant and appropriate learning experiences.
- Staff will use rules and sanctions clearly and consistently.
- Staff will be good role models.

INFORMATION FOR STAFF

The Principles of Managing Pupil's Behavior

- Successful behavior management is tested not by the absence of problems but by the way in which they are dealt with
- No pupil's behavior must be allowed to persistently damage other student's opportunities for learning
- Standards of behavior, work and respect depend on the example set by **ALL** staff
- Rules must be clear, fair, known by every member of the school community and must be **consistently** applied.

Strategies to Manage Pupil's Behavior

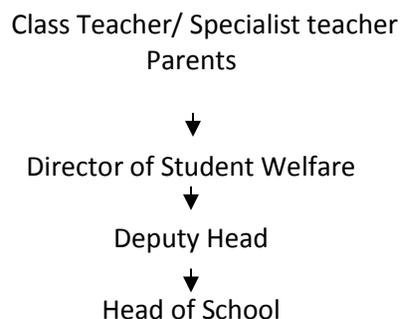
Promoting positive behavior (to prevent or minimize unnecessary disruption)

Staff should:

- Create and maintain a supportive, learning focused classroom
- Deliver stimulating lessons that are thoroughly planned, pitched at the right level, take into account prior learning, cater for mixed ability and use appropriate combinations of teaching and learning styles
- Be punctual for all lessons and duties and greet/dismiss students appropriately
- Remain calm at all times yet exude passion and enthusiasm
- Clarify and display the expectations/rules for 'this classroom'
- Develop standardized routines for entry to the classroom, getting seated, preparing for work, introductions to lessons, disseminating/collecting equipment, setting of homework, plenary and dismissal from lessons
- Establish a comfortable level of working 'noise'
- Acknowledge and reward positive behavior
- Have clear rules with known consequences and articulate them regularly to the students
- Develop relationships with their students based on mutual respect and consistency
- Regularly reflect on their behavior management.

Addressing inappropriate behavior (when disruptive behavior occurs)

- Action should be taken on a continuum of least to most intrusive.
- Distractions should not be mistaken for disruption.
- Attention seeking behavior should be tactically ignored where possible/appropriate.
- Corrective language should be planned, so that it is not affected by emotional state.
- A look of disapproval may sometimes be enough.
- When minor rules are broken students should be reminded of the previously agreed expectations.
- Children should be reminded about consequences by giving them choices 'If you continue to It will be necessary for me to"
- Positive language should be used to correct and restate expectations/rules – 'In this classroom we put our hand up to answer questions.' 'Walk in corridors please.'
- Partial agreement and acknowledge of pupil feelings should be shown – 'I know you're upset and I understand why you did it, but"
- Children should be given 'take up time' when asking them to do something. Look away, carry on with your teaching and look back periodically to check that they have undertaken the task – this avoids confrontation and loss of face on the student's part.
- Direction should be given with expectation - 'Please could you pick up that piece of litter, thank you' – then look away, allow for take up time and look back to check that the task has been completed
- Consequences should be followed through but **used sparingly for most effect**
- When you feel you have exhausted all avenues as a classroom teacher, seek colleague support via the appropriate channels, i.e.



The school endeavors to develop self-esteem and self-discipline amongst students. It is hoped that children will gain satisfaction and motivation from their positive experiences and interactions in school.

Toddlers

In the classroom, staff use a great deal of positive reinforcement and introduce phrases such as “walking feet”, “kind hands”, “indoor voices” and “gentle touches” so that they become used to basic classroom expectations.

Personal, Social and Emotional Development is a key focus of the Early Years curriculum and we focus on behavioural themes and topics throughout the year to support children’s understanding of how to express their feelings and manage their behaviour.

In line with age appropriate strategies, staff use verbal praise, stickers, certificates, thumbs up and high fives to reward good behaviour.

In situations where children may need support and an adult to intervene, adults will ensure that they give immediate responses and explain the situation using child friendly language.

Staff will always communicate any concerns or issues which may arise and will work with parents to address them. The Directors of Student Welfare liaise closely with teachers and parents to support children’s behaviour.

Nursery-Year 2

Behaviour system-

- The children in the Nursery, up to, and including Year 2 classes, use several strategies to reward positive behaviour.
 - Smiley faces/ House Points
 - Spirit Points
 - Verbal praise, stickers, certificates, gaining positions of responsibility etc
- Children in Years 1 and 2 can collect marbles for positive whole class behaviour. When they have filled the pot, or collected the amount of marbles set at the beginning of the year, the class will then have a treat e.g. party, ice cream, movie etc.
- To address any negative behaviours, these year groups use the sun, thinking cloud and rain cloud system.
- The default reward for all children is to have their name on the sun and consequently be rewarded with a specified amount of weekly ‘Golden Time’ (Y1 and Y2) . Nursery and Reception use more immediate rewards for remaining on the sunshine.
- In the first instance, students receive a verbal warning from the teacher if they demonstrate any inappropriate behaviour.
- If the student continues to make inappropriate behaviour choices on the same day, then their name will be moved onto the thinking cloud.

- Once the student's name is on the thinking cloud, if the child continues to exhibit inappropriate behaviour choices, they are given a second verbal warning.
- If the student's name is on the cloud, they have received the second warning and they continue to exhibit inappropriate behaviour, then their name is moved to the rain cloud.
- In the case that a child's behaviour is deemed more serious, then the student's name may be put straight on to the rain cloud. For example, if a child physically harms another person, this would warrant moving them straight to the raincloud.
- Parents are informed that day if their child has been on the rain cloud.
- In Y1 and Y2, once a student's name is on the rain cloud it equates to missing 5 minutes of golden time. If their name was on the rain cloud on both Monday and Wednesday, then they would miss 10 minutes of golden time in total.
- In Nursery and Reception, the raincloud is usually a sufficient consequence and we will work with you to discuss how we can move forward and avoid any further instances of the behaviour demonstrated.

Nursery also have a 'time out' area within the classroom where a child can sit for up to 3 minutes and have some space to calm down. The teachers will always make it clear why the child has been moved to the time out area and will discuss how to move forward to rectify the situation.

- Every child's name returns to the sun every morning. Each day is a fresh start!

Year 3, up to and including Year 6, Behaviour Plan

Year 3-6 classrooms build upon the systems which are established lower down the school.

These classrooms also use Personal Goal awards, house points and positions of responsibility to reinforce the positive behaviours of students.

- The default reward for all children is to be rewarded with a specified amount of weekly 'Golden Time' and full playtime privileges (Year 6). All children begin each day on the Green Card.
- All classes use a red / yellow / green card system in a similar way to the sun/ cloud/ raincloud. At the teacher's discretion for the actual system used.
- First 'inappropriate behaviour' the student receives a yellow card warning and their name is recorded somewhere in the classroom.
- If the student receives a second warning in the day that moves them to 'red' and they lose 5 minutes of 'Golden Time'.
- If a pupil has received a Red Card, parents should be informed that day with an explanation of why the student received a Red Card.
- If this process happens a second time in the week the penalty is increased to 10 minutes (so now they are missing 15 min altogether)

- If it happens a third time they are penalised 15 minutes of 'Golden Time' (so now a total of 30 minutes).

All primary age students

If behaviour is deemed serious, the child needs to be sent immediately to see the appropriate Director of Student Welfare or, if that person is teaching, the Deputy Head of School, and the incident is recorded.

Recording: Teachers keep a record of children who lose 20 minutes or more of 'Golden Time'. Any parental contact regarding behavioural concerns or incidents should be recorded. Directors of Student Welfare and the Deputy Head will keep a record of those children who are sent to them.

Specialist Lessons, Playground and out of classroom incidents

To ensure consistency for the children, specialist teachers and duty staff will follow the system of rewards and sanctions for the year group of the class being taught. All staff must ensure that expectations for behaviour are upheld during 'non-lesson' times. All staff must be vigilant to ensure that the same levels of behaviour are upheld during transition times.

Staff should pass on any relevant behaviour information to the class teacher after the lesson/ duty, e.g. "York Class received a marble because..." "child A received a House Point/Smiley Face because..." or "child A was moved to the thinking cloud/given a Yellow Card because..."

Bus incidents

Children must feel safe on the bus going to and from school. If the behaviour of any child is inappropriate whilst riding on the bus, the student will receive one warning from their teacher, then the second time from the relevant Director of Student Welfare. If the behaviour happens a third time, they will not be allowed to ride the bus for two days following the incident and the parents will be asked to arrange for alternative transportation to school.

Homophobia, Racism, Disability, gender reassignment and religion

BISB will not tolerate any derogatory comments directed at any student or member of staff about any of the above.

Bullying

BISB is committed to providing a caring, friendly, safe and supportive environment in which staff can work and students can receive their education. Bullying of any kind which effects staff or students is unacceptable at BISB. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

Definition of bullying

As defined in the Massachusetts General Law Chapter 71, Section 370

'Bullying', the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his

property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Bullying is defined as behavior by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Cyberbullying is the use of Information and Communication Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else.

As defined in the Massachusetts General Law Chapter 71, Section 370

BISB recognizes the Massachusetts law definition of "Cyber-bullying", bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes the person feel unwelcome, marginalized and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Sexist bullying is based on sexist attitudes that demean, intimidate or harm another person.

Sexual bullying with a specific sexual dimension or a sexual dynamic be it physical, verbal or non-verbal. This can include verbal comments, touching, graffiti, spreading images (e.g "sexting")

Transphobic bullying describes hurtful behaviour towards people whose sense of their gender or gender identity is different to typical gender norms

As defined in the Massachusetts General Law Chapter 71, Section 370

BISB recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics. The plan shall include the specific steps that each school district, charter school, non-public school, approved private day or residential school and collaborative school shall take to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment. A school district, charter school, non-public school, approved private day

or residential school or collaborative school may establish separate discrimination or harassment policies that include additional categories of students. Nothing in this section shall alter the obligations of a school district, charter school, non-public school, approved private day or residential school or collaborative school to remediate any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law.

Behaviors

As defined in the Massachusetts General Law Chapter 71, Section 370

Other laws also address conduct generally described as bullying.

The criminal harassment law, M.G.L. c. 265, § 43A, punishes “whoever wilfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress.” That law embraces a broad array of conduct and provides substantial criminal fines and imprisonment, with enhanced penalties for repeat offenders.

The anti-stalking statute, M.G.L. c. 265, § 43, punishes “whoever (1) wilfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person which seriously alarms or annoys that person and would cause a reasonable person to suffer substantial emotional distress, and (2) makes a threat with the intent to place the person in imminent fear of death or bodily injury.” Violation of the anti-stalking statute carries potentially heavy criminal penalties.

The anti-hazing statute, M.G.L. c. 269, § 17, prohibits initiation rituals for student organizations that impose extreme mental stress or create a risk of physical harm to the initiate, and imposes criminal penalties on those found in violation thereof. Aside from those laws targeted at very specific types of bullying-related conduct, “bullying,” as the term is generally used, may also include garden-variety assault or assault and battery, which may be addressed as criminal and/or civil matters.

BISB recognizes that bullying can include the following behaviors:

Physical: hitting, kicking, pushing, taking or damaging belongings

Verbal: name calling, taunting, mocking, insulting, making offensive remarks e.g. racist, sexist or homophobic remarks, repeated teasing, threats, sarcasm, gossiping

Indirect: spreading nasty stories about someone, excluding someone from social groups, leaving notes, failure to speak to acknowledge a person, making someone the subject of malicious rumors, inappropriate text messaging and emailing, sending offensive or degrading images by phone or internet, producing offensive graffiti.

The disciplinary steps in line with the School’s Behavior for Learning Policy Section will be applied to all signs of bullying.

As defined in the Massachusetts General Law Chapter 71, Section 370

For conduct to be considered bullying under the statute, one or more students must subject a victim (the term used by the statute) to repeated written, verbal or electronic expression, a physical act or gesture or a combination thereof that causes physical or emotional harm to the victim or his/her property, causes the victim to reasonably fear harm to one’s self or property, creates a hostile school environment for the victim, infringes upon the victim’s rights at school,

or “materially and substantially disrupts the education process or the orderly operation of a school.”

The law expressly includes cyberbullying in the definition of bullying. Cyberbullying is the use of electronic and/or telephonic communication that results in any of the conditions the law targets (i.e., fear of harm on the part of the victim, a hostile school environment, etc.)

A single instance of insensitive behavior does not constitute bullying under the statute. While one instance of offending behavior may not label a first offender as a perpetrator under the statute, that one instance may be part of a pattern involving other perpetrators and other instances.

Behaviour for Learning (1) – The Consequences Process (Nursery-Year 2)

Please note-

- Nursery to Reception parents are asked to read the Behaviour for Learning process below and then and sign this form on behalf of their child
- Year 1 and 2 parents are asked to read Behaviour for Learning 1 and 2, and sign this form with their child.

1. Use of sun, thinking cloud and raincloud



Time on the raincloud is always communicate to parents and is linked to Golden Time (Y1+)

2. Warning from Director of Student Welfare (PHOTO OF RELEVANT DOSW)
For persistent inappropriate behaviour choices child may be given an individual behaviour chart which is shared with the parents and can be linked to home rewards. Parents will be notified of persistent behavioral issues by DOSW in conjunction with the child's class teacher.

3. Meeting with Deputy Head and a call made to parents with explanation of final warning.(PHOTO OF EN)

4. Internal or External Suspension for half, or full day, depending on severity of incident. A call will be made to the parents about the incident and suspension.

5. Further external suspension or possible exclusion from school.

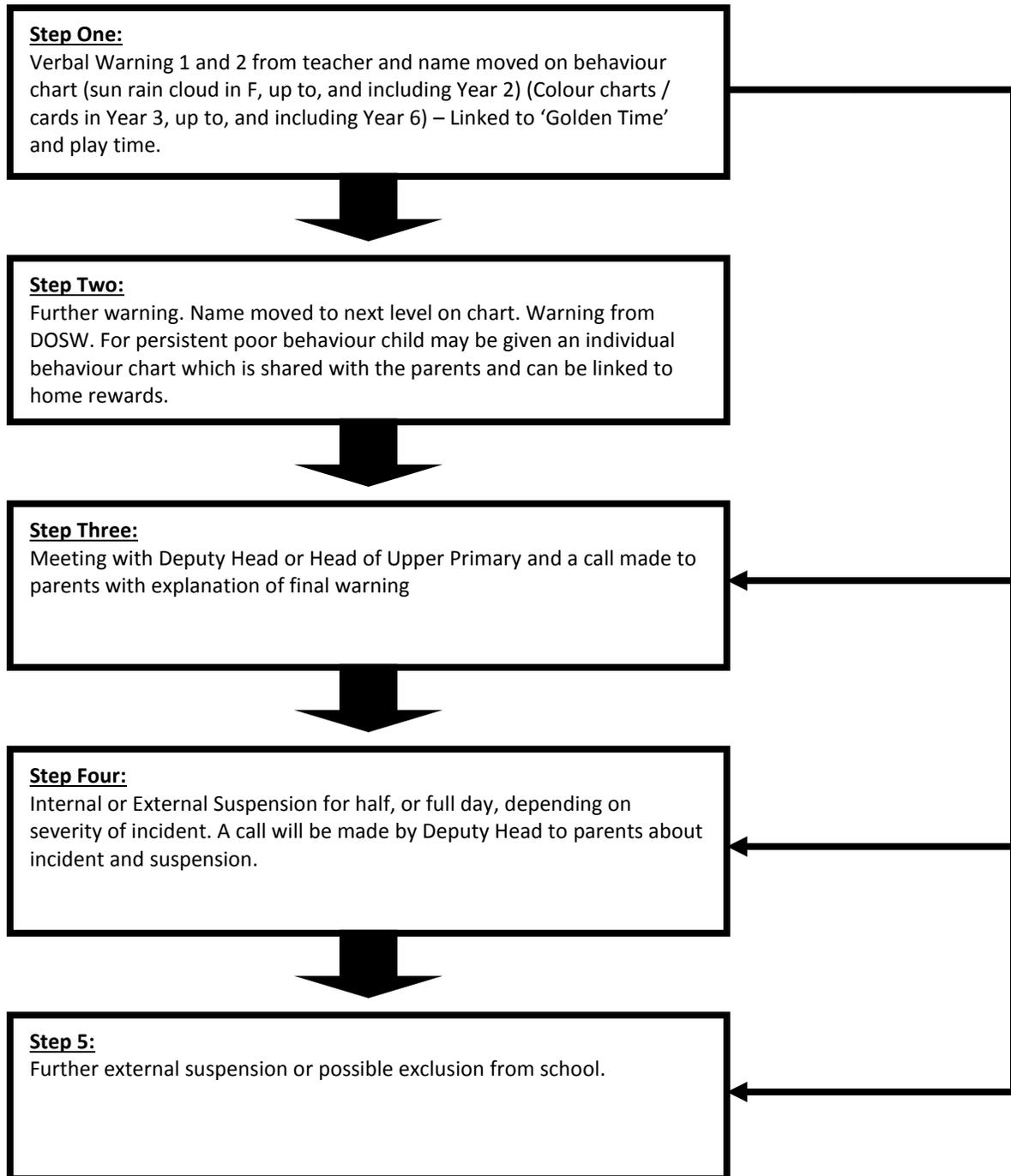
Please sign to indicate that you have read this policy with your child.

Name of Pupil: _____

Signed by Parent _____ Date _____

Behaviour for Learning – The Consequences Process (Year 3-Year 6)

My behaviour has consequences; what can I expect to happen if I behave inappropriately and do not make good choices?



I have read and understood this contract. I agree that I must make every attempt to manage my own behaviour and exhibit self-control and self-discipline.

Signed by Pupil _____

Signed by Parent _____ Date _____

LINKING BEHAVIOUR WITH CONSEQUENCES (Nursery- Year 2)

Level 1 Verbal Warnings and first step on sanctions system (Sun/Rain cloud system or Colour system)	Level 2 Verbal warning from Head of Lower Primary	Level 3 Warning and call home to parents from Deputy Head	Level 4 Internal Suspension for ½ to full day <i>Dependent on severity and intent, these behaviours may be classified as level 5</i>	Level 5 External suspension or possible full exclusion
Behaviours may include but are not limited to:				
<ul style="list-style-type: none"> • Minor distractions • Interruption of the learning of other children • Misuse of equipment • Interrupting staff • Talking over teacher • Mild bad language • Argumentative behaviour • Name calling • Shouting out in class • Throwing objects • Deliberately not complying with instructions • Pushing and shoving in lines • Running in corridors 	<ul style="list-style-type: none"> • Spitting or being rough with peers • Persistent misbehavior after going through steps on the appropriate behavior system within the same day • Persistent lack of co-operation • Persistent misuse of equipment • Arguing with members of staff • Continuous name calling • Rudeness • Continuous disruption • Persistently talking over the teacher • Swearing at other children • Minor vandalism e.g. drawing on desks 	<ul style="list-style-type: none"> • Deliberately hurting another child (hitting, biting, kicking etc) • Suggested Intimidation of other children • Inappropriate behavior on school bus • Consistently bad behavior on school bus • Persistent refusal to work • Serious and purposeful vandalism or graffiti on walls/displays or any other property • Deliberate dangerous handling of equipment 	<ul style="list-style-type: none"> • After prior warning, deliberately hurting (hitting, biting, kicking etc) another child for a second time in one term. • Confirmed purposeful, targeted and repeated intimidation of other children (bullying) • Inappropriate use of Internet • Total insolence /disobedience • Swearing at/extreme rudeness to a member of staff • Behaviour likely to endanger the safety of others • Major vandalism • Threatening language/behavior towards a member of staff or child • Stealing • Racism • Possession of a weapon 	<ul style="list-style-type: none"> • Physical or threatened attack that results, or would result in grievous bodily injury, on staff or students • Persistent and confirmed bullying even after suspension • Confirmed cyber bulling of students or staff.

LINKING BEHAVIOUR WITH CONSEQUENCES (Year 3 to Year 6)

<u>Level 1</u> Verbal Warnings and first step on sanctions system (Colour system)	<u>Level 2</u> Verbal warning from Head of Upper Primary	<u>Level 3</u> Warning and call home to parents from Deputy Head	<u>Level 4</u> Internal Suspension for ½ to full day <i>Dependent on severity and intent, these behaviours may be classified as level 5</i>	<u>Level 5</u> External suspension or possible full exclusion
Behaviours may include but are not limited to:				
<ul style="list-style-type: none"> • Minor distractions • Interruption of other Children learning • Lack of equipment (depending upon the age of the pupil) • Misuse of equipment • Interrupting staff • Talking over teacher • Mild bad language • Argumentative behaviour • Name calling • Shouting out in class • Throwing objects • Deliberately not complying with instructions • 1st and 2nd warning for lack of homework (depending upon the age of the pupil) • Pushing and shoving in lines • Running in corridors 	<ul style="list-style-type: none"> • Spitting or being too rough with peers • Persistent misbehavior after going through steps on the appropriate behavior system within a day • Persistent lack of co-operation • Persistent misuse of equipment • Arguing with members of staff • Continuous name calling • Rudeness • Continuous disruption • Persistently talking over the teacher • Swearing at other children • Minor vandalism e.g. drawing on desks • Cheating in class tests • 3rd warning for lack of homework (depending upon the age of the pupil) 	<ul style="list-style-type: none"> • Deliberately hurting another child (hitting, biting, kicking etc) • Suggested Intimidation of other children • Inappropriate behavior on school bus • Consistently bad behavior on school bus • Truancy (within school) • Persistent refusal to work • Serious and purposeful vandalism or graffiti on walls/displays or any other property • Deliberate dangerous handling of equipment • Cheating in internal examinations • Regular lack of homework (depending upon the age of the pupil) 	<ul style="list-style-type: none"> • After prior warning, deliberately hurting (hitting, biting, kicking etc) another child for a second time in one term. • Confirmed purposeful, targeted and repeated intimidation of other children (bullying) • Inappropriate use of Internet • Total insolence /disobedience • Deliberately undermining a member of staff's authority • Swearing at/extreme rudeness to a member of staff • Behaviour likely to endanger the safety of others • Major vandalism • Persistent truancy depending upon the age of the pupil) • Threatening language/behavior towards a member of staff or child • Stealing • Racism • Possession of a weapon • Cheating in external examinations 	<ul style="list-style-type: none"> • Physical or threatened attack that results, or would result in grievous bodily injury, on staff or students • Persistent and confirmed bullying even after suspension • Confirmed cyber bullying of students or staff.

