

BRITISH INTERNATIONAL SCHOOL OF CRACOW

Behaviour Policy

Aim

The following policy is intended to guide all personnel within school as to the types of behaviour which we expect to see from our children, the ways in which we will encourage and reward good behaviour and the action to take should children not come up to expectation. It is important that children are treated consistently, with all adults in school having the same understanding of acceptable behaviours, following the same reward system and exercising the same sanctions for misbehaviour.

Good behaviour follows naturally when children see the need for it, when they are treated with respect themselves and when they see good role models in the behaviour of the adults round about them. We need to be aware, as adults, that we are powerful influences (for good and bad) upon the children in our care and this influence can be experienced by the children even when we are not conscious or aware of it.

Policy

The following defines two categories of behaviour in school.

The behaviours we want to see from our students:

Polite to, and respectful of, all others in school – adults, ancillary staff, friends, other students. This includes saying ‘hello’, ‘please’, ‘thank you’, ‘sorry’, letting others through doors, hand raising in class and actively welcoming people into school

Respect for the classroom and other people’s property

Taking care of others in need or distress and supporting each other

Well prepared for classes - with equipment, books, homework etc – and punctual

Able to cooperate together in class and socially

Tolerance and acceptance of the opinions of others, recognising we are all entitled to our own point of view. An active interest in, and awareness of, the culture of others

Respect for the school and its environment

Moving quietly around the school, respecting the fact that lessons are going on - walking around the school building, observing the stairway code

Good behaviour inside school continuing outside of the school

Older students modelling appropriate behaviour to younger students

Students who listen to teachers, each other and themselves

Children who show ambition, set goals (independent goals, not competitive goals) and have a healthy level of self esteem

Children who behave ethically and show this through commitment to ethical practices (e.g. recycling)

The behaviours we do not want to see from our students:

Bullying (physical or verbal), teasing or discouragement of others

Intolerance towards those who are different from them or offensive comments about differences

Inattention in class

Lateness to school or lack of punctuality to class
Violence or physical aggression
Littering
Drinking anything other than water in class
Smoking
Running in the corridors and pushing through doors ahead of others and making noise in the corridors
Wearing hoods up in class to hide behind them
Swearing or other bad language
Mobile phones and electronic devices in lessons
Gum chewing or eating in class

The above behaviours are encouraged (the good behaviours) and sanctioned (the behaviours we do not want) in different ways between the Primary and Secondary parts of the school (reflecting the differing needs and maturities of the students).

Primary

In the Primary part of the school there is a behaviour management system in place that encourages good behaviour entitled 'Golden Time'. All children have a chance each week to choose an activity for Golden Time which takes place every Friday for 45 minutes. In preparation for this, each teacher sets up a set of 'Golden Rules' which are discussed with the class and prominently displayed in the classroom. The rules reinforce good behaviour, in line with the above statements. If a child breaks a rule they are first warned and then, if they continue to break the rule, they are told they have lost 5 minutes of Golden Time. When Golden Time takes place, children who have lost time have to sit out of the activities for the appropriate time. Children are able to 'earn back' minutes they have lost, encouraging them to follow the rules. At the same time, children who behave well consistently and continually rewarded for this and can see the fairness of the system. All teachers around the school can take away Golden Time – it is not just in the classroom but also at breaktime, in the lunchroom and in the playground that good behaviour is expected and encouraged.

Secondary

In the Secondary part of the school students are expected to take greater and greater responsibility for their actions and their behaviours. This is encouraged and supported through the tutor periods – two five minute registration periods each day and two tutor periods every other week. These are times for students and staff to explore issues together and for students to receive support and encouragement from a teacher who they get to know well. It is possible for any teacher to award a certificate in recognition of special achievement at any time. This is recorded in the student's file.

There is a detention system in the school – teachers can give detention for lack of homework at the due time, misbehaviour in class or between lessons or any other behaviours that fall into the 'undesirable' category above. Detention takes place at lunchtime and parents are informed. The detention system is supervised by the Head of Secondary.

Suspension is an option in extreme cases of misbehavior – especially if the conduct involved endangers the Health and Safety of others. This is at the discretion of the Head of School.

In conclusion, behaviour is a whole school issue. The management of behaviour, and our attitude towards behaviour, comes from the underlying philosophy of our school. We all have a responsibility towards all the children all the time to ensure that standards of behaviour are maintained, that children are treated with respect and fairness and that our expectations of children are consistent.