



1. Introduction

- This document is a statement of the motto, values and aims, the principles and strategies for the teaching and learning of good behaviour at SIS – LPEBL KT.

Motto

Let's investigate, dream, create: let our intelligence have fun!

Values

Caring - Effort - Creativity

Aims

Ensure that each pupil feels well and safe.

Preserve our pupils' enthusiasm and curiosity.

Make our pupils true bilingual children enjoying their two languages, their two cultures and values.

Get our pupils to be self-confident and to be able to adapt to changes.

Support our pupils in achieving their very best.

Train our pupils to think in a new and original way.

Make our pupils polite, caring and good community members.

Prepare our pupils to be ready to be future secondary pupils in a multicultural context.

- It is written in line with the teaching and learning policy and has important links with the Safeguarding children and adults, Equal opportunities policies and PSHE yearly plan.
- This policy will be reviewed annually during the autumn term.***

2. What is behaviour?

Individual behaviour is a personal response to our inner feelings. It reflects our ease or unease in social situations and is also affected by how other people respond to us.

Good behaviour is dependent upon appreciating the importance of social values and rules which enable us all to co-exist amicably.

In order to behave well children need to acquire the knowledge and skills to behave appropriately in different situations. They require opportunities to reflect upon and practise good behaviour and have good examples to follow.

For most children the foundations of learning good behaviour begin at home. It is therefore important that the school, parents and the child are equally involved and take responsibility for maintaining good behaviour.

3. Aims

Our aims in promoting good behaviour traits are

- to enable children to form positive relationships with peers and adults
- to help them gain confidence in social and working situations
- to develop an understanding of how their behaviour affects others

- to equip them with the skills to decide upon a responsible course of action in situations where interests conflict.

4. Principles of the teaching and learning of good behaviour patterns

Good behaviour patterns are important because they complement and reinforce the caring ethos of our school. They also support the development of moral principles which reflect SIS LPEBL KT values. These include

- respect and tolerance for other viewpoints
- a sense of personal responsibility
- equality of opportunity for everyone.

Our primary objective is a safe, caring, inclusive and harmonious environment for all members of our school.

5. Strategies for behaviour maintenance

The maintenance of good behaviour is vital to all aspects of school life. It requires the active support of pupils, staff, parents and board governors.

The practice of good behaviour is a continuous everyday process structured within the routine and organisation of daily activities.

This is supported by clearly understood School rules and Living together rules which acknowledge the rights and responsibilities common to all members of the school.

The emphasis is on active learning in a supportive and positive environment. All children should be encouraged to discuss behaviour issues in terms relevant to their experience and maturity and share ideas for resolving conflicts of interest. The use of role play and circle times may facilitate understanding of the rationale behind school rules and support positive attitudes.

Pupils with special needs in managing their behaviour are supported by their class teacher and others as deemed appropriate in individual circumstances.

Good standards of behaviour are necessary for the effective implementation of the curriculum in all areas and links with the PSHE yearly plan are particularly strong because they provide clarification of values and attitudes which complement positive, caring actions. Whole school and year group assemblies provide further opportunities to explore and reinforce good behaviour models.

6. Strategies for ensuring progress and continuity

Planning to promote positive behaviour attitudes is a process in which all teachers, support staff and parents are involved. To this end we are all committed to working together so that by sharing experiences and strategies we can provide a united response to behaviour issues. In support of this aim, Monday staff meetings are a regular occasion to discuss behaviours in the school. It is the responsibility of all members of the school to

uphold the standard practices outlined in the School rules and Living together rules. The HT and coordinators regularly monitor behaviour patterns throughout the school. Serious or persistent cases of inappropriate behaviour are always dealt with in full consultation with the pupil and parents.

7. Rules for teachers and supervisors

All who are responsible for the oversight of the behaviour of children in the school should:

- set a good example by showing interest and respect in both language and actions to all adults and children
- make instructions clearly understood and be fair and consistent when making judgements
- promote and support attitudes which show tolerance towards others
- be alert for any incident which contains language or actions of a racist, sexist or bullying nature and explain clearly why this behaviour is unacceptable
- report all incidents of racial harassment whether they involve pupils, parents or staff to the HT/ coordinators who will complete a school form relating to the incident and advise upon further action
- wherever possible and appropriate, address misbehaviour by using examples of good behaviour to raise the expectations of all pupils to follow the rules.
- reinforce the principles of acceptable behaviour by raising behaviour issues during discussions
- encourage responsibility and understanding of the rights and needs of ourselves and others.

8. The School Rules and Living Together Rules

The standards and practices of behaviour within the school are formulated to promote the safety and well-being of every member of the community.

We expect all children to be polite and show good manners towards any person in school.

We expect all children to listen to and comply with instructions given by a person in authority.

Rules for pupils

Move around the school and playground safely, taking care to avoid disturbing others at work or play.

Look after your own property and the property we share.

Be courteous and considerate to other people.

Help to keep our school neat and tidy.

Be prepared to listen and follow instructions carefully.

Co-operate with each other when sharing tasks and equipment.

Listen to others and show respect for their point of view even if you don't agree with it.

Report any incident which you cannot deal with yourself to a member of staff as soon as you can.

9. Sanctions

Pupils must be made aware of the school rules and why they are necessary and be expected to conform to them. Everyone should know what action will be taken if and when rules are broken.

In most cases a verbal reprimand is usually sufficient to correct instances of misbehaviour. More serious offences may result in a loss of privileges, such as free time to pursue a favourite activity. Persistent offenders may be asked to explain their conduct through a written exercise/essay to be done during playtime or at home. When necessary, the HT will contact parents of particular pupils and invite them to attend a consultation.

In a situation where a child is refusing to follow instructions, being verbally or physically abusive to pupils, a member of staff or any other adult working in the school, is causing an obstruction or presents a threat to the health and safety of others the procedures above will be waived and intervention by a member of the senior leadership team will be carried out to diffuse the situation immediately. This will then be followed up by the HT with parents as appropriate and necessary.

Further action which could include suspension and expulsion is the responsibility of the HT in consultation with the coordinators and relevant teachers.

Physical reprimand, psychological undermining/ harassment, exclusion on her/his own of a pupil without an adult supervision are completely forbidden.

10. Bullying, sexual and racial harassment

Incidences of physical or verbal abuse which show prejudice against a particular person or group for whatever reason will not be tolerated under any circumstances. Where bullying, sexual or racial harassment is suspected or reported it must be investigated as fully as possible and if there are grounds for further follow-up action or continuing vigilance and monitoring the incident must be recorded on a report sheet and reported in the first instance to the HT/ coordinators. If continuing vigilance and monitoring shows that the problem is persisting (eg if the incident is repeated) a second report sheet is filled in and at this stage the parents of the perpetrator are contacted. From this discussion, decisions will be made by the HT, in consultation with the parents on what course of action is to be followed from that point on to find a solution to the problem.

11. Promoting positive behaviour

We are fortunate to work in a school where serious behaviour problems rarely occur. We also have concerned and supportive parents and strong support from governors and clergy in upholding our objectives with regard to behaviour. A system of rewards and



incentives can be a powerful influence in improving attention to behaviour standards and raising self-esteem.

These should include:

- regular verbal praise and encouragement
- opportunities for all children to achieve responsibility – (i.e. class delegates, classroom jobs)
- assembly times where positive and good behaviour is recognised and praised and whole school issues are addressed (ie running around school, good manners at lunchtime etc).
- Stars of the Week to take home or to be displayed in the dining hall for specific achievements.

12. Circle time procedure

Circle time involves the whole class and gives every child the opportunity to discuss and reflect upon how best to deal with problems and the emotions he or she invokes in a non-judgmental atmosphere.

There are just two basic rules:

- only one person speaks at a time
- everyone is entitled to their say, even if their view is different.

Some shy, insecure or worried children may feel unable to talk about their problems, but may talk to a friend who will tell the teacher.

Older children may prefer to write down a problem which can be placed in a box and read out anonymously.

The benefits of circle time discussions are that:

- the teacher will gain a greater understanding of the children in her class
- children can raise and consider issues of right and wrong and decide the best course of action
- children will understand others better and be able to help each other to solve mutual problems
- pupils will learn how to manage their own behaviour.

13. The use of force to control or restrain pupils (Circular 10/98)

In certain situations it may be necessary to use force to restrain pupils. Since the Children Act 1989, there has been a common misconception that any physical contact with pupils is unlawful. In an emergency any member of staff can use a degree of force or restraint to prevent injury to pupils or themselves. Section 550A of the Education Act 1996 makes clear that teachers and other staff (eg support staff, lunchtime play leaders) authorised by the head teacher may physically intervene in less extreme situations as a last resort.

A reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:



- committing a criminal offence
- putting themselves in a situation that may potentially cause harm to themselves or others
- injuring themselves or others
- causing damage to property
- causing an obstruction to the movement of other pupils and staff (blocking a doorway or other school exit or entrance)
- engaging in any behaviour prejudicial to maintaining good order, safety and discipline at school or eg on field trips and authorised out of school activity.

Teachers should be aware of pupils who may react violently if reasonable force or restraint is used so suitable management strategies are in place with the support and understanding of parents.

At all times steps will be taken in advance to avoid the need for physical restraint through dialogue (to calm, respond, and diffuse) or diversion to avoid an escalation of the situation. The pupil should be warned orally that restraint would be used unless s/he desists.

Restraining should be an act of care and control, not punishment and therefore only the minimum force necessary to prevent injury or damage should be applied and should not be used purely to force compliance with instructions unless their behaviour is compromising good order and/or seriously disrupting a lesson.

STEWART INTERNATIONAL SCHOOL – LPEBL KT / BEHAVIOUR POLICY

APPENDIX 1 – SCHOOL RULES & LIVING TOGETHER RULES

Below are The School Rules and Living Together Rules. These documents are made available to pupils and their parents at the start of the year; they are displayed where appropriate throughout the school and School Rules have to be signed by the child, the parent so that all feel equally involved and take responsibility for good behaviour.

By registering a child in our school, the parents as their children make a commitment to comply fully with the present rules stated in this document.

1. School timings – Punctuality

School timings are given in the table below.

The school cannot be held responsible for pupils arriving before the opening hours.

Lateness and absence are recorded in school's register and notified on the school reports.

Parents and carers picking up pupils have then the sole care of them.

The teaching staff will be grateful to you for respecting the following timings:

MONDAY, TUESDAY, THURSDAY, FRIDAY	
MORNING	AFTERNOON
MORNING (doors open at : 8.25am / doors close at : 8.40am)	AFTERNOON : lessons finish at (Monday, Tuesday, Thursday, Friday) Nursery & Reception : 3.55pm Y1 to Y6: 4pm
Lessons start in all classes at : 8.45am	
WEDNESDAY	
Same timings except that lessons finish at 12.00 (Kitchen closed, thanks for giving a lunch bag to your child)	
GARDERIE	
Every day from 4.00 to 6.30pm	

2. Attendance

School is compulsory from the age of 5. Regular attendance is a key factor to good progress.

Parents are asked to inform the school by 9.30am in the case their child is absent, by calling or emailing the office.

Any planned absence (medical appointment, exceptional family event) has to be noted in the child's communication book stating the reasons for absence. The Head will allow the absence according to the relevance of the reason stated (anticipated or extended family holidays are not permitted).

Reasons for an unplanned absence have to be given in the communication book when the child comes back to school.

Sick/ unwell children won't be welcomed at school.

In the case the child being injured (wounds, bumps, cuts...) at home, the school asks parents to notify the school at the start of the day.

A pupil with head lice won't be accepted at school until the child has received treatment.

In case of vomiting or diarrhoea episodes, pupils have to be kept away for at least 48h after the last bout of diarrhoea or vomiting.

Any contagious disease must be indicated to the school as soon as known by parents. A medical certificate may be requested by the school when the child is back.

Parents have to fill in the « Administration of Medication » form available on the school's website when they wish for their child to be given medication during school times. The Head Teacher will grant the request whenever safe and implementable.

3. Exiting the school

No pupil is allowed to leave school on her/his own unless a parental written consent has been provided to school.

We ask parents to fill in the relevant section within the Back to School questionnaire when the child is being picked by carers (detailing the name, first name and contact number of the person in charge).

For safety reasons, we kindly ask parents/carers to clear the pavement in front of the school at the end of the day.

4. Behaviour

We encourage our pupils to respect each other in order to be respected, to express themselves in a polite way, to listen to instructions, to become independent, self-confident, open minded. We ask parents to support us in this effort.

5. Discipline

Stewart International School - LPEBL KT is expecting the whole school community to behave in an acceptable manner : pupils, staff, parents, carers.

Any harmful object is forbidden at school. Personal items are not allowed unless the teacher has specifically instructed otherwise.

Any reprehensive behaviour can lead to a sanction : aggressive or violent behaviour (physical or verbal violence).

Chewing-gum and sweets are forbidden at school.

Computer games, tablets and mobile phones are not authorised at school.

6. School uniform

Children are to wear the uniform.

For all classes :

- School polo shirt (short or long sleeves according to the season)
- Fleece jacket
- Dark coloured trousers or skirt (black, grey, navy blue)
- Smart leather shoes

On sport days :

- A t-shirt
- Dark coloured tracksuit bottom
- Sport trainers

All pupils' clothes and belongings have to be marked.

School uniform can be ordered online : www.sud.co.uk

Forgotten, lost clothes that have not been collected by parents will be given to charities at the end of each term.

Hair has to be tied up and regularly checked for lice. Finger nails have to be regularly cut. Nail varnish is forbidden.

7. Valuable items

Pupils are not allowed to wear jewellery at school. The school cannot be held responsible for any valuables or money entrusted to pupils. Any belonging or garment must be marked with the name of the child. The school staff are doing their best to avoid any issues, but the school declines any responsibility for lost or damaged belongings.

It is forbidden to bring toys to school (the doudou is allowed in Nursery class ONLY).

8. Pedagogic outings

The school regularly organises class outings or school events. Fees for these activities are not included within the tuition fees. Parents will be asked to pay for these occasions. In order to guarantee the participation of the pupil in the outing, parents have to give their signed consent in time. Furthermore, some outings require an increased number of adults and the school will ask for some parents to volunteer ; the school may cancel the outing should the number of adults be insufficient.

9. School lunch

The school is completely NUT FREE.

A lunch service is provided at school everyday **except for Wednesdays**.

The school takes dietetic and safety measures when setting up school menus. Menus are regularly posted on the school blog. Last minute changes are possible. A vegetarian option is always available.

Daily snacks are provided by the school in Nursery and Reception classes (parents are to pay a £5 monthly fee). Pupils in the other year groups are free to bring their own NUT FREE snack provided these are healthy ones.

Birthday celebrations at school : we are happy for pupils to celebrate their birthdays at school bringing cakes for a whole group (all food brought to school has to be NUT FREE).

Each month we will celebrate birthdays during either the last Thursday or Friday of the month ; this is to be organised between the parents and the teachers via a note in the communication book.

10. Communicating with the school/ Meeting the teachers

Should parents wish to meet their child's teachers, they can ask for an appointment via the communication book. Parents are asked to check and sign the communication book on a daily basis. The school blog is also a window on what is happening at school : general information pages are accessible to all parents however class pages are only accessible to parents having a child in the concerned level.

If parents need to meet with the Head, they have to make an appointment at the office.

We favour dialogue in case of dispute and insist on close collaboration within the entire school community : teachers, parents and management.

11. Access to the premises

Parents are not allowed to enter the premises except in case of an appointment or a special event taking place inside the school..

When coming for a visit or an appointment, parents have to sign the visitors' register, take a visitor badge and exclusively use the front stairs (on the right in the entrance hall).

12. Emergency contact details

It is mandatory for parents to fill in the various forms sent by the school (cf. Back to School Questionnaire). We ask parents to inform the school in due time, should any of their details change as the school has to be able to contact them in case of emergency.

Date :

Pupil's signature:

Mother's signature:

Father's signature:



Our rules For everybody everywhere



Our responsibilities

- To listen to adults.
- To respect each other's body and feelings.
- To move around carefully to ensure safety for all.
- To have a go and try our best during activities.
 - To adapt one's voice to different areas.
- To respect indoor and outdoor environments.

Our freedoms

- Learn at one's own pace and be allowed to make mistakes in all learning.
- To be free to express feelings and opinions taking into account other's views and feelings.
 - To be free to investigate and implement one's own idea and creativity.
 - To talk freely with others at appropriate times.
- To feel free to choose a free activity during "choosing time".

STEWART INTERNATIONAL SCHOOL – LPEBL KT / BEHAVIOUR POLICY

APPENDIX 2 – CODE OF CONDUCT FOR INSTANCES OF BULLYING, SEXUAL AND RACIAL HARASSMENT

1. Introduction

We believe that all incidents of bullying, sexual and racial harassment should be given a high priority. We must ensure that all children know that they should tell an adult about any cases of bullying or harassment that they know of, and should keep telling until it is stopped. Understanding of these issues should form a part of general class discussions relating to social awareness.

2. Verbal abuse

In such cases as are reported to them, members of staff should:

- comfort the victim
- identify what has been said
- tell the abuser, so that the victim can hear, that what they have said is totally unacceptable
- ask them if they understand the term they have used, explain what it means, if necessary
- how would they feel in the victim's position?
- make it clear that it is not to happen again
- ask the abuser to apologise to the victim
- inform the class teachers
- if necessary arrange for follow-up monitoring and complete a report form.

3. Physical abuse

In such cases as are reported to or witnessed by them, members of staff should:

- comfort the victim
- acknowledge and deal with the incident as with verbal abuse
- inform the class teachers
- if necessary arrange for follow-up monitoring and complete a report form.

4. Report form

Where single instances of verbal or physical abuse are judged to be particularly serious in themselves, or where follow-up monitoring is indicated the report form which follows should be completed by the member of staff to whom the incident was reported, in consultation with the child's class teacher. Forms have to be dated, completed fact based and signed. Completed forms should be returned to the HT/ coordinators.

At this stage a decision will be made by the HT/ coordinators, in consultation with the class teacher, whether or not to call in the parents of the perpetrator for a discussion about what is to happen next. If follow-up monitoring is recommended, should a second report form be subsequently received the parents will automatically be called in unless there are important reasons why this should not be so.

STEWART INTERNATIONAL SCHOOL – LPEBL KT / BEHAVIOUR POLICY

APPENDIX 3 – RESPONSE TO POOR BEHAVIOUR

In class

- Verbal response to pupil by class teacher/teaching assistant
- Child is sent to year group partner in the first instance and then to the coordinator
- If poor behaviour persists the child should be sent to the HT's office with a slip giving the reason for the punishment. This will then be kept by the deputy head teacher
- If the child is sent to the HT's office more than three times parents will be involved although if there is an opportunity to have a discussion with the parent earlier then the class teacher may take this up (parents' evenings for example)

During break times

- Any child behaving inappropriately should be dealt with in the first instance by the teacher on duty. They can be asked to stay on time out for a short time
- If the incident is serious or repeated the child should be sent to the HT's office as soon as back from the playground and the class teachers informed
- If a class is not lining up quietly and sensibly after the whistle has been blown they should be asked to do this during the next break. The class teacher should take them out, line them up and then ask the duty person to oversee them for the time required (5-10 minutes)
- Class teachers should be with their classes promptly at the end of all breaks to supervise their class line
- Teachers should encourage their children to go to the toilet and have a drink before the break.

At lunchtime (see guidance above)

- Children misbehaving in the dining hall can be asked to eat on their own
- Any serious incidents should be recorded and the HT should be informed as soon as possible

All adults working in the school should deal with incidents as they occur and reinforce the expectations of smart appearance. Pupils should not speak rudely to any adult and therefore it should not be tolerated. Keep the HT informed of any pupils who are causing particular difficulties so that information is accurate and recorded when parents become involved.

In extreme cases the Classroom record book can be used for a short period of time and parents will be asked to come in weekly to review the pupil's progress.

The Present policy has been drawn under:

Independent review of behaviour in schools by Tom Bennett

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Preventing & tackling bullying:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf



SAFEGUARDING AND PROMOTING CHILDREN'S WELFARE POLICIES
PROMOTING CHILDREN'S LEARNING AND ACHIEVEMENT:
SCHOOL BEHAVIOUR POLICY
SCHOOL YEAR 2017/2018

Behaviour & Discipline in schools:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Keeping children safe in education:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

The SEND Code of Practice

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The Equality Act 2010:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

The Education Act 2002:

<http://www.legislation.gov.uk/ukpga/2002/32/contents>

The Education & Inspection Act 2006:

<http://www.legislation.gov.uk/ukpga/2006/40>

The Children Act 1989:

<https://www.legislation.gov.uk/ukpga/1989/41/section/11A/data.pdf>

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