



Behaviour Policy

Objective

The school's primary aim is to ensure that all members of the school community feel happy, valued, respected and safe and that they are treated properly and well through mutual trust and respect. This behaviour policy aims to promote and uphold our values at British School of Ulaanbaatar and to be: respectful to all; interested in learning and staying on task; tidy and well presented; independent learners; sensible and well mannered; and be honest and reliable.

Overview

The aim of this behaviour policy is not to enforce rules. Rather it is a means of promoting positive relationships between members of the school community. Through this people can work together with the common purpose of achieving academic excellence. The purpose of the policy is to support the school community to allow members to work together in a considerate and safe way.

Introduction

The behaviour policy needs to support the school mission, *"To educate global citizens in pursuit of personal excellence in an ever evolving community to become lifelong learners."* We reward good behaviour as we believe this will develop a philosophy of thoughtfulness and co-operation. This policy aims to promote good behaviour, rather than acting as a deterrent to anti-social behaviour.

Aims and Expectations

- To ensure that all members of the school community feel valued, safe and respected.
- To engender a positive community in which members can live and work in an environment that is happy, safe and secure and where effective learning can take place.
- To promote teaching and learning through the establishment of good relationships based on respect and consideration for others.
- To treat all community members fairly and apply this behaviour policy consistently.
- To help children to grow in a safe and secure environment and to become responsible and increasingly independent members of the school community.

British School of Ulaanbaatar

'To educate global citizens in pursuit of personal excellence in an ever evolving community to become lifelong learners'



Rewards and Sanctions

The school acknowledges all the efforts and achievements of students, both in and out of the school. The school's Facebook page is to be used to display good examples of children's work. Assemblies are also to be used to share pupil achievement outside of school, for example sharing music certificates or sports achievements. Key Stage One, Key Stage Two and Secondary each have a specific rewards and sanctions policy. See attached appendices.

The school can employ a number of sanctions to enforce school rules and to ensure a safe, positive learning environment. Each sanction is used appropriately and a graduated response to anti-social behaviour is to be the foremost consideration of staff when needed. EYFS, Key Stage One, Key Stage Two and Secondary each have a specific rewards and sanctions policy. See attached appendices.

The class teacher/form tutor is to discuss the school rules with each class at the beginning of the year. At the start of each term a reminder of expectations is to be given to all students.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that school rules are enforced in their class and that their class behaves in a responsible manner during lesson time. All class teachers have high expectations of the students in terms of behaviour and they strive to ensure that all students are working to the best of their ability.

The class teacher is to treat all students fairly and enforce the classroom code consistently. Respect and understanding should be at the forefront of their practice.

If a student misbehaves in class, the class teacher should follow the appropriate hierarchy of sanctions. In the first instance the class teacher should deal with the incident him/herself in the normal manner.

It is the class teacher's responsibility to liaise effectively with parents about the progress of children in their class. Specific student issues should be notified via a phone call home or an individual email to parents.

The role of the Head of School:

The Head of School supports staff implementing the Behaviour Policy by setting the standards of behaviour, and by providing sufficient training in understanding the policy and with behaviour management skills. In serious incidents the Head of School may be involved in parental discussions to support the Key Stage Coordinators.

British School of Ulaanbaatar

'To educate global citizens in pursuit of personal excellence in an ever evolving community to become lifelong learners'



The Head of School will be involved in any action that requires external suspension and/or permanent exclusion.

The role of the Parents:

The school must work collaboratively with parents to ensure that children receive a consistent message about how to support behaviour both at school and at home.

The school expectations and details of rewards and sanctions will be shared on the school website. Parents are expected to be aware of these and support the school in the discipline and reward of their child.

If the school sanctions a child then parents are expected to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher via email. If the concern is not resolved then the Key Stage Coordinator should be contacted. If it is felt that the matter has still not been resolved satisfactorily it will then be referred to the Head of School.



Appendix A - Primary (Key Stage 1 & 2)

Rewards and Sanctions:

The school acknowledges all the efforts and achievements of students, both in and out of the school. The school's Facebook page is to be used to display good examples of children's work. Assemblies are also to be used to share pupil achievement outside of school, for example sharing music certificates or sports achievements.

We praise and reward students for good behaviour in a variety of ways

- Teachers congratulate children.
- Teachers may award house points via Class Dojo.
- Teacher can write a message to parents in a student passport.
- Good work can be shared with a teacher in a different class or the Coordinator who will reward children with stickers.
- One student in each class is to be awarded Star of the Week in class assembly and his/her picture is to be taken and displayed on the school Facebook page and in school.
- One class each week is to be chosen as Class of the Week. Their picture is to be taken and displayed on the school Facebook page. The Key Stage Coordinator is to decide upon class of the week.

The school can employ a number of sanctions to enforce the school rules and to ensure a safe, positive learning environment. Each sanction is used appropriately and a graduated response to anti-social behavior is to be the foremost consideration of staff when needed.

- Students are expected to listen carefully to instructions in lessons and try their best in all activities. If they do not so they will receive a 'negative' dojo for being 'off task' and may be asked to move to a place closer to the teacher, sit on their own or redo a task.
- Student passports can be used to pass short messages to home about any anti-social behaviour.
- If a student is disruptive in class, the teacher is responsible for reprimanding him/her. If disruptive behaviour is consistent then the appropriate hierarchy of sanctions is to be followed.



- The safety of students and all members of the school community is paramount. If a student's behaviour endangers the safety of others, the class teacher stops the activity and prevents the student from taking part for the rest of the lesson.
- Bullying and threats of physical violence are not tolerated at The British School of Ulaanbaatar and we act immediately to stop further occurrences of such behaviour. The hierarchy of sanctions is to be followed and any such instances must be recorded to prevent repeat occurrences.

Hierarchy of Sanctions - Primary

Stage 1:

In the first instance, the teacher is to consider a verbal warning then follow it with a negative Class Dojo.



Stage 2:

If problems persist can use student's breaktime. 5 minutes for the first warning then 10 minutes for the second. If behaviour is more serious, a student's lunch time and golden time can be used.

If serious misconduct happens, then parents need to be informed.



Stage 3:

When students obtain a lunchtime detention or their behaviour does not improve after stage 2, coordinators need to be informed. A meeting with the student's parents will be conducted where concerns and targets will be discussed.

If coordinators notice no improvement, students may be removed from parties and educational visits.



Stage 4:

When the above processes are followed and behaviour still does not improve, then communication will be made with the Principal to face further sanctions.

Extra-curricular activities:



Good behaviour is expected from all students in lessons and ECAs. If children show negative behaviour, they will be deducted Class Dojos.

If this persists, the Coordinator will organise a meeting with parents to discuss next steps to tackle the negative behaviour. This may include missing the ECA for a week or in extreme cases being removed from the ECA completely (including paid ECAs).

Appendix B - Secondary (Key Stages 3, 4 & 5)

Secondary Positive Behaviour Procedures

In the Secondary School all students are expected to act as role models and display courtesy and respect to every member of the BSU community. Students will be encouraged to strive for academic excellence and personal success through a supportive and caring environment. In order to achieve this, the Secondary School will employ a positive behaviour strategy of merits and house points, supported by a staged sanction system to dissuade students from anti-social behaviour. The outlines of each are explained below:

Rewards

A two-tier system will be used to celebrate individual and group success.

Star Students

The star student system is used to celebrate individual success, with teachers awarding star students status to a student who has displayed one or more of the key skills shown below, thus enabling all students to be successful. Certificates will be awarded at benchmarks of achievement during assemblies to celebrate a students achievements.

1. Ability to apply knowledge and understanding
2. Collaboration and Teams
3. Transferable skills
4. Problem solving
5. Creativity
6. Ability to communicate
7. Willingness to accept responsibility
8. Critical thinking
9. Initiative
10. Entrepreneurship

British School of Ulaanbaatar

'To educate global citizens in pursuit of personal excellence in an ever evolving community to become lifelong learners'



Houses

The House system, continued from the Primary School, is to be used to create a group identity and pride across the school. All students in secondary are assigned a house. House points are awarded for (but not exclusively):

- Attendance
- Participation in sporting events
- Organising student activities
- Helping staff and other students
- Find the Mascot/Competitions
- Items in the Newsletter
- Maintaining a House board

At the end of each term students in the winning house in secondary will receive rewards such as, but not limited to, certificates.

At the end of the year, house points in all stages of the school will be combined to find the winning house for the year, with a reward being giving to everyone in that house, for example in June 2018 the members of the winning house were rewarded with an end of term BBQ, certificate and goody bag.

Sanctions

Sanctions will be utilised if students display behaviour that is deemed unacceptable at BSU. Sanctions are cumulative and recorded centrally so that intervention into poor behaviour can be made and actions taken to encourage all students to make appropriate choices.

When a student receives an initial sanction it is recorded on a consequences chart in the classroom. The idea behind a having a visual reminder of a students behaviour is to prevent the behaviour from escalating further. The sanction system used in Secondary is the C System (for consequences), a system that is used frequently in UK schools. The C system is cumulative; it starts with the teacher issuing a C1 sanction as detailed above. If poor behaviour continues or escalates a C2 sanction will be issued and the student is moved to another seat in the classroom away from any distractions. If the behaviour persists the teacher will issue a C3 sanction. The student is removed from the classroom and sent to another room, usually the nearest manned classroom or to the Head(s) of Secondary, to continue with their work and to prevent any

British School of Ulaanbaatar

'To educate global citizens in pursuit of personal excellence in an ever evolving community to become lifelong learners'



further distraction of students learning. They will also receive a detention of 15 minutes with the class teacher. An additional detention of 30 minutes can also be given by the Head(s) of Secondary, particularly if the behaviour is shown to be part of a pattern of continuing disruptive behaviour.

Both C2 and C3 sanctions are recorded on SCOLA under Behaviour.

Head(s) of Secondary will collate sanctions from SCOLA and place students into the appropriate detention. Form tutors can also monitor behaviour for their form group.

Teaching staff are responsible for giving personal detentions if they deem this necessary to support their own classroom management.

Sanctions can be given for (but not exclusively):

- Improper uniform
- Using Mongolian Language in class or around the school
- Lateness
- Lack of equipment
- No homework
- Passport unsigned by parents/guardians
- Refusal to follow instructions

All sanctions are reset at the start of each term.

Parents are notified of any C3 sanctions and/or persistent poor behaviour. Initially a phone call or email will be sent however, if necessary the Head(s) of Secondary will request that parents come into school to attend a meeting to discuss the behaviour of the student. Parent meetings can be conducted with or without the student as appropriate. Detentions can be held during any break and lunchtime at school. In cases of persistent poor behaviour the Head(s) of Secondary can issue an after school or Saturday morning detention which the student would be expected to attend but this will only occur with parental consent. Parental support is vital if the student is to accept responsibility for their behaviour and take steps to change it.

Further transgressions and failure to adapt behaviour will lead to more serious consequences including internal and external exclusions. All exclusions will involve parental consultations with the student to discuss strategies which may include behaviour contracts or the suggestion to withdraw from school before a permanent exclusion is reached.

British School of Ulaanbaatar

'To educate global citizens in pursuit of personal excellence in an ever evolving community to become lifelong learners'



Any serious incidents will be passed directly to the Head of Secondary - Pastoral before the end of the school day.

Serious incidents:

- Bullying
- Truancy
- Disrespect towards staff and/or peers
- Vandalism
- Theft
- Fighting
- Assault
- Smoking

Dependent on the nature of the offence, students can be placed directly into an after school detention or Saturday detention as detailed above. All serious incidents require parental consultation with the student involved to discuss the implications of their actions.



Hierarchy of Sanctions - Secondary

Sanctions are cumulative and a student who receives a number of sanction points in one week will be placed in a detention by the Key Stage Co-Ordinator. A detention rota will be produced.



Failure to attend a school detention will lead to a letter home and attendance at an after school detention to be run the the Key Stage Co-ordinators or Head of Secondary.



Students who receive a second set of cumulative sanctions in one week will be placed in an after school detention

Students who receive a third set of sanctions will be placed on a Saturday detention to be run by the Head of Secondary.

British School of Ulaanbaatar

'To educate global citizens in pursuit of personal excellence in an ever evolving community to become lifelong learners'

