



Britannica International School
Budapest
an Orbital Education School



Positive Behaviour Management Policy and Procedures

Approved by:	RHoS
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1.1 Aims of Promoting Positive Behaviour Management at Britannica

Behaviour management is a skill that all individual students, parents, and staff—can develop to communicate effectively and appropriately with others.

At Britannica, our aim is to promote positive behaviour by modelling it consistently. We support students in developing these skills by recognising appropriate behaviour and applying clear consequences when behaviour falls short of expectations. We strive to foster a community—comprising students, staff, and parents—where every student feels safe, happy, and valued, and where they can achieve academic success and develop personal qualities aligned with socially accepted norms.

Students are exposed to positive behaviour through everyday examples set by teachers and parents. We implement procedures to ensure that the skills and attributes we value—such as self-discipline, tenacity, and resilience—are demonstrated and instilled in our students.

We believe these qualities are essential for life and are key determinants of educational outcomes. They are not innate but can be taught and learned. Our primary responsibility is to educate and acknowledge appropriate behaviour and achievement, rather than to punish poor choices or lack of effort. However, students who make unwise decisions will be guided through the consequences of their actions.

Effective behaviour is best achieved when students and parents clearly understand our expectations and the consequences of not meeting them. These expectations are communicated before joining the school and reinforced consistently throughout a student's time at Britannica. It is vital that parents support and uphold these standards.

We value each student as an individual and aim to respond appropriately to their needs. Nonetheless, difficult decisions may arise when individual needs conflict with the best interests of the wider school community. In such cases, the needs of the community will generally take precedence.

We will ensure that the curriculum is engaging, challenging, and motivating, as outlined in the Learning and Teaching Policy. We will monitor students' holistic progress and maintain a well-coordinated system of welfare and guidance.

1.2 Jurisdiction

This behaviour policy applies:

- To students while at school, travelling to and from school, or at any time when wearing school uniform or kit.
- To students on trips, exchanges, or when representing the school.
- To behaviour outside school where there is a clear link to maintaining good behaviour and discipline within the student body.



1.3 Guidance for Students

1.3.1 Classroom and Lesson Expectations

Classrooms—including laboratories, gymnasium, and swimming pool—are places of work. Like any workplace, they require clear rules and expectations to ensure a safe, productive, and enjoyable environment.

At the start of lessons, students should:

- Arrive on time.
- Enter rooms calmly and go directly to their workspace.
- Take out books, pens, and equipment.
- Place bags tidily in the designated area.
- Remain silent during registration (except when responding to their name).

During lessons, students should:

- Remain silent and attentive when a teacher or peer addresses the class.
- Have all necessary equipment: pen, pencil, ruler, books, folders, etc.
- Work sensibly with classmates and avoid causing distractions.
- Ensure they understand the task and homework deadlines on Canvas.
- Not leaving the lesson without permission. (Students should use the toilet during breaks unless medically necessary.)

At the end of lessons, students should:

- Pack away quietly and only when instructed by the teacher.

Teachers act in loco parentis while students are at school. Therefore:

- Rudeness, disrespect, defiance, or insolence towards any member of the school community is unacceptable.
- Any reasonable request must be followed immediately and without argument.
- Breaches of these expectations will be treated seriously.

1.3.2 Care of Equipment

- Only the student's name, form, and subject should be written on the outside of exercise books.
- Damages or lost books must be replaced at the student's expense.
- Equipment broken through carelessness or misuse must be replaced by the student responsible or group.



- Equipment used in lessons should be counted and students are expected to cooperate.

Individual teachers may establish additional classroom rules, but general expectations apply to all.

1.4 School Rules

Everyone has the right to feel safe, valued, and content at Britannica:

- Move around the school in an orderly manner.
- Walk on the right-hand side of staircases and corridors.
- Be courteous to others.
- Be aware of cultural differences and act respectfully—what is acceptable in one culture may not be in another.
- Refrain from inappropriate public displays of affection (PDAs).

Everyone has the right to learn at Britannica:

- Bring the correct equipment for each lesson.
- Follow instructions the first time they are given.
- Complete all work to the best of your ability and take pride in it.

Everyone has the right to enjoy a pleasant environment:

- Take care of the buildings and school resources.
- Keep the school tidy.
- Dispose of litter in bins.
- Eat only in the designated canteen area.
- Keep Britannica free from drugs, alcohol, cigarettes, vapes, and chewing gum.

1.5 Rewarding Positive Behaviour and Achievement

The school recognises and rewards good work, effort, performance, and positive behaviour through the following methods:

- Praise
- House Points
- Positive Notes and Emails to Parents
- Certificates



- Annual Awards and Trophies

1.5.1 Rewards

The **House Point System** allows teachers to acknowledge a wide range of positive student behaviours, such as:

- Good classwork and homework
- Helpfulness in specific tasks
- Positive behaviour

Rewards Process:

- House Points are recorded on ISAMS.

Types of House Points:

- Outstanding piece of work or homework
- Consistent achievement
- Outstanding effort in classwork or homework
- Outstanding progress
- Participation in school events or activities
- Volunteering or helping others without being asked
- Contributions to service and charity events

Purpose of the Reward System:

The point-based reward system aims to:

- Improve self-esteem
- Increase motivation and engagement
- Encourage group contribution
- Reinforce behavioural boundaries
- Provide positive recognition
- Promote choice and responsibility

House Trophy

- Awarded to the best performing house based on weekly competitions and annual events.
- Presented to the House Captain at the end of the school year.



1.6. General Behaviour Tiers of Infringements and Responses

The school's response to behavioural infringements is guided by:

- The **seriousness** of the infringement
- The **student's response** (e.g. acknowledgement, apology, honesty, cooperation)
- The **student's previous record**

While it is difficult to be entirely prescriptive due to varying contexts, the following tiers serve as a guideline. Any infringement may escalate depending on its severity or context.

First Level Infringements

Examples:

- Failure to bring basic equipment
- Copying peer work or cheating
- Incorrect uniform
- Dropping litter
- Chewing gum
- Repeated lateness to school, lessons, or activity
- Low-level disruption in lessons
- Use of mobile phones or electronic devices against the Learning Technologies Policy

Response:

Handled at the discretion of the observing staff member. Possible actions include:

- Reprimand
- Confiscation
- Loss of part of break/lunch (supervised)
- Seat changes in class
- Note to tutor or parent

If repeated or reported by multiple teachers, the Form Tutor may place the student on a **Form Tutor Report**. Persistent behaviour may escalate to **Second Level**.

Second Level Infringements

Examples:

- Repetition of poor behaviour



- Defiance
- Plagiarism or cheating
- Disrespect towards other students
- Graffiti
- Disruption
- Continued lack of commitment
- Smoking/Vaping
- Bullying
- Discrimination or harassment

Response:

- **Tutor and Heads of Year** are informed
- Students may be placed on a **Behaviour Target Sheet**, internally excluded, or assigned a community service task
- **Parents are informed in writing**, invited to a meeting, and their support is requested

Third Level Infringements

Examples:

- Persistent failure to follow school rules that impact on others in the school student or staff body
- Refusal to follow staff instructions that place the student or other members of the community in danger of harm
- Serious or threatened violence
- Sexual abuse or assault
- Carrying an offensive weapon
- Swearing at staff
- Theft, arson, or vandalism
- Repeated bullying
- Racial, physical or emotional discrimination or harassment
- Possession of illegal drugs or banned substances
- Drug or substance-related abuse

Response:



- **Principal** and Heads of School informed
- **Exclusion** (fixed-term or permanent) considered
- Parents invited to meet with the Principal and informed in writing
- Letter includes reason for exclusion and right of appeal

If a student is at risk of permanent exclusion, a **Pastoral Support Meeting (PSM)** will take place with parents, the Principal and the Head of School. For single major infringements, exclusion may occur without prior PSM.

A reintegration Meeting is required after fixed-term exclusion to agree on conditions for return.