

WIS/POL/ASS0001	
Policy Title	<b>Behaviour Policy</b>
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Version	1.2
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Approved by	Principal

## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism or theft
- Fighting
- Discriminatory behaviour
- Possession of any prohibited items. These are any article a staff member reasonably

suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### 3. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### 4. Roles and responsibilities

#### 4.1. The SLT

The SLT is responsible for reviewing and approving this behaviour policy.

The SLT will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The SLT will record and monitor all incidents of persistent or serious incidents of misbehaviour.

#### 4.2. All Staff

All Staff are responsible for:

4.2.1. All staff members, including teachers, support staff, and administrators, are responsible for consistently implementing the behavior policy throughout the school.

4.2.2. Staff members are expected to serve as role models by consistently demonstrating positive behavior, respect, and adherence to the school's behavior expectations.

4.2.3. Staff members are required to report all persistent or serious behavior incidents to SLT. These reports should include details such as the date, time, location, individuals involved, and a description of the behavior incident.

#### 4.3. Parents

Parents are expected to:

4.3.1. Parents are expected to support the mission, vision, and values of the school. They should adhere to the school's rules, policies, and decisions.

4.3.2. Parents should communicate with the school when their child will be absent, whether due to illness or a planned absence. This can be done by contacting the school's front desk and informing the class teacher.

4.3.3. Parents are responsible for supporting and reinforcing the pupil code of conduct with their child at home. This includes discussing and promoting the values and behaviors outlined in the code.

## 5. Pupil code of conduct

Pupils are expected to:

- As members of the school community, students have a responsibility to:
- Be respectful, courteous, and fair to others, adhering to the values of the institution.
- Show respect for the property and belongings of others.
- Contribute to a cooperative, supportive, clean, and safe environment for all members of the school community.
- Communicate openly and strive to build and maintain positive relationships with peers, parents, and staff members.
- Actively support all school policies, procedures, and expectations.
- Engage actively in learning, participate in class activities, and demonstrate a commitment to academic progress.

## 6. Behaviour management

### 6.1. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- 6.1.1. Create and maintain a stimulating environment that encourages pupils to be engaged
- 6.1.2. Display essential agreements or classroom rules, cocreated with the students.
- 6.1.3. Develop a positive relationship with pupils, which may include:
  - 6.1.3.1. Greeting pupils in the morning/at the start of lessons
  - 6.1.3.2. Establishing and maintaining clear routines
  - 6.1.3.3. Communicating expectations of behaviour in ways other than verbally
  - 6.1.3.4. Highlighting and promoting good behaviour
  - 6.1.3.5. Concluding the day positively and starting the next day afresh
  - 6.1.3.6. Using positive reinforcement
  - 6.1.3.7. Ensure that all children are actively engaged.
  - 6.1.3.8. Reflect on positive attitude of peers
  - 6.1.3.9. Give (age appropriate) responsibilities to the students
- 6.1.4. Use the traffic light system consistently

### 6.2. Rewards and sanctions

Positive behaviour may be rewarded with:

- 6.2.1. Squirrel dollars
- 6.2.2. Weekly IB Learner Profile certificate

Sanctions:

Traffic Lights:

- All names start on Green.
- 1<sup>st</sup> misdemeanor - verbal or non-verbal warning
- 2<sup>nd</sup> misdemeanor - verbal warning articulating the reason and move on to amber
- 3<sup>rd</sup> misdemeanor or serious incident – articulate the reason and move on to red - move to “thinking corner” to complete the reflection form – Principal to be informed by email.

The Head of School will keep a behaviour log and will escalate as appropriate.

Escalation:

- Missing 5 minutes at the start of any break
- Informing parents
- Behaviour contract

## 6.2 Physical restraint

In some circumstances, staff may need to use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to SLT immediately (see appendix 3 for a behaviour log)

## 6.3 Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

## 6.4 Pupil support

The school recognises its duty to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

When acute needs are identified in a pupil, we will liaise with parents and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **6.5 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the SLT will discipline the pupil in accordance with this policy.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

### **7. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **8. Monitoring arrangements**

This behaviour policy will be reviewed by the Leadership Team. At each review, the policy will be approved by the SLT.

### **9. Very Serious Behaviour**

Where, in the reasonable opinion of the Principal, a student has committed a very serious breach of the School's Rules or acted or behaved in a manner that is harmful or dangerous, or a bad example, to other students at the School, the Principal may:

1. Suspend the student for a specified time not exceeding five school days;
2. Suspend the student and condition the enrolment; or
3. Suspend the student and refer a further decision regarding the enrolment of the student to a Disciplinary Committee.

## Appendix 1: Behaviour Log (Major Incident)

<b>Pupil's name:</b>	
<b>Name of staff member reporting the incident:</b>	
<b>Date:</b>	
<b>Where did the incident take place?</b>	
<b>When did the incident take place? (Before school, after school, lunchtime, break time)</b>	
<b>What happened?</b>	
<b>Who was involved?</b>	
<b>What actions were taken, including any sanctions?</b>	
<b>Is any follow-up action needed? If so, give details</b>	

## Appendix 2: letters to parents about pupil behaviour – templates

### First behaviour letter

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_



