

SCHOOL BEHAVIOUR POLICY

BIPS believes in the adage “catching them doing it right, rather than catching them doing it wrong”. Staff uses an assertive approach to manage behaviour. When children do not respond to this approach and persist with negative behaviour, they will be reminded of the consequences and invited to make choice about their behaviour in the light of these consequences. All pupils are expected to conduct and behave themselves in a disciplined manner at all times. We seek the wholehearted cooperation of parents at all times in the formation of the character of children. As the pupil moves from lower to higher classes, there will be more increasing opportunity to shift from school imposed order to self-imposed discipline.

Behaviour

1. Personal cleanliness and hygiene is expected from all.
2. Running, playing, shouting inside the school building, dirtying the wall or desks, and/or graffiti is forbidden.
3. Disrespect and disobedience to teachers/supervisor, use of abusive words and any kind of misbehavior will be dealt with seriously.
4. Ornaments in any form, other than small earrings (for girls) should not be worn.
5. All books should be neatly maintained throughout the year.
6. Bringing and eating chewing gum in the school premises is strictly forbidden.
7. No books (other than textbooks or library books), magazines etc. may be brought to the school.
8. All school faculty and staff must be given due respect.
9. Normally no pupil is allowed out of the class during the class hours except going to the toilet which will be done on fixed timings and during the break.
10. Personal toys, cell phones, players, video games, iPads and such other electronic gadgets are not permitted to be brought to school.

Key Principles:

BIPS takes its responsibility for developing children’s social and emotional understanding and skills very seriously. Students’ social and emotional development is not separate from their academic learning, but rather an integral part and necessary condition for effective teaching and learning. This collective responsibility is placed on teachers and students, and can be effectively exercised in collaboration with the students and their families.

BIPS VISION “Conducive & holistic learning atmosphere”

It is important and imperative that students, parents, teachers, and all school staff take collective responsibility for promoting positive behaviour and attitude in the school and school facilities such as buses, the playground and classrooms. BIPS aims to create an environment that is similar to the world we would like to live in. A world that is harmonious, peaceful, fun, and respectful of all. BIPS motto is prepare students and a school environment that ensures that students enter the world better equipped to deal with the shortcomings of this ideal, and students that are happy, safe, and confident enough to challenge and believe, hope and strive for the possibilities of this world.

BIPS Aims to:

- ☐ Create an environment which expects and promotes positive behaviour as the basis for learning
- ☐ Encourage children to take responsibility for their own behaviour
- ☐ Teach children the skills and attitudes needed to achieve and maintain positive behaviour and successful learning
- ☐ Promote self-esteem, self-discipline, and positive relationships
- ☐ Ensure consistency in our responses to both positive and inappropriate behaviour
- ☐ Ensure that the school’s expectations and strategies are widely known and understood
- ☐ Encourage the involvement of both home and school in the implementation of this policy with regard to the culture
- ☐ Provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them

Sanctions for inappropriate behavior:

The school aims to develop a positive climate of praise and encouragement supported by the EYFS Golden Rules. However, we recognise that when behavior is deemed unacceptable and not conducive to learning there will need to be consequences. In all circumstances the following principles need to be followed:

- ☐ Encourage pupils to take responsibility for their actions and to make the right choice
- ☐ Deliver reprimands calmly, firmly, and with confidence
- ☐ Never argue with children
- ☐ Never ever shout at them. Your tone of voice should be enough to communicate, lowering your voice and slowing your speech down is often more effective. A loud voice should be the exception not norm and reserved for very severe behavior reprimands.

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- ☒ Ensure that the reprimand makes it clear that the inappropriate behavior is unacceptable, not the child.
- ☒ Explain clearly which behavior is unacceptable and why with reference to the Golden Rules and the child’s rights and responsibilities. Discuss the situation in relation to the child’s choices. Talk about what would be an appropriate choice next time and remind the child of the Golden Rules.
- ☒ Ensure reprimands are never intentionally used to hurt a child, and is appropriate to the age, character, and understanding of the individual child.
- ☒ Avoid the use of emotive language which labels a child – such as, stupid, silly, dumb, thoughtless, not you again.
- ☒ Give the opportunity to discuss what went wrong.

The Classroom Rules:

The classroom rules are a must in each class of the EYFS section and Primary. These rules mainly meet the following criteria but in EYFS are displayed in different ways based on the class teacher’s idea and creativity, and followed actively on a daily basis. In Primary they follow the traffic light colours chart which displayed in each class. These visual behaviour charts are made of pictures. Words do not have to be on these visual charts but you can have a few; just for some guidance on that particular point and if they are required.

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Students must know that the others share the same rights and it is their responsibility to allow others these rights. Therefore, if they push another child, we will be talking to them about their responsibility to allow the other children to be safe.

EYFS Golden Rules:

These rules are:

- Be kind to others
- Listen to the person speaking
- Put our hands up to speak
- Always try our best
- Look after our property
- Keep the classroom tidy
- Line up sensibly

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During instructional time (circle time), the children are expected to follow “Give me 5” rules:

1. Eyes on me.
2. Hands free. (in your lap)
3. Mouths quiet.
4. Listening ears.
5. Being still.

In addition to these rules, they are also expected to:

- Respect everyone.
- Work and play quietly and safely.

BIPS Primary & Secondary Golden Rules:

We have the right to:

- Be able to make a mistake and a choice
- Insure fair treatment and respect
- Play and learn
- Stay Safe

Rewards for good behavior

Children who keep to our Golden Rules will be praised and rewarded. This is through the following means:

- All teachers and staff will praise children who are abiding by the school rules: in classrooms, corridors, and playground. Teachers should refer to the rule that the children are keeping with positive comment, for instance: Well done X you are walking down the corridor which keeps everyone safe.

Why do we refer back to the school rule? Because this reinforces the meaning of it.

- A sticker, happy face, a stamp or a simple gift will be the awards for these children in the first stage.
- Children with good conduct and behavior who follow these rules constantly and meet one of our Thursday awards criteria will be selected to be awarded during the EYFS section activity that is held every Thursday.
- For Primary classes the traffic light visual behavior chart is kept in every child’s classroom.

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The guidance for these charts is as follows.

Green: I have made only good choices today in relation to my behaviour and the school rules.

Yellow: I need some time out to think about the choices I am making.

Red: I need to learn more about my rights and responsibilities at BIPS.

☐ Children’s names will be kept on the visual chart using blue tac.

☐ Teachers are responsible for moving students’ names up or down the behavior chart so it should be kept at their height.

☐ However, whichever colour the child ends up on at the end of the day will be recorded.

☐ There is a point system relates to the colour that the children end up on at the end of the day:

☐ Red = 1 points

☐ Yellow = 2 Points

☐ Green = -3 Points

☐ When the children accumulate points they will receive a recognition of their efforts at kept to the Golden Rules:

☐ Bronze Certificate: 20 points

☐ Silver Certificate: 75 points

☐ Gold Certificate: 150 points

☐ During assembly every class teacher will award the Certificates for the children.

Consequences /Steps in Sanctions:

Step 1: Planned ignoring- This may involve:

1) Praising adjacent children who are making good choices whilst tactically ignoring those students behaving inappropriately.

2) Avoiding eye contact, seeking answers from children who behave appropriately and referring to EYFS GOLDEN RULES.

Step 2: First verbal warning

This should specifically name the child, state which rules they are breaking, and what better choice that you would like them to make.

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Step 3: Second verbal warning

In this step teacher should also name the child remind him of the consequence of breaking the rules and finish on a positive manner:

For example: “ I know that you find this difficult X but we have a GOLDEN RULE at our school that says we have a responsibility to always try our best, you are refusing to sit quietly and listen to me. You are not trying your best. If you carry on making this choice I will have to change your status on the behaviour chart but I hope that you are going to choose to follow the rules and then I will keep the happy face for you on the chart for making a good choice.”

Step 4: Name written on board as a visual reminder of the wrong choice/ breaking school rules.

Step 5: Change status of the child on the behaviour chart.

Step 6: Time out within class

There should be specific place in the classroom known as Thinking Chair of Time out etc.... (Up to teacher). Children need to sit there quietly for a small period of time (determined by teacher-related to number of minutes and a timer is used where possible for the child to measure the time.) The teacher needs to remind the child to think about their behavior during this time and which choices they made, but what better ones would be.

After time out, the teacher should encourage the child to return to the lesson/learning. Sometimes it may be appropriate to have the conversation there at that point or sometimes later at the end of the lesson. However an apology from the child is required before joining the whole group of class.

Note: Students should have time out in class sitting somewhere but not facing a wall. They should not be placed where all the class is staring at them but somewhere they can sit and think. Children are never placed outside of a room. They will always be within eyesight of an adult.

Step 8: Prevention from outdoor playtime for 10 minutes. Child should be reminded of this sanction when breaking the rules as this might make him/her regret and follow the rules again. Step 9: Time out in a partner class

All classes will have an agreed partner class. As a staff we need to decide if this is the same year group, often more effective if it is younger children going to higher or higher going to lower year groups.

When a child is sent to a partner class the teachers will have brief conversation about the nature of the child’s decision. The child may just sit in that alternative classroom and the other class teacher may give the child a different perspective on the problems that have been occurring or decisions made. Once again, they need to refer back to the GOLDEN RULES. This is often effective as a change in environment gives the children and teacher a break from the situation to reflect on it. At the end of the time that has been agreed on by the adult involved the child is escorted back to class by the teacher and the behavior addressed.

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Step10: Sent to Section Supervisor for further time out.

Step 11: Informing School Counselor.

Step 12: School Counselor call parents.

Step 13: Suspension from going with the class to the next field trip.

Step 14: Suspension from school (for Primary students).

Important Note:

The school reserves the right to dismiss pupils whose performance in studies is consistently and regularly unsatisfactory or whose conduct/ behaviour is harmful or injurious to fellow students. Immorality, grave rebelliousness, noncompliance, contempt of authority and deliberate damage to school property are sufficient reasons for immediate sacking after the approval of the Ministry of Education.