The British Section
SHAPE International School
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Policy title:	**Behaviour Policy**
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Aims

All members of the school community promote and nurture Character Virtues as part of the embedded culture of the school: these Virtues are taught explicitly and modelled consistently as part of the nurturing of flourishing international minded citizens.

All pupils keep the UK/Can Promise and behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people always.

The UK/Can Promise

To be responsible...
In the school building, we walk responsibly and calmly.

To be helpful...
In the corridors and on the stairs, we walk on the left.

To be fair and respectful...
We use calm voices indoors and in the dining hall.

To be respectful...
In assembly, we listen quietly.

To be caring and responsible...
We always listen to each other and follow instructions.

To be caring and responsible...
We treat each other and our environment with respect.

To be honest...
We always tell the truth...

To be grateful...
We always say please and thank you.

All staff accept responsibility for maintaining high standards of behaviour in the classroom and elsewhere within the school and campus and provide good models of adult behaviour for children to emulate.

Staff ensure inspiring educational provision which is important in thus determining pupils' behaviour – an engaging, knowledge-rich curriculum with a diversity of activities, matched to the needs of all pupils, providing challenge and excitement helps prevent misbehaviour.

This policy adheres to MoD policies regarding behaviour and may be subject to change due to MoD policy alterations. This policy links to many other school policies including anti-bullying, safeguarding, managing challenging behaviour and equal opportunities policies.

Promoting Good Behaviour

To promote good behaviour staff should be aware of the importance of:

- Thorough planning and appropriate challenge of learning to meet the differing abilities of pupils
- The importance of a school ethos where all pupils are expected to nurture their own Character Virtues.
- Valuing children's effort in achieving in their learning through celebrations of work
- A positive "can do" school ethos
- Developing responsibility - a child cannot learn to be responsible unless given the opportunity
- Class and school rules are clearly explained and consistently and fairly enforced
- High expectations for behaviour and respect towards others
- Pre-empting off task behaviour through a range of strategies i.e. adult support, praising appropriate pupil behaviour, seating arrangements, allowing pupils to make choices etc
- All staff are responsible for always promoting good behaviour in school and on the campus.

Rewards

Not all children react to the same incentives. Rewards can include:

- Stickers for working hard
- House points
- Points towards merits e.g. star chart, smileys etc
- Merits

- Presentation of house cups
- Class awards e.g. marble in a jar
- Public mention - for example in class, assemblies etc
- Headteacher's Awards
- Contact with parents - positive communications
- Lunch time awards for individuals
- Class lunch time awards
- Opportunities for greater responsibility

Sanctions

If sanctions are to be effective the general class and school atmosphere must enable the child to still feel accepted:

- Sanctions should be applied consistently
- Sanctions should be accompanied by an explanation of the reasons behind it and guidance given as to the alternative behaviour desired
- At all times teachers should display sensitivity towards pupils and be prepared to listen to try to find out the cause of disruptive behaviour

We use a range of sanctions which escalate in seriousness and are needs led. These include:

- The immediate stopping of misbehaviour by talking to the child, explaining why the behaviour is unacceptable and warning about the consequence of continued misbehaviour
- Separation from the group/class but still able to access the learning (i.e. working individually, sitting away from the group on the carpet area etc)
- Working at break times with adequate supervision
- Loss of privileges such as classroom privileges, membership of clubs etc
- Referral to another teacher or Key Stage Leader
- Referral to Deputy Head or Headteacher
- Parental consultation - We believe that this should come at an early stage. It has the advantage of being a sanction, often throwing light on the problems behind the misbehaviour and providing consistent action between the home and school, thus preventing the pupil from playing off one against the other

- Repeated incidents of disruptive behaviour require further strategies including referral to SEND Team for appropriate positive behaviour strategies, Individual Education Plans (IEPs) and outside agencies involvement (Educational Psychologist, Inclusion Support teachers, Educational Social Workers etc)

- Physical intervention may be necessary to prevent a child harming themselves or others (see MoD Schools physical intervention policy)

- Extreme or dangerous behaviour will be referred immediately to the Headteacher, and the parents will be asked to attend a meeting as soon as possible. This could include any purposeful physical or verbal abuse towards pupils, staff or school property.

- If the child is causing a significant risk of harm to themselves or others, they may be excluded for set periods of time or permanently (see MoD exclusion policy)

- Staff supporting children at playtimes encourage appropriate behaviour

Monitoring and evaluation

The success of the behaviour policy is monitored through the annual programme of monitoring and evaluation as outlined in the monitoring and evaluation policy and annual schedule. This includes termly visits by SCE Link Inspector advisor, monitoring the behaviour and incident logs, SGC sub-committee meeting on behaviour and safety, and parental and pupil questionnaires.