



British School of Geneva

# Behaviour and discipline policy

Revised – September 2020  
To be reviewed – July 2021  
Agreed by SLT

## Aims

The Policy supports the delivery of the school's mission statement and is an integral part of the curriculum in practice. It should be read in conjunction with Anti-Bullying and Pastoral policies. The policy seeks to:

- Develop students' responsibility, self-discipline and respect for others and themselves;
- Create an ordered and caring environment in which effective learning and individual growth are promoted;
- Ensure that staff, students and parents are aware of the school's expectations of behaviour;
- Provide guidelines and principles to promote positive relationships;
- Provide guidelines and principles to deal with unacceptable behaviour;

## Good relationships

It is our belief that good discipline is based, first and foremost, on good relationships between teacher and students and high expectations of students in terms of behaviour and work. It is our belief that discipline should be based on respect among students and between students and staff. Good discipline practices create the conditions for effective learning.

## Contribution of teachers to good discipline

The professional conduct of all staff is of central importance for effective discipline. Positive teacher influence

stems from attitude, character, example, teaching skills and the rapport established with students. Teachers have the right to be allowed to teach, to be listened to and to expect the full support of parents and students in upholding the school's standards. Further guidance on promoting positive relationships between teachers and students is found in **Appendix 2**.

## Contribution of students to good discipline

Students have the right to be taught effectively in a safe environment, to experience a well-balanced curriculum and to be treated positively and fairly. In return, they are expected to:

- attend classes on time;
- bring equipment appropriate for the lesson;
- complete all classwork in the manner required and hand it in at the time requested;
- conduct themselves around the school, both inside and outside of lessons, in a safe and sensible manner, showing regard for others;
- show respect for the working environment;
- show respect for the opinions and beliefs of others;
- behave in a reasonable and polite manner to all staff, students and visitors;
- dress appropriately for school with due consideration for health and safety;
- contribute positively to school life;
- adhere to the code of conduct.

Further details on the students' contribution to good behaviour and discipline are found in **Appendix 3**.

## Contribution of parents/guardians/carers to good discipline

Close co-operation between home and school is essential for the maintenance of good discipline in schools.

Parents have the right to expect adequate information, to be listened to and to know that their child will be

safe, secure and taught effectively. In return, they have the responsibility to:

- be aware of the terms and conditions of enrolment;
- send their child to school regularly and punctually;
- ensure their child comes to school correctly equipped and ready to work;
- ensure that their child completes all homework set;
- ensure their child comes to school correctly dressed;
- monitor their child's progress;
- offer relevant information regarding personal and academic details;
- inform the school of any concerns;
- meet with staff when necessary;
- support school policies;
- work in partnership with the school to ensure good behaviour;
- respond to concerns raised by the school;
- where a student is placed on daily report/monitoring sheet, parents should sign the document daily;
- attend all parents' meetings called by the school to discuss their child's progress or behaviour.

## Promoting / encouraging positive behaviour

There is a legitimate expectation that 'Virtue is its own reward' (Cicero). Adherence to the school's expectations should not, in itself, be something for which students should expect to be constantly rewarded. However, recognition and praise promote self-esteem, good behaviour and performance. It is, therefore, important that achievement and good behaviour be rewarded and staff should take every opportunity to praise students.

1. The school House System allows for the awarding of **House Points**. Staff are encouraged to use them and they should be awarded for:

- Exceptional effort;
- Excellent or improved behaviour;
- Volunteering, e.g. School Council, Gazette, Parties, Bake Sales, Summer Fête;

2. The number of House Points per student is recorded, and the students in the House with the greatest total at the end of the year will be rewarded.

3. There are also **individual awards** (Gold, Silver & Bronze) for accumulation of House Points.

4. For outstanding individual pieces of work or contributions in class, a **letter of congratulation** can be sent home. According to the circumstances this can come from the subject teacher, the Head of Section, the Deputy Principal or the Principal.

5. **Prizes** are awarded annually for outstanding academic achievement; general attitude and behaviour; contribution to school life; sporting endeavour, and attendance.

## Sanctioning inappropriate behaviour

Working actively together, teachers, parents and students are able to focus on the positive rather than punitive side of discipline. It must be recognised, however, that there will be occasions when more serious breaches of discipline will occur and that some students will contravene school rules and accepted patterns of behaviour. Consequently, it is necessary to have a set of procedures and sanctions for dealing with such offences, clearly understood and agreed by all staff and consistently applied.

The sanctions to be employed in respect of indiscipline will depend upon the nature and seriousness of the misdemeanour. Persistent misbehaviour is regarded by the school as a serious breach of discipline liable to the most serious sanctions. Teachers will record on Engage any misbehaviour. Heads of Sections / Tutors or Teachers may inform parents by email or by phone or by inviting them to a meeting, of any misbehaviour or lack of work if these are considered to be serious.

### Sanctions should:

- be fully understood by all staff (teaching and non-teaching), students and parents;
- be applied by the staff in a fair and consistent manner;
- be applied as soon after the offence as possible, not impulsively, but in a calm and measured manner;
- be proportionate to the offence;
- defuse, rather than escalate, the situation;
- focus on the misdemeanour, rather than the student;
- allow the student to save face, and encourage a more positive attitude in future;
- take account, as necessary, of the age and degree of maturity of the student and any special educational or pastoral needs they may have, the home background and any other relevant circumstances.

### Sanctions should not:

- be applied to entire classes or groups of students, when the guilty parties have not been identified;
- degrade students, or cause them public or private humiliation;
- INVOLVE PHYSICAL FORCE.

### Inappropriate and counter-productive sanctions which should not be used include:

- sarcasm;
- mimicking the student;
- making unfavourable comparisons with brothers or sisters;
- criticising the parents;
- overreacting;
- making threats which cannot be carried out;
- backing the student into a corner, either verbally or physically.

# Procedures for dealing with unacceptable behaviour

## Minor incidents

Minor incidents are defined as follows:

- throwing paper or other items;
- calling out or otherwise speaking out of turn;
- chewing;
- not following instructions;
- incomplete classwork;
- no homework;
- lack of equipment;
- lateness;
- inattentiveness

These incidents are dealt with by the **subject teacher** and sanctions could include:

- verbal reprimand;
- moving seat;
- 'cooling off' outside the classroom (maximum 5 minutes);
- short detention (10/15 minutes).

## Persistent incidents or incidents of medium severity

Unacceptable behaviour in this category could include:

- persistency of minor incidents as described above;
- rudeness to staff and/or other students;
- verbally aggressive behaviour to staff and/or other students;
- Being continually off-task.

These incidents must be **recorded on Engage by the subject teachers** (Appendix 3) and **dealt with by the Form Tutor**. The sanctions applied by the Form Tutor should include:

- meeting with student and verbal reprimand;
- mentoring;
- one or more after school detentions.

Where a student has **3 or more notes** in a short period (up to 10 days) then a **written referral by email** should be made by the Form Tutor to the appropriate Head of Section or to Deputy Principal. This referral will be logged.

When a referral is made to the Head of Section/ Deputy Principal, appropriate action will include some or all of the following:

- email to parents/carers;
- after school detention(s);
- meeting with parents/carers;
- daily report/monitoring sheet;
- mentoring;

- internal exclusion;
- referral to Principal

The Heads of Sections will become involved if a student's behaviour is causing concern in a number of areas as they have the responsibility to monitor students' behaviour across the curriculum. They will notify the parents at this stage and suggest a meeting.

From this point **all** incidents, both **minor and major**, should be logged by subject teachers on Engage, which will be checked daily by the Head of Section and appropriate action taken where required. This log should be kept until the Head of Section indicates otherwise.

### Serious incidents

Serious incidents are defined as follows:

- violent behaviour leading to injury,
- racist/sexist abuse,
- violence,
- verbal abuse directed towards a member of staff or fellow students,
- serious disruption to a lesson,
- stealing,
- vandalism,
- smoking/alcohol/drugs,
- and possession of a weapon.

Where a serious incident occurs, which may result in a temporary or permanent exclusion, the Head of Section/Deputy Principal/Principal should be notified **immediately** and will determine a course of action. The parents will be required to come in to school for a meeting.

The Principal is the only person who can sanction an exclusion, whether temporary or permanent. Parents will be notified in writing of an exclusion. In the case of a temporary exclusion, students should consult their Google Classrooms to keep up with classwork and assignments

Our procedures for Bullying incidents are described in our anti-bullying policy.

## General guidelines for staff on the use of sanctions

### Academic

Failure to work to an acceptable standard will be met with a warning, followed by some written punishment. If this work is not done or the problem is repeated, then the students will be given an **After School Detention**. After school detentions may be issued by a classroom teacher following discussion with the Head of Section and are used for **repeated** failures to produce work, or to bring the appropriate resources to class, or to work to the expected standard, or **repeated** disruption/misbehaviour in class. The Head of Section may recommend that a student be put on **Daily Report** to monitor progress related to academic work. The Head of Pastoral Care should be informed of repeated persistent misbehaviour by students.

**Daily Reports** are issued when a student's behaviour and progress needs to be closely monitored each period or where a particular issue needs attention eg attendance, punctuality, uniform etc. The students will report daily to their Tutor/Head of Section at an agreed time to assess progress and parents will be asked to sign the report. In the case of poor attendance (<85%) without a medical or other valid reason, or any other serious concerns, the appropriate authorities will be contacted.

**Detention given by Heads of Sections** is to be considered a serious sanction, reserved for **grave or repeated** breaches of rules and is administered by Heads of Sections, in conjunction with the Deputy Principal. In certain cases, for repeated/persistent academic issues, Heads of Sections may place students in detention following consultation with the Head of Pastoral Care.

In certain circumstances, a **written agreement/contract** about future behaviour will be agreed between the school, the student and their parent(s) or guardian. Failure to adhere to this agreement/contract may lead to suspension or expulsion. Any students who persistently disobeys school rules and after due warning, continues to persistently disobey school rules may, in the appropriate circumstances may be suspended or expelled.

**Internal Suspension** is reserved for serious misdemeanours and can only be issued by the Principal or Deputy Principal. Students will be required to attend school and will be given work to do on their own, away from all other students.

**Suspension** is reserved for very serious misdemeanours. When a student is suspended, a letter of suspension will be sent home to parent(s) and work will be organised for the period of suspension. The students may not re-enter the school without the Principal's permission. Procedures outlined in the school's Policy on Suspension and Expulsion will be followed.

**Expulsion** will be reserved for the most serious misdemeanours, or for persistent refusal to co-operate with the school. Procedures for the expulsion of a student will be in accordance with statutory regulations and guidelines and the school's Policy on Suspension and Expulsion.

## Discipline beyond the school premises

The school behaviour policy applies beyond the school premises when staff are accompanying students on any school organised or related activity.

Where bad behaviour, which could have repercussions for the orderly running and reputation of the school, is witnessed by a member of staff or reported by a parent or member of the public, the school will take action to discipline the student within the parameters of the school behaviour policy.

Where behaviour which poses a threat to another pupil, or member of staff, or member of the public is brought to our attention, the police may be notified and the student be subject to permanent exclusion.

Where behaviour of a criminal nature is brought to our attention, the police may be notified and the student be subject to permanent exclusion.

Consideration will always be given as to the underlying reason for the behaviour and a decision taken bearing in mind the school's responsibility for safeguarding the student. (Please see our Safeguarding and Child Protection Policy).

## Guidance to staff in managing behaviour and discipline

Teachers must be familiar with the school's discipline and pastoral policies and arrangements, and apply them **consistently and fairly**. Staff must take professional pride in managing their own classroom and all relationships with students. The Code of Conduct for Students, (displayed in all rooms), provide a basic guide. Problems should be dealt with quickly and support sought if necessary. Problems should only be referred if they cannot be dealt with or because the matter is very serious.

Teachers must remember that a quiet, firm reprimand is often more effective than a public display of temper, and is much less stressful. The students should be in no doubt as to why they are being punished, and what would have constituted a more acceptable form of behaviour. They should have an opportunity to reflect on their misdemeanour, understand its effect on others in the school community and, as appropriate, make some form of reparation. They should also be encouraged to develop a more positive attitude, and appreciate the benefits of so doing to others and also to themselves.

### Members of staff have responsibilities which include:

- Ensuring that the students are fully aware of the Students Code of Conduct and class rules;
- Planning lessons with clear aims and objectives;
- Preparing lessons geared to the individual needs of the students;
- Arriving in class on time and ensuring students enter class in an orderly manner;
- Ensuring that students are seated before lessons begin and remain seated until they are given permission to move or leave the class (except in practical classes);
- Marking the register and check for absentees;
- Sharing learning outcomes and success criteria with students;
- Establishing a purposeful, learning environment;
- Using effective classroom management strategies and insisting on silence when teaching to whole class;
- Making students aware of your expectations while in your class and maintain high, realistic expectations;
- Ensuring that instructions given to the students are understood and followed;
- Not accepting behaviour or work of an unsatisfactory standard;
- Being consistent and fair;
- Calling all students by their first names and treat students with courtesy and respect;
- Considering student's intentions as well as their actions;
- Dealing diplomatically with anti-social behaviour;
- Taking bullying seriously;
- Engaging with students in extra-curricular activities;
- Praising student's achievement as often as possible and rewarding good behaviour in and out of classroom;
- Avoiding unnecessarily discussing individual incidents or students openly with uninvolved staff;

## Guidelines for Managing Unacceptable Behaviour

- Remain calm at all times and avoid confrontational or hostile dialogue;
- Address the actual behaviour without getting involved in long discussions;
- If you become angry indicate the reason for your anger and concentrate on the student's behaviour
  - not their character;
- Bring relevant rules to the student's attention;
- If your right to teach is being infringed, say so and insist on acceptable behaviour;
- Try to tactically avoid low-level attention seeking;
- If a student argues, re-assert your position and the rules – do not get involved in an argument;
- Try not to give a student the impression they are constantly being singled out;
- Speak to the student after class and explain why their conduct was not acceptable;
- If problems persist, seek the help and advice of another colleague, the student's Form Tutor, your Head of Section, the Head of Pastoral Care, the SENCO, the Principal;
- Arrange a meeting with the Head of Section and parents to discuss the issues.

## Students' contribution to good behaviour and discipline

The school rules, as outlined in the Students' Code of Conduct, protect the rights and responsibilities of students, parents and teachers and the following issues are deemed to be important by the school.

- Treating all people equally and displaying good manners to all in the school.
- Caring for others; aggressive and coarse behaviour, physical or verbal bullying, cannot be tolerated.
- Avoiding placing others at risk by acting in an inappropriate manner both in and outside school or on buses.
- Show courtesy to all members of the school community and visitors.
- Recognise the importance of good attendance and punctuality to school and all lessons.
- The importance of high standards of personal presentation, taking pride in wearing the school uniform
- correctly at all time, whether inside or outside the school.

### Desirable behaviour in students:

- Be trustful, courteous and considerate.
- Work to the best of your ability and submit all work on time.
- Contribute fully to the community life of the school.
- Help to keep the school safe and welcoming.
- Wear the correct uniform with pride.
- Behave responsibly both inside and outside the school.
- Demonstrate a positive self-image and the confidence to engage successfully in activities;
- Show respect for the views, ideas and property of others;
- Adhere at all times to the e-safety policy and the use of social media/mobile phones;
- Recognise that all have a right to share in and contribute to the lesson;
- Co-operate with your teacher and peers on shared activities;
- Apply yourself to the task, and work to the best of your ability;
- Adhere to the accepted conventions of courtesy and good manners;
- Respond positively to opportunities to act independently of the teacher and to show initiative.
- Remain on the school premises unless permission is given to leave;
- Come to school on time and fully equipped for the lessons of the day.

### Undesirable behaviour in students:

- Being unkind to your peers, including engaging in any form of bullying;
- Calling out in class, interrupting others and being inattentive when others are contributing to the lesson;
- Displaying a lack of interest in learning and preventing others from learning;
- Being unable or unwilling to abide by the accepted conventions of courtesy and good manners;
- Defacing, destroying or stealing other students' belongings or school property;
- Directing abusive language at other students or a member of staff;
- Acting aggressively or with violence towards other students or a member of staff.

# Recording discipline incidents and sanctions on Engage

## For Incidents:

- On ENGAGE
- Daybook – select pupil daybook
- Add new entry – select Incident
- Select the student

Incident Type	Select
Given By	Magali Ogilvie
Date	30/08/2020
Details	<div style="border: 1px solid #ccc; height: 80px;"></div> <p style="text-align: right; font-size: small;">Total Characters: 0</p>
Linked Pupils	Add Pupils
Points	0
Follow Up Action	

## For Academic Referral Forms:

- On ENGAGE
- Daybook – select pupil daybook
- Add new entry – select Academic Referral Form
- Select the student

Academic Referral Form	
Date and Time	30/08/2020 14:51
Linked Pupils	Add Pupils
Briefly explain the reason for completing this form.	<div style="border: 1px solid #ccc; height: 80px;"></div>
	Spell Check
What have you discussed with the student?	

## For Homework Issues:

On ENGAGE

Daybook – select pupil daybook

Add new entry – select Homework issue

Select the student

Siven by	Magali Ogilvie
Date & Time	30/08/2020 14:57
Incident type	Select
Please set incident type as "Homework".	
Subject	<input type="text"/> Spell Check Characters left: 50
Homework	<input type="text"/> Spell Check Characters left: 280
Notes or comments - reason(s) given or notable issues	<input type="text"/>

## For Detentions:

On ENGAGE

Daybook – select pupil daybook

Add new entry – select Detention

Select the student

Detention Type	Select
Detention Reason	Select
Given By	Magali Ogilvie
Start Date	30/08/2020 <input type="text"/>
End Date	30/08/2020 <input type="text"/>
Details	<input type="text"/> Spell Check Total Cha
Linked Pupils	Add Pupils
Points	0
Follow Up Action	<input type="text"/>