



# Behaviour Policy

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## 1. Mission Statement

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BISB seeks to prepare students for their role in a challenging and rapidly changing world. We provide an environment that is nurturing, academically stimulating and internationally aware. Our students develop as confident, open-minded, respectful young people, inspired to become responsible and active global citizens.

## 2. Aims of the Policy

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- To create conditions for a caring community in which effective learning can take place.
- To establish clear behaviour expectations within the school for students, staff and parents.
- To outline incentives and rewards to reinforce positive behaviour.
- To create a clear framework for sanctions so that disruptive behaviour is addressed in a measured, consistent and supportive manner.
- To provide students and teachers with a framework within which responsibility and positive relationships can flourish.
- To enable students to develop a sense of self-worth, respect and tolerance for others within a multi-cultural and diverse community.
- To produce an environment in which students feel safe, secure and respected.

## 3. Code of Conduct

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### Respect yourself

- Develop individual self-esteem and self-control
- Have pride in their own achievements and show self-respect
- Show interest and engagement in their activities

**Students:** show commitment in all endeavours, manage their time effectively, be fully prepared for lessons, adhere to the uniform policy, hand in homework on time and demonstrate self-control and self-respect.

**Staff:** show commitment in all endeavours, be prompt, properly prepared and equipped for lessons, adhere to the dress code, model self-care, encourage and support students to develop self-esteem.

**Parents:** model self-care and self-control to their children and encourage children to develop self-respect.

### **Respect our shared community**

- Maintain an environment free from discrimination: religion, sexuality, gender, age, ability, ethnicity and country of origin etc.
- Have empathy, consideration, respect and kindness for others
- Behave in a way that supports the learning and wellbeing of others

**Students:** show respect and tolerance for others, conduct themselves in a safe, sensible manner, follow instructions given by adults, allow others to learn, show courtesy and good manners to all members of the school community and guests, refrain from inappropriate public displays of affection.

**Staff:** model respect and tolerance for others, provide a safe, secure environment for students.

**Parents:** model respect and tolerance for all members of the school community, support the ethos of the school.

### **Respect our environment:**

- Respect school facilities and keep them tidy
- Maintain an eco-friendly environment

**Students:** show respect for the working environment and care for school equipment; eat only in designated areas and keep our school free from chewing gum; recycle, reuse and reduce waste, keep our school safe.

**Staff:** model respect for the working environment and care for school equipment; recycle, reuse and reduce waste, encourage students to be responsible for their surroundings.

**Parents:** model and encourage their children to be responsible for their surroundings.

## **4. Important Definitions**

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**Bullying** – Unwanted, aggressive behaviour that involves a real or perceived power imbalance (such as physical strength, access to embarrassing information, or popularity). The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose. There are three types of bullying; verbal bullying, social bullying, physical bullying.

**Cyber bullying** - bullying that takes place over digital devices like cell phones, computers, and tablets, or on social media or gaming platforms. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation.

**Discrimination** - treating one person or group of people differently or less fairly or than other people or groups.

The unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age, sexual orientation, beliefs, wealth or disability.

**Inappropriate Sexual Behaviour** – developmentally unusual or socially unexpected behaviours. Also includes sexist name calling, rumours about sexual activity, unwanted or inappropriate comments of a sexual nature, being sent unwanted pictures or videos, putting pressure to provide sexual images, etc

**Harmful Sexual Behaviour** – behaviours with a victimized intent or outcome. Informed consent is unclear or not given. Coercion or force was used to ensure victim compliance. Also includes sexual assault of any kind, pressuring someone into sexual activity, unwanted touching, sharing explicit videos or photos, exposing yourself in public, etc

## **5. Rewarding positive behaviour**

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Our focus as a school is setting high expectations of behaviour and rewarding students who consistently demonstrate the behaviours in the Learner Profile. Examples of positive behaviour and their associated rewards are shown in Table 1 below.

There are also times where groups of students may receive group related rewards. Examples of such rewards could include chocolate, pizza parties, reward trips, non-uniform days and other privileges.

## **6. Sanctioning Disruptive Behaviour**

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We believe in restorative practices and sanction the behaviour, not the student. We have a pastoral care team who closely monitor the administration of sanctions and ensure that sanctions are of a restorative, empowering nature, to help students to de-escalate their behaviour and opportunities at every step and to make better choices.

We consistently follow a system of:

**Remind\*** – The behaviour policy is visible around school and on the school website, and all children are reminded of behaviour expectations at the beginning of and throughout each year.

**Warn\*** – Students are given a clear warning. The child is shown the behaviour expectations in the room and a sanction is outlined if the behaviour continues.

**Sanction** – If the behaviour continues, the warning is followed through according to Table 2 on pages 5 and 6.

**Record** – The sanction and a brief description of the student's behaviour must be recorded on ISAMs, which will notify both the Form Tutor and Keystage Leader.

\*There is no reminder or warning when the behaviour puts any student or staff at risk of harm.

In addition to this, if the challenging behaviour is repeated then the following points will apply:

- Year group or classes could receive a collective reminder and/or warning.
- An individual teacher does not need to remind and warn a student on a specific behaviour if they have previously done so.

## **7. Early Years**

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In the Early Years, students are given a warning if their behaviour is not acceptable and if it continues they are

given a time out and parents will be contacted. If the behaviour continues a motivation sticker chart will be provided to achieve the desired behaviour which is shared at home for consistency. Good behaviour is rewarded with stickers, special cards and special jobs.

## **8. The school behaviour ladders**

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The Primary behaviour ladder and the Secondary Behaviour Ladder on pages below show a summary of our behaviour policy. This ladder is visible around the school and in classrooms, so students are aware of the expectations, and possible rewards and consequences.

## Table 1: Rewarding Positive Behaviour

| Level          | Examples of behaviour that should be rewarded  | Possible types of rewards   | Intended impact of rewards   |
|----------------|--|---|--|
| <b>Level 1</b> | <ul style="list-style-type: none"> <li>Producing excellent pieces of academic work</li> <li>Producing consistently high quality work</li> <li>Showing an increased level of effort/and or attainment</li> </ul>  | <ul style="list-style-type: none"> <li>Verbal and written praise from staff</li> <li>The use of awards – points, merit stickers, house points</li> <li>Success stories displayed in class or on school notice boards</li> <li>Parents informed – verbally, email,</li> <li>Showing work to other students, teachers</li> </ul>  | <ul style="list-style-type: none"> <li>To acknowledge students who are demonstrating desired behaviour.</li> <li>To draw attention to behaviour expectations and the positive outcomes of displaying such behaviour.</li> </ul>  |
| <b>Level 2</b> | <ul style="list-style-type: none"> <li>Consistent Level 1 Behaviour</li> <li>Being caring to members of our community</li> <li>Taking the risk of doing something new</li> <li>Being reflective about the world around us and our own learning</li> <li>Being open-minded in appreciating views other than our own</li> <li>Being knowledgeable about specific issues and ideas</li> <li>Being an inquirer who shows enthusiasm for learning</li> <li>Showing a balanced approach to the demands placed upon you</li> <li>Being a thinker who can analyse and discuss complex problems</li> <li>Being a communicator who expressed their ideas coherently</li> <li>Being principled and showing fairness and respect for others</li> <li>Commitment to extracurricular activities and fixtures.</li> </ul> | <ul style="list-style-type: none"> <li>Verbal and written praise from other staff</li> <li>The use of awards – points, merit stickers, house points, certificates</li> <li>Special responsibilities given</li> <li>Success stories displayed in class or on school notice boards</li> <li>Showing work to other students, teachers, HOD, KSL or Head Teacher</li> <li>Parents informed – verbally, email, post cards</li> <li>Acknowledgement in school newsletter.</li> <li>Special mention in assemblies</li> </ul> | <ul style="list-style-type: none"> <li>To help students internalise positive behaviour.</li> <li>To create an orderly atmosphere at school</li> <li>To create an atmosphere which maximises learning opportunities.</li> <li>Create a positive school environment</li> </ul> |
| <b>Level 3</b> | <ul style="list-style-type: none"> <li>The continuous and consistent demonstration of positive behaviour.</li> <li>Displaying positive leadership with peers and younger students.</li> <li>All outstanding behaviour and effort grades on reports.</li> </ul>   | <ul style="list-style-type: none"> <li>Special mention, certificates and vouchers in assemblies.</li> <li>Invitation to a celebration afternoon or special activity</li> <li>A special certificate from the Principal, the Head of School or the Deputy Head.</li> </ul>  | <ul style="list-style-type: none"> <li>Empower students to be leaders.</li> <li>Encourage initiative amongst the students</li> <li>Reward consistent positive behaviour</li> <li>Enable students to internalize positive behaviour choices.</li> </ul>                       |

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|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>• A meeting with the Principal, the Head of School or the Deputy Head.</li> <li>• The invitation to become a student leader (prefects, school leaders, ABC's etc)</li> <li>• Uniform free days</li> <li>• Pizza party</li> </ul> |  |
|--|--|---|--|

## Table 2: Sanctioning Disruptive Behaviour

\*Sanctions in bold must take place for Secondary students

| Level   | Who's responsible?   | Examples of behaviour   | Possible sanction/s  | Intended impact of sanction  |
|---------|--|---|--|--|
| Level 1 | <b>Class teacher, TLA, Duty Teacher, Club teacher</b> (i.e: any member of staff) | <ul style="list-style-type: none"> <li>• Interrupting, calling out</li> <li>• Being off task</li> <li>• Running in the building</li> <li>• Inappropriate comments or noises</li> <li>• Pushing in line</li> <li>• Ignoring instructions</li> <li>• Graffiti on school equipment</li> <li>• Unacceptable use of mobile devices</li> <li>• Incorrectly worn uniform (issues that cannot be quickly resolved (e.g. hair colour, piercings, tattoos are escalated to level 4)</li> <li>• Chewing gum</li> <li>• Answering back to a teacher</li> <li>• Arriving late</li> <li>• Forgetting equipment or homework</li> </ul> <p>**Other behaviours could be categorised as Level 1 behaviours.</p> | <ul style="list-style-type: none"> <li>• <b>Reflective and learning conversations</b></li> <li>• Change of seating</li> <li>• Removal of mobile device</li> <li>• A 'needs work' dojo reminder/ISAMS debit</li> <li>• Completing unfinished work in break/lunch time</li> <li>• Community service</li> <li>• Contact with parents (phone, email etc)</li> <li>• Mark as late in register/parents informed</li> </ul> | <ul style="list-style-type: none"> <li>• Students are reminded of expected behaviour.</li> <li>• Students are informed about the wider impact of their behaviour.</li> <li>• Students are given clear guidelines of what the expected behaviours are and how to demonstrate those behaviours.</li> <li>• Students are encouraged to take responsibility for their choices</li> </ul> |

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| <p><b>Level 2</b></p> | <p><b>Teacher AND Line Manager</b></p> <p><b>For example:</b><br/>(class teacher and HOD)</p> <p>(Form Tutor and HOY/<br/>Key Stage/<br/>Phase leader)</p> | <ul style="list-style-type: none"> <li>• Persistent level 1 behaviours</li> <li>• Preventing teaching and learning from occurring.</li> <li>• Anti-social behaviour (spitting, swearing, disrespectful etc)</li> <li>• Rudeness or unkindness</li> <li>• Being untruthful/wilfully misleading</li> <li>• Violating the ICT code of conduct (see ICT code of conduct)</li> <li>• Wilfully being in the wrong place at the wrong time</li> </ul> <p>**Other behaviours could be categorised as Level 2 behaviours.</p> | <ul style="list-style-type: none"> <li>• <b>Parents/guardian will be informed by the teacher awarding the Level 2 record</b></li> <li>• <b>Attend behaviour support session</b></li> <li>• All incidents requiring staff action to be recorded in ISAMs</li> <li>• Time out in another classroom</li> <li>• Removal of privileges such as golden time or extra-curricular trips/activities</li> <li>• A break or lunchtime may be missed (we never withhold food, drink or toilet breaks)</li> <li>• Directed to a member of the Pastoral Team</li> <li>• A reflective assignment/activity</li> <li>• Restorative apology</li> <li>• Behaviour plan/progress card</li> </ul> | <ul style="list-style-type: none"> <li>• We will establish why a student is at L2 and outline how they got there.</li> <li>• The student will be encouraged to reflect on why they are there, what behaviours they need to adjust and come up with their own plan.</li> <li>• Students will be encouraged to think about what fair sanctions for them might be.</li> </ul> |
| <p><b>Level 3</b></p> | <p><b>Pastoral Team</b></p> <p>(Primary – PLT)</p> <p>(Secondary – HOY and KSL, Deputy and Head of Secondary)</p>  | <ul style="list-style-type: none"> <li>• Persistent level 2 behaviour</li> <li>• Vandalism</li> <li>• Disrespect to school property (inappropriate use of item)</li> <li>• Verbal abuse</li> <li>• Inappropriate sexual behaviour</li> <li>• Theft</li> <li>• Academic dishonesty</li> <li>• Leaving school grounds without permission</li> <li>• Threatening or aggressive behaviour</li> <li>• Truancy</li> </ul> <p>**Other behaviours could be categorised as Level 3 behaviours.</p>                            | <ul style="list-style-type: none"> <li>• <b>Parents are invited in to school</b></li> <li>• <b>Attend behaviour support sessions</b></li> <li>• Behaviour plan/progress card is set up and communicated with parents</li> <li>• Exclusion from a favoured activity</li> <li>• Exclusion from the right to represent the school.</li> <li>• Removal of privileges such as trips or camps if we are concerned the student might be a danger to themselves or others in that environment</li> </ul>   | <p>Students will be offered withdrawal support for behaviour.</p>  |

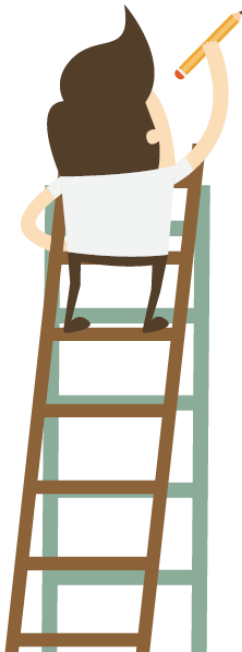
|                       |                             |   |  |   |
|-----------------------|-----------------------------|---|--|---|
| <p><b>Level 4</b></p> | <p><b>Direct to SLT</b></p> | <ul style="list-style-type: none"> <li>• Persistent level 3 behaviour</li> <li>• Intent to cause harm</li> <li>• Causing actual harm to others</li> <li>• Bullying within the school community</li> <li>• Cyber bullying</li> <li>• Discriminatory behaviour</li> <li>• Harmful sexual behaviours towards another member of our community.</li> <li>• Illicit substances in school or on trips (including alcohol, tobacco use, vaping, drug use, etc)</li> <li>• Hacking or illegal ICT related activity</li> </ul> <p>**Other behaviours could be categorised as Level 4 behaviours.</p> <p>** Issues with uniform which cannot be quickly corrected (hair colour, piercings, tattoos) may result in internal or external suspension whilst the issue is corrected.</p> | <ul style="list-style-type: none"> <li>• <b>Meeting with parents</b></li> <li>• <b>Binding behaviour contract</b></li> <li>• Requirement of behaviour counselling or play therapy</li> <li>• Home/school behaviour monitoring</li> <li>• Requirement of one-to-one support to ensure the safety and security of other members of the community</li> </ul> <p><b>With the Principals authorisation:</b></p> <ul style="list-style-type: none"> <li>• Internal suspension</li> <li>• External suspension (letter template in Appendix 9)</li> <li>• Permanent exclusion</li> </ul> | <p>Establish high expectations and demonstrate that some behaviours will not be accepted.</p> |
|-----------------------|-----------------------------|---|--|---|



# Primary Behaviour Ladder



## Behaviour Ladder



|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Consistently showing positive behaviour</li> <li>Displaying positive leadership with peers and younger students</li> <li>Producing excellent pieces of work</li> </ul>  | <ul style="list-style-type: none"> <li>Special mention in assemblies</li> <li>Invitation to a celebration afternoon or special activity</li> <li>A special certificate from the head</li> <li>A meeting with the principal</li> <li>The invitation to become a student leader (prefects, school leaders, ABC's etc)</li> <li>Uniform free days</li> </ul>                                    |
| <ul style="list-style-type: none"> <li>Showing an increased level of effort</li> <li>Being <i>caring</i> to members of our community</li> <li>Being a <i>risk taker</i></li> <li>Being <i>reflective</i> about the world around us and our own learning</li> <li>Being <i>open-minded</i> and appreciating views other than our own</li> <li>Being <i>knowledgeable</i></li> <li>Being an <i>inquirer</i> who shows enthusiasm for learning</li> <li>Being <i>balanced</i></li> <li>Being a <i>thinker</i> who can analyse and discuss complex problems</li> <li>Being a <i>communicator</i></li> <li>Being <i>principled</i> and showing fairness and respect for others</li> <li>Showing commitment to extracurricular activities</li> </ul> | <ul style="list-style-type: none"> <li>Verbal and written praise from staff</li> <li>The use of awards – points, merit stickers, certificates, vouchers, credits</li> <li>Success stories displayed in class or on school notice boards</li> <li>Showing work to other students, teachers or Head Teacher</li> <li>Parents informed</li> <li>Acknowledgement in school Newsletter</li> </ul> |

### REMIND - WARN - SANCTION

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|--|--|
| <p><b>LEVEL 1</b></p> <ul style="list-style-type: none"> <li>Interrupting, inappropriate comments</li> <li>Provoking others</li> <li>Ignoring instructions or being off task</li> <li>Pushing in line or running in the building</li> </ul>  | <ul style="list-style-type: none"> <li>Change of seating</li> <li>Teacher will monitor behaviour</li> <li>Parents/carer will be informed</li> <li>Restorative apology</li> </ul>   |
| <p><b>LEVEL 2</b></p> <ul style="list-style-type: none"> <li>Persistent level 1 behaviours</li> <li>Preventing teaching and learning from occurring</li> <li>Anti-social behaviour eg: swearing</li> <li>Rudeness or unkindness</li> <li>Lying or cheating</li> </ul>                | <ul style="list-style-type: none"> <li>Parents / carer will be informed</li> <li>Removal of privileges such as golden time/activities/break time football</li> <li>Sent to Phase Leader</li> <li>A reflective assignment/activity</li> <li>Behaviour recorded on ISAMs</li> </ul>                |
| <p><b>LEVEL 3</b></p> <ul style="list-style-type: none"> <li>Persistent level 2 behaviours</li> <li>Verbal abuse</li> <li>Vandalism or damage to property</li> <li>Theft</li> <li>Threatening or aggressive behaviour</li> </ul>   | <ul style="list-style-type: none"> <li>Parents are called in to school</li> <li>Behaviour plan, communicated with parents</li> <li>Removal of privileges such as trips or camps</li> <li>Exclusion from a favoured activity</li> <li>Exclusion from the right to represent the school</li> </ul> |
| <ul style="list-style-type: none"> <li>Persistent level 3 behaviours</li> <li>Discrimination on the basis of religion, ethnicity, gender, sexuality, ability or any other difference</li> <li>Bullying, including cyber bullying</li> <li>Use of force or harm to another</li> </ul> | <ul style="list-style-type: none"> <li>Meeting with Head Teacher</li> <li>Binding behaviour contract</li> <li>Meeting with parents</li> <li>Internal/external exclusion from classes</li> </ul>  |

# Secondary Behaviour Ladder



THE BRITISH  
INTERNATIONAL SCHOOL  
BRATISLAVA  
A NORD ANGLIA EDUCATION SCHOOL

## Behaviour Ladder

### Praise – House Point – Celebrate – Record



- The continuous and consistent demonstration of positive behaviour.
- Displaying positive leadership with peers and younger students.
- All outstanding behaviour and effort grades on reports

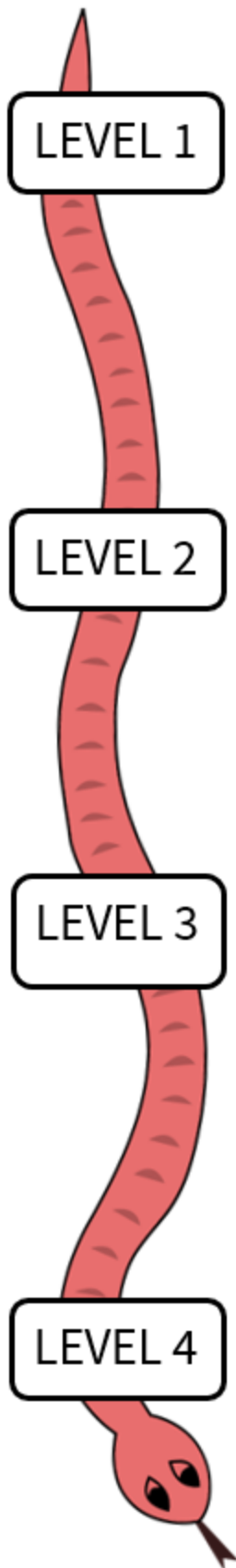
- Special mention, certificates and vouchers in assemblies.
- Invitation to a celebration afternoon or special activity
- A special certificate from the Principal, the Head of School or the Deputy Head.
- A meeting with the Principal, the Head of School or the Deputy Head

- Consistent Level 1 Behaviour
- Being caring to members of our community
- Taking the risk of doing something new
- Being reflective about the world around us and our own learning
- Being open-minded in appreciating views other than our own
- Being knowledgeable about specific issues and ideas
- Being an inquirer who shows enthusiasm for learning
- Showing a balanced approach to the demands placed upon you
- Being a thinker who can analyse and discuss complex problems
- Being a communicator who expressed their ideas coherently
- Being principled and showing fairness and respect for others
- Commitment to extracurricular activities and fixtures.

- Verbal and written praise from other staff
- The use of awards – points, merit stickers, house points, certificates
- Special responsibilities given
- Success stories displayed in class or on school notice boards
- Showing work to other students, teachers, HOD, Key Stage Leader or Head Teacher
- Parents informed – verbally, email, post cards
- Acknowledgement in school newsletter.
- Special mention in assemblies

- Producing excellent pieces of academic work
- Producing consistently high quality work
- Showing an increased level of effort and/or attainment

- Verbal and written praise from staff
- The use of awards – points, merit stickers, house points
- Success stories displayed in class or on school notice boards
- Parents informed – verbally, email,
- Showing work to other students, teachers



**LEVEL 1**

- Interrupting, inappropriate comments
- Provoking others
- Ignoring instructions or being off task
- Pushing in line or running in the building
- Unacceptable use of mobile devices
- Unprepared for school, e.g. uniform\*, equipment, homework
- Lateness
- Chewing gum
- Answering back to a staff member

- Reflective and learning conversation
- Change of seating
- Teacher will monitor behaviour
- Restorative apology
- Debits
- Completing unfinished homework in free time
- Removal of mobile device

**LEVEL 2**

- Persistent level 1 behaviours
- Preventing teaching and learning from occurring
- Anti-social behaviour e.g.: swearing
- Rudeness, unkindness or being disrespectful
- Lying or cheating
- Missing lessons without permission

- Parents / carer will be informed
- Attend behavior support session
- Removal of privileges such as golden time/activities/break time
- Spoken to by Form Tutor /HOD/Key Stage Leader
- A reflective assignment/activity
- Behaviour recorded on ISAMs
- Student report card with targets

**LEVEL 3**

- Persistent level 2 behaviours
- Verbal abuse
- Inappropriate sexual behaviour
- Vandalism or damage to property
- Disrespect to school property
- Threatening or aggressive behavior
- Leaving school grounds without permission
- Academic dishonesty

- Parents are invited into school
- Attend behavior support session
- Behaviour plan, communicated with parents
- Removal of privileges such as trips or camps
- Exclusion from a favoured activity
- Exclusion from the right to represent the school
- Recorded in school report

**LEVEL 4**

- Persistent level 3 behaviours
- Discrimination on the basis of religion, ethnicity, gender, sexuality, ability or any other difference.
- Harmful sexual behaviours
- Bullying, including cyber bullying
- Causing harm or intending to cause harm to another (physical, psychological)
- Illicit substances in school or on trips (including alcohol, tobacco, vaping, drugs)

- Meeting with Head Teacher / Deputy Head
  - Binding behaviour contract
  - Requirement of behaviour counselling
  - Meeting with parents
  - Internal/external exclusion from classes\*
  - Recorded in school report
- \* (Issues with uniform which cannot be quickly corrected, e.g. hair colour, piercings, tattoos, may result in internal or external suspension whilst the issue is corrected.)*

**Remind – Warn – Sanction – Record**