



Britannica International School

Budapest

an Orbital Education School

Britannica Behaviour for Learning Policy

Behaviour at Britannica School is very good. This policy and practice is underpinned by our Guiding Statements and particular the following aspects:

At Britannica International School, we believe in:

- *providing a safe, secure, stimulating and caring educational environment where children can grow and develop as individuals;*
- *delivering a balanced and effective curriculum, using modern pedagogic methods with flexible approaches to teaching and learning so as to promote academic excellence;*
- *fostering self respect, self discipline, independence and organisational skills for success in this rapidly changing world;*
- *the equality and value of every member of the school community;*
- *providing opportunities for the development of all members of the school community.*

This policy follows and links with Britannica's ***anti-bullying policy*** to establish, maintain and reinforce positive behaviour, as identified in the golden rules.

Golden Rules

- Move around the school quietly, sensible and at a reasonable speed
- Be kind and gentle to everyone
- Listen carefully and politely when your teachers, teaching assistants or classmates are speaking
- Take care of our school and leave it tidy
- Follow the instructions given by your teachers and teaching assistants
- Always do your best
- Bring the correct equipment to each lesson

POSITIVE BEHAVIOUR MANAGEMENT IN THE PRIMARY SCHOOL

Golden time

Golden Time is structured play or enjoyable activities and should be looked forward to as a reward.

In Primary School teachers organise their Golden Time by starting everybody on 30 minutes and deducting any minutes for Non-Golden behaviour. These minutes can be re-gained in the course of the week, although once the children have lost some, they should not go back to 100% of their golden time.

Golden Time is awarded across the school on Fridays. This recognises and rewards all those children who always behave well and do what is expected. Others can have time removed from Golden Time as a sanction for misbehaviour

Behaviour and achievement is embedded within agreed *Class Rules*, developed through a PSHCE session on rights and responsibilities and displayed within the classrooms throughout the year. Our assemblies in the Primary School are designed to reinforce this



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ethos along with our guiding statements.

In the Primary School there is a positive behaviour management system of issuing house points for exemplifying the Orbital Values (ERRIC) as well as adhering to the individual Class' Agreed Charter. Teachers are encouraged to be specific about describing the behaviour of the child e.g 'I have given you a house point because you are following my instructions straight away' or for exhibiting behaviour which exemplifies any of our school values.

Recording of Incidents

In order to focus a student on their behaviour, and ways in which to improve it, incident sheets are completed as a record of misbehaviour. Witnesses and victims of misbehaviour are also asked to complete a '**Primary Incident Tracker**' on our *Commendations nd Consequences* module on our ISAMs database. This allows the teacher and / or Key Stage Coordinator to investigate thoroughly an incident that might occur in the classroom or playground. These records allow the teacher or Key Stage Coordinator to track any patterns of behaviour that might emerge from individuals. The teacher will always investigate in the first instance and if appropriate ask the Key Stage Coordinator to become involved. For incidents of a serious or repeated nature, students must also complete a reflection sheet as a matter of course. These are referred to the Key Stage Coordinator and Head of Primary as soon as the incident comes to light, following a full investigation.

At times, a teacher will decide, as a result of good or poor behaviour, to contact the student's parents or carers to inform them. If more serious then the Key Stage Coordinator will make contact with the student's parents or carers or even arrange a meeting to discuss ways forward and the school's concerns.

Housepoints

In the Primary School, house points are awarded for excellent effort, attitude, behaviour and work. Each classroom should display a house point chart where a sticky spot or coloured in square can represent the house points gained. Once a child has gained a house point for an excellent piece of work, it should never be taken away as a sanction.

House points are also gained through house games, competitions and through sports day. The winner is announced for Primary and Secondary at the end of the Year and their names added to the plaque.

Star of the Week

Each Friday there is an opportunity to recognise the star of the week in assembly. Stars of the Week are those children who have achieved especially marked results in work or in behaviour, kindness etc. There is one chosen per class per week.

Merit Book

For good work, effort or behaviour, children can have their names in the golden merit book. They stand up in assembly to receive applause and have the reason read out.

Wall of Fame

For excellence, work or pictures are displayed outside the Head of Primary's office.



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Commendations Cascade

	<i>Type of behaviour (examples)</i>	<i>Action/Record</i>	<i>By who</i>
<i>Phase 1</i>	<ul style="list-style-type: none"> <i>A good piece of work</i> <i>Kind behaviour to others</i> <i>Helpful attitude in class</i> <i>Good behaviour or manners around school</i> 	<i>Verbal praise given</i> <i>Golden Time*</i> <i>House Point given</i>	<i>Class teacher</i>
<i>Phase 2</i>	<ul style="list-style-type: none"> <i>A piece of work demonstrating significant effort</i> <i>Behaviour demonstrating a high level of community spirit/related to Golden Rules or School Philosophy</i> 	<i>House point given</i> <i>Note/email home</i> <i>Stickers and other rewards (sharing wall, WAGOLL wall etc)</i>	<i>Class teacher</i>
<i>Phase 3</i>	<ul style="list-style-type: none"> <i>A very good piece of work or exemplary behaviour requiring further praise than just a house point and recognition by the wider community</i> <i>Outstanding Service to the school community (hosting VIPs etc)</i> 	<i>Sent to key Stage Coordinator</i> <i>Merit Book: Name read out in Assembly (with reason) and</i> <i>Selected for Star of the Week</i>	<i>Class teacher</i> <i>KS coordinator</i> <i>Head of Primary</i>
<i>Phase 4</i>	<ul style="list-style-type: none"> <i>Outstanding academic work</i> <i>Sustained effort in an academic area</i> <i>A significant achievement in any area of school life</i> <i>A significant achievement outside school</i> 	<i>Sent to the Head of Primary.</i> <i>Displayed on Mrs Moreton's wall of fame.</i>	<i>Class teacher</i> <i>Head of Primary</i>

Other rewards used:

Dojo points
Class points

If a child chooses to break a rule in school the following action will be taken. A child



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should always be told what the next sanction will be.

Table of Consequences:

Level of Behaviour	Type of Behaviour Displayed (examples)	ACTION	By WHO	HOW RECORDED
1	Untidy or incorrect uniform, running in corridor, shouting in corridor (breaches of common sense). Using native language at inappropriate times. Inappropriate classroom behaviour.	Reminder of correct behaviour.	All staff upon coming across	Not recorded
2	Disrespectful behaviour. Lateness to lessons, rudeness, going to nurse without asking, unkindness, pushing, shouting out in class, late homework* etc.	Verbal warnings (up to 3) Time Out (reflection time) in KS1 this =Thinking Chair (1 min per age of child in years)/ loss of golden time/ loss of break time.	Class teacher, bus monitor, staff coming across	Bus incident sheet **Golden Time Sun to cloud
3	Disobedience-consistent flouting of rules (3 warnings recorded per half term) 2 nd bus incident sheet.	Sent to Key Stage Coordinator after steps 1 and 2 have been followed. 1st occasion warning and note/email home to parents (KS coord). 2 nd occasion-breaktime reflection sheet-parents informed. 3 rd Principal/Head of Primary	Key Stage coordinator Head of Primary	ISAMs behaviour tracker. Head of Primary record book. Reflection at playtime or lunchtime (parents to be informed of this, along with reason) Loss of golden time
4	High Level Inappropriate Behaviour Deliberate and directed swearing, physical/aggressive behaviour towards others, stealing, bullying etc	Sent to Head of Primary without following steps 1-3. Complete reflection sheet, note/email home and parents called in. Reflection with Head of Primary. (to take place at lunchtime 24hrs after the 'behaviour' occurs) or internal exclusion (doing work in Primary Office and not going out to playtime).	Head of Primary	Note/email home Reflection sheet photocopied for file. Behaviour book – Primary Office. Loss of golden time
5	Repeat of level 4 or wilful damage of property/theft smoking/drugs/alcohol, truancy, and extreme	Taken to Principal. Possible temporary exclusion from school. Repeat offence =	Principal.	Behaviour book – Primary Office, child's file to have copy of exclusion



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	<i>aggression.</i>	<i>permanent exclusion.</i>		<i>letter to parents.</i>
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Other Procedures and Roles / Responsibilities for Behaviour Management

Teachers.

Teachers have direct responsibility for the behaviour management within their class. Class teachers ensure that rules, rewards and sanction procedures are agreed and understood at the beginning of each year by all the students in the class. This will be done in the form of a 'contract' or class charter with the student involved. Alongside staff, the students have a right to contribute to this process and also a responsibility to abide by the agreed class contract.

Whilst every effort is made to promote and maintain the positive ethos already described, in the event of inappropriate behaviour, class teachers and TAs may utilise one or more of the following strategies:

- talk one to one with the student concerned
- give 'time-out' to the student or time in a partner class
- keep the student in at lunch/break time to discuss behaviour
- discuss the difficulty with the Key Stage Coordinator or Head of Primary
- contact the parent/carer at an early stage and discuss the problem,
- use the incident recording on ISAMs or parent communication sheet
- use email to establish two way communication
- set positive daily behaviour targets – in conjunction with the Key Stage Coordinator, with the possible use of a Daily Behaviour Record Sheet
- consult with the SEN Coordinator/Head of Primary about a student's learning / behaviour needs
- check that the work is differentiated and appropriate for the student's ability
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Teaching Assistants, other support staff and admin staff

Teaching Assistants (TAs), alongside administrative staff, should fully implement the school behaviour policy. It is expected that support staff will apply positive behaviour management with students, yet challenge inappropriate behaviour when necessary. For consistency in our classrooms, TAs must discuss with the class teacher:

- agreed class rules and expectations
- any incidents of inappropriate behaviour

Key Stage Coordinators

Key Stage Coordinators have a responsibility to support teachers in managing behaviour and



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to create a positive and effective learning environment. As part of their role they should:

- encourage a positive attitude to school and encourage good behaviour and co-operative attitudes through assemblies
- discuss students' difficulties with the class teachers and suggest strategies for support
- reinforce the behaviour management strategies of teachers
- manage incident recording in the classroom, via incident sheets system. Class teachers and Key Stage Coordinators will contact parents when appropriate.

SEN Coordinator

It is the responsibility of the SEN Coordinator to monitor children with Additional Educational Needs (AEN) including medical, emotional and behavioural difficulties. S/he should provide support and encouragement for colleagues by:

- providing help and guidance regarding the suitability of work for students with learning difficulties
- monitoring Individual Education Plans (IEPs)
- helping to devise specific behaviour management plans for students
- helping to set up behaviour targets
- helping to set up behaviour interventions
- helping to collect data
- organising AEN reviews
- liaising with support agencies
- attending meetings and liaising with parents when required
- regular contact and providing support for students experiencing emotional and behavioural difficulties.

Head of Primary

The Head of the Primary School has responsibility for the implementation of the School Behaviour Policy and to ensure consistency throughout the school by:

- supporting all staff with behavioural issues
- contacting and/or meeting parents regarding serious behavioural issues
- making decisions regarding temporary and permanent exclusions
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Guidelines for Exclusion



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Internal Exclusion: At Britannica we will always aim to avoid exclusion if at all possible. In most cases a serious breach of our behaviour guidelines will sustain an 'internal exclusion' (ie a student will complete his/her work in another class, rather than his/her own for half or whole day – he/she will also miss playtimes during the day).

Exclusion: Please refer to the exclusion policy

Parents/Carers

Parents /Carers are asked to support the school by signing the Home School Agreement. They have a responsibility to:

- support the aims of the Behaviour Policy
- work in partnership with the school to reinforce expectations regarding good behaviour
- attend meetings when requested to discuss behavioural concerns
- contact the school if they have any concerns regarding their child's or any other student's behaviour.

Class teachers have direct responsibility for their class and displaying rules, class charters, rewards and sanctions.

Students

Students at Britannica are always asked to make the right decision. Students being given responsibility and acting in conscientious, responsible, kind and friendly ways is at the heart of our ethos.

Prefects and our School Council – all are vehicles for encouraging responsibility, good decision-making and good behaviour around the school.

The following linked policies and documents outline methods by which additional behaviour management methods are used at Britannica:

- Anti-Bullying Policy
- Exclusion Policy
- Reflection sheets
- ISAMs Commendations and Consequences Tracker