



**British International School
of Timisoara**

We Provide the Foundation on Which Our Children Can Flourish

School Policies

Secondary School Behaviour policy

Approved by:	Head of School	Date: May 2019
Last reviewed by:	School Leadership Team	Date: June 2023
Next reviewed by:	School Leadership Team	Date: May 2024

Secondary School Behaviour policy

General

British International School of Timisoara is a coeducational private international school offering a British-style education and accepting children aged between 4 and 18.

British International School of Timisoara offers its students a truly international experience through a British-style curriculum and adheres to the guidelines of the Council of British International Schools, Cambridge Assessment International Education and the International Baccalaureate Organisation. Our qualified, internationally-experienced and dynamic educators teach all subjects in English, with the exception of the lessons of Romanian, which are being taught by qualified and engaging local teachers.

Our Vision

*We provide the Foundation on which our Children can Flourish
Inspiring our students to Learn and Live with Purpose*

Our Mission

Building a community of learners where students are given meaningful opportunities to learn, experience, grow, succeed and excel in all areas of their academic and personal development

Our Core Values

*We Think, We Explore and We Learn
We Listen, We Respect and We Care
We Speak Up, We Participate and We Strive*

At BIST we want to ensure that all members of our community understand and adhere to our school ethos and values. Rules and regulations will be in place to protect all members of the community and to give everyone equal opportunities for development and progress.

Introduction

At BIST we are committed to supporting children with their social and emotional development. We believe it is fundamentally important for children to learn how to behave responsibly and respectfully with the people around them. BIST will operate on a zero-tolerance policy when it comes to any form of bullying, verbal or physical violence or suspicion of illegal drug use. The school has policies in place to ensure the emotional and physical wellbeing of all the children in the school and all of them must follow the school rules.

Aims

Our behaviour policy helps us to create a caring, stimulating and secure environment in which staff and students can work and play safely, and which encourages the involvement of parents/carers in the development of their child.

The overall aim of this policy is to create a clearly structured set of guidelines encompassing our expectations in terms of behaviour that is accessible to everyone, including visitors to the school. Underpinning the policy is our philosophical view that behaviour needs to be managed positively, with the emphasis placed upon reward and general recognition of the effort made. This, combined with a clear and fair system of sanctions for those who do not comply, forms the basis of this document.

*BIST is committed to child protection and safeguarding and promoting the wellbeing of all students.
We expect staff, parents, volunteers, visitors and the students to share this commitment.*

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Specific objectives of this policy:

- To promote a positive atmosphere with good relationships, discipline and good order, where learning comes first;
- To deliver a whole school approach and ensure a consistent application for the management of behaviour;
- To recognise, reward and celebrate good behaviour;
- To marginalise poor behaviour by celebrating good behaviour;
- To involve students, parents and staff in the creation and implementation of a consistent approach to the management of behaviour.

Rights and responsibilities

Students and teachers at BIST have both rights and responsibilities. Responsibility is inherent in all rights, especially the basic responsibility and duty to respect and secure the rights of others. No student or other person can realize their rights unless he/she also exercises the self-discipline and care to afford all others the same rights. We can never allow our actions to infringe upon the rights of others.

Every student (and staff member) at BIST has the right to be treated with respect, courtesy and consideration by every other student, teacher or member of the school community. Each individual has the right to know what the rules are, as well as the right to know the basic standards of expected conduct and behaviour for themselves and others. In this way, the school environment can be a community of individuals who live and interact based on commonly shared rules, rights, expectations and common sense.

We all work very hard at creating and maintaining an environment that supports the right of every student to learn and every teacher to teach.

Implicit in this is the right of the student to expect good teaching, leadership, and guidance from the teacher and the right of the teacher to expect students to develop positive attitudes toward their learning.

All members of the community are expected to:

- be aware of school rules and policies;
- work cooperatively and diligently;
- respect the rights of all persons within the school including peers, staff and parents;
- behave in a safe and responsible manner at all times;
- respect the legitimate authority;
- respect and take pride in the school's facilities and environment, refrain from littering, or placing graffiti on school property;
- dress appropriately;

Respect

Mutual respect is an essential element of high-quality learning and students learn respect by being shown respect. Teachers are role models, as are members of the administration, the service team, parents and other students; the whole community should take these responsibilities very seriously. It is the right of all students and, indeed, all members of the community to feel comfortable, safe and valued.

Students should form opinions as a result of reflection, research and thought, and they should be prepared to explain and justify these opinions. However, students must also learn to respect the differences of others.

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They should realise that though others may hold different opinions from their own, these opinions may equally be the result of careful thought and may be equally strongly held.

Responsibilities – for children

All children must follow the school rules at all times including the following:

- Children will treat their colleagues and all members of staff with respect;
- Children will respect the school environment and will use all school facilities and resources with care;
- Children are expected to behave in a safe, courteous, and orderly manner always;
- All litter, where possible, will be placed in the recycling bins provided;
- Bicycles or any transportation device (with wheels) are not to be ridden on the school playground;
- Ball games can only take place in special designated areas on the school playground;
- Lunch is eaten in the canteen or on the tables provided outside the canteen; snacks can only be eaten during breaks;
- Children are responsible for their own belongings during school time;
- It is strictly forbidden to bring into school tobacco, drugs or alcohol;
- It is strictly forbidden to bring to school weapons (or toy weapons), sharp objects or flammable substances;
- The use of smart phones (or smart watches) is not allowed in the school; except for IB students who will be allowed to keep their phones for classroom use (as directed by the teacher). Likewise, personal laptops, tablets (should be removed) and music devices are not allowed in the school during the school day. If these are brought to school at the start of the school day, they will be handed into the form tutor/Head of Secondary to be stored safely during the school day; we recognise that there are legitimate reasons why a student may need their mobile phone at the end of the school day; for organisational reasons like getting a lift home, or organising other transport options; but as a school, there will be **no student mobile phones on campus during the working day**;
- The use of earphones can be used in lessons if the teacher has given permission.
- BIST is a place of work and study and as such students are expected to behave in a professional manner and refrain from any form of intimate physical contact on school premises and during school time;
- Any form of aggressive language or aggressive behaviour towards colleagues or members of staff is forbidden.

In lessons children will:

- Respect everyone;
- Enter the rooms quietly and on time;
- Be organised and equipped for each lesson;
- Listen to instructions and start work when asked;
- Get actively involved in lessons;
- Stay on task and finish on time;
- Complete all work to the best of your ability and always work hard;
- Ask when something is not clear.

In the community children will:

- Set a good example of behaviour when representing the school in the community (e.g. journey to and from school, school visits, public transport, extracurricular activities)

‘We are responsible for our own behaviour. We choose how to behave and how our behaviour impacts on others’.

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Responsibility – for members of staff

- To be fully acquainted with all school policies;
- To be respectful and supportive of everyone;
- To be responsible for ensuring punctuality and good attendance are recorded on the school systems;
- To be prepared to organise and enrich the quality of student learning;
- To provide clear instructions and guidelines for students regarding work and behaviour expectations;
- To ensure that all students stay on task and are challenged appropriately for them to make appropriate progress;
- To set homework where appropriate and follow the school's homework timetable;
- To be aware of individual learning needs (e.g. SEND/MAT);
- To contact parents when required and to respond as quickly as possible to parental communications (within 24 hours);
- To challenge all infringements of school policies and to follow through appropriately;
- Record all sanctions and rewards on the school system;
- To be fair and consistent in applying this policy.

Responsibility - parent/carer:

- To ensure that your child is on time for school and attends regularly;
- To ensure your child is fully equipped and prepared for each day in the appropriate full school uniform;
- To contact the school with regards to your child's absences (e.g. via telephone/e-mail);
- To support the implementation of this policy and discuss the behaviour with your child regularly.

Behaviour principles

This policy is bound by the five Cs principle:

1. **Choice:** All members of our learning community are responsible for their actions and the choices that they make at school. We should always act responsibly and make sensible choices whenever possible.
2. **Consequences:** The choices that are made at our school will have consequences:

Good Choices = Positive Behaviour = Rewards
Bad Choices = Unacceptable Behaviour = Sanctions
3. **Certainty:** It is the certainty that a sanction will occur, not the severity of the sanction that is key. Students need to understand the consequences of their actions and be aware that these will be followed through. To this extent, sanctions are non-negotiable.
4. **Clarity:** There are clear guidelines for implementing both rewards and sanctions
5. **Consistency:** Both rewards and sanctions will be implemented consistently and fairly

Rewards and consequences

We value a pedagogical approach that values intrinsic motivation. As such, external motivators such as stickers are to be used with care and consideration and only in line with school policy. Regardless of the situation, food should never be used as a reward for good behaviour or as a motivational tool.

Sanctions for breaking school rules will be used in the form of consequences and in line with school policy for the relevant stage. It is highly important that students understand that school values are to be followed by all members of the community and when these are not followed there will be consequences. These must

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be explained to the child as it is highly important students understand what went wrong, what was the impact on them and possibly others involved and what needs to be done in the future in order to ensure it will not happen again

Praise and consequence systems at BIST:

Praise and rewards

<p>P1/2 – All staff</p> <ul style="list-style-type: none"> ● Verbal praise ● P1/P2 Teacher House Point logged on <i>Schoolbase</i> ● Email sent home to parent <p>1 or 2 House points awarded</p>	<p>Examples of P1 House points:</p> <ul style="list-style-type: none"> ● Excellent classwork ● Outstanding homework ● Outstanding effort in lessons ● Always having the correct equipment ● Demonstrating outstanding behaviour ● Doing a good deed ● Representing the school
<p>P3 – Form tutor</p> <ul style="list-style-type: none"> ● Verbal praise ● P3 Teacher House Point logged on <i>Schoolbase</i> ● Email sent home to parent <p>3 House points awarded</p>	<p>Examples of P3 House points:</p> <ul style="list-style-type: none"> ● Consistently producing classwork and/or homework to an excellent standard ● Consistent achievement in a subject area ● Outstanding progress in a subject area
<p>P4 – Head of Secondary School</p> <ul style="list-style-type: none"> ● Verbal praise ● P4 Head of Secondary House Point logged on <i>Schoolbase</i> ● Email sent home <p>4 House points awarded</p>	<p>Examples of P4 House points:</p> <ul style="list-style-type: none"> ● Outstanding effort in all lessons ● Outstanding progress in all lessons ● Outstanding achievement in all lessons ● An excellent role model ● Organising/raising money for charity
<p>P5 – Head of School</p> <ul style="list-style-type: none"> ● Verbal praise ● P5 Head of School House Point logged on <i>Schoolbase</i> ● Email sent home <p>5 House points awarded</p>	<p>Examples of P5 House points:</p> <ul style="list-style-type: none"> ● Demonstration of achievement both in and out of school ● An excellent ambassador and fantastic role model to others.

House points

House Points	Certificate
50 points	Bronze Certificate
100 points	Silver Certificate
150 points	Gold Certificate
200 points	Platinum Certificate
250 points	Meeting of congratulations with Head of Secondary

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Sanctions and consequences

Key Principles

'Behaviour for Learning' is about enabling pupils to manage their own behaviour effectively in order to learn, achieve and make a positive contribution to the wider college community. Sanctions and consequences have a part to play in reinforcing boundaries on what are expected standards of behaviour, however, if we are promoting a positive climate of reward then there should be an infrequent need to apply these for the majority of our students.

There will be a simple working system of **C1 (chance), C2 (choice), and C3 (consequence)** in classes; along with a 'hotspot' option which will act as the equivalent of an immediate C3 on **Schoolbase**.

If a student misbehaves in a low-level way within a lesson, a teacher will issue a warning for this low-level misbehaviour. If the student repeats this behaviour, a **C1** will be given. This is a '**chance**': ie: a chance to change their behaviour and engage in the lesson. Should the student misbehave again he or she will be given a **C2**; this is a '**choice**'. The student will now have an opportunity to change their behaviour and comply with the teacher's requests. If they do so, then only a C1 will be registered on **Schoolbase**. Should a student fail to comply; then a **C3** will be issued; this is a '**consequence**'. The consequence will be detention with the form tutor or a member from the MMT and will always involve communication with home.

For more severe or immediate disruption of other students' learning, the teacher can use the 'hotspot' option where a student will be removed from a class and placed in another class guided by MMT or SLT with relevant work to do for a 'cooling off' period. This will constitute a **C3** immediately and will be recorded as such on **Schoolbase**.

The 'CCC' sanction system will be clearly displayed in each classroom; students will be made aware of the system and the poster from the first day.

Types of Sanctions and Consequences

BIST has a range of consequences and sanctions that can be imposed according to individual situations which are as follows:

- Verbal reprimand
- Behaviour points recorded on **Schoolbase**
- Report systems
- Detentions
- Letters home
- Parental meetings
- Pastoral Support Programmes
- Short term removal from lessons (with another member of the department or School Leadership)
- Fixed Term Exclusion
- Permanent Exclusion

Escalation of Response: 'Chance, Choice, Consequence'

As outlined above, all teachers at BIST are required to adopt the '**Chance, Choice, Consequence**' system in order to manage the behaviour of pupils in their classrooms. This system ensures consistency in how behaviour is managed across all faculties within the school. Any student who presents with abusive behaviour or presents a danger to themselves or others must be escalated more quickly through the 'CCC' system. In the event of such an incident the class teacher must use the "hot spot" system immediately or summon help from any available staff in the vicinity and the student will be removed and the incident dealt

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with by the Head of Secondary or the Assistant Head of Secondary. If both members are teaching, they will be sent to a Key Stage Coordinator.

Logging Behaviour Points on Schoolbase

All behaviour issues will be logged on **Schoolbase** so that Parents, Form Tutors, MMT and SLT are able to use this behaviour data to monitor standards within their area of responsibility. If a sanction is imposed because a student's behaviour falls below that expected (inside and outside the classroom) then staff must ensure that incidents are logged as soon as possible but within 24 hours.

Schoolbase Behaviour Reports

These will be generated every Friday by the Assistant Head of Secondary and issued to Form Tutors and SLT. This will indicate any students who require one of the responses from the table below. In response to the monitoring of **Schoolbase** behaviour data, pastoral staff must use the following responses in addition to any other sanctions that may have been put in place:

No of behaviour points accrued	Minimum response	Responsibility
0	Praise letter/e-mail to be sent home to parents (each half term)	Head of Secondary
5	Form tutor to e-mail home using Schoolbase and raise concern.	Form Tutor
10	Form Tutor is to place the student on a Pastoral Support Plan for one week and meet with parents. Behaviour support plan to have specific targets related to the C1s, C2s, and C3s given.	Form Tutor
20	Pastoral Support Plan to be given or continued for 2 more weeks. Lunchtime detentions for a week and parent meetings to take place. Reflection forms are to be filled out and discussed with the relevant Key Stage Coordinator.	Key Stage Coordinator
30	The Assistant head of Secondary meets with the parents and student. Pastoral Support Plan to be given or continued. Clear targets set and behaviour policy clearly discussed. One-day internal suspension. Meeting with the school counsellor to support the student with behavioural difficulties.	Assistant Head of Secondary
40	The Head of Secondary meets with the parents and student - external suspension for 1 day. On return to school, the Pastoral Support Plan is to be given or continued. Break and lunch times will be taken away as a time of reflection and tasks will be given to develop understanding related to negative behaviour.	Head of Secondary
50	Meeting with Head of School. If there is no sign of improvement within a 1 month time period as set by the Head of School, the student will be permanently excluded.	Head of School

Each academic year the behaviour points should be refreshed and students should be given the opportunity to have a 'fresh start.' However, students who achieved more than 50 points in the previous academic year will not be allowed to misbehave in the same way the following year. The following responses will be put in place for these students:

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No of behaviour points accrued	Minimum response	Responsibility
5	Form tutor to email home using Schoolbase and raise concern.	Form tutor
10	Form tutor to place student on a Pastoral Support Plan and email parents to confirm report through Schoolbase . To be monitored daily. Reviewed after 2 weeks. Student needs to be taken off report if improvement evident. If no improvement report to continue.	Form tutor
15	Behaviour monitoring to move from Form Tutor to Head of Secondary. Head of Secondary to meet with student to discuss behaviour. One day internal suspension and meeting with parents.	Head of Secondary/Assistant Head of Secondary
20	Head of Secondary to arrange parental meeting to discuss behaviour concerns. Parental meeting record to be completed and recorded in Schoolbase	Head of Secondary/Assistant Head of Secondary
30	Behaviour monitoring to Head of Secondary. Head of Secondary to meet with student. Student to be internally suspended for 2 days. Parental meeting to confirm. Meeting log to be recorded on Schoolbase.	Head of Secondary/Assistant Head of Secondary
40	Head of Secondary to meet with parents to set up PSP (Pastoral Support Program). Clear targets for improvements to be agreed and appropriate timeframe.	Head of Secondary/Assistant Head of Secondary
50+	When a student accrues more than 50 behaviour points the nature of the actions to be taken will be personalised to the individual student but will include some or all of the following responses: <ul style="list-style-type: none"> ● Fixed Term Exclusion and reintegration meeting ● Behaviour Committee ● Permanent Exclusion 	Head of Secondary Head of School

Detentions (reflection time)

BIST implements a detention system as a response to a range of behaviour that falls below the expected standard. The School will always inform parents of any detention that will take place through **Schoolbase** so that parents and the school can work together to support students in making positive choices about their future behaviour. The main purpose of the detention is to give the student a quiet opportunity to understand what went wrong, what was the impact on him/her and on the others and ensure that maybe this will not repeat in the future.

Pastoral Support Plans

A Pastoral Support Plan (PSP) is a strategy to support students who are experiencing difficulties in modifying their behaviour to the standard expected. A Pastoral Support Plan is drawn up during a meeting led by the Head of Secondary. Clear targets for improvement will be agreed upon within an expected timeframe. The student will be monitored throughout the PSP timeframe and parents will be kept informed of the student's progress towards achieving their targets and will need to sign the PSP every day after school.

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Academic Support Plans

Students may be placed upon an Academic Support Plan (ACP) based on the results of a recent half-term/termly report to parents. A student will be issued with an ACP if there is a significant number of need for improvement grades in the report. This will be monitored by the Head of Secondary, Assistant Head of Secondary and the Key Stage Coordinators, who will also be responsible for initiating the process after analysing the report data. Parents must be contacted and a meeting held and recorded before the ACP can be issued.

Class teachers and form tutors may also request a 'round robin' at any time if they have concerns regarding a student's progress. If after a 'round robin', an ACP is deemed appropriate, parents must be called in, as above, and a meeting held before the ACP can be issued.

'Round robins'

These may be used to ascertain the progress that a student is making/the behaviour of a student prior to the issuing of an ACP. They will also be used when gathering further evidence prior to a parental meeting where the issuing of a behaviour monitoring report will take place

Severe poor behaviour

In incidences where behaviour is at a level where a student would need to be accelerated through the levels within this policy, the SLT of the school would decide as to the appropriate response based upon the evidence and behaviour that was exhibited.

Discipline Committee

The School Director will appoint the members of the Disciplinary Committee. The Committee will function throughout the school year and will be responsible for implementing the school rules, for monitoring the behaviour of students around the school and managing any possible situations where the school rules have been broken, including serious incidents that might lead to suspension or exclusions from school; in such situations, the School Director will be informed, with regards to the proposed sanction, will be presented with all facts and will have the ultimate decision with regards to the consequence of the respective incident.

In situation where the behaviour of a child or an incident might lead to suspension or exclusion from school, this policy must be read in conjunction with the Suspension / Exclusion policy.

Review

This policy will be reviewed by members of the School Leadership Team on a yearly basis.



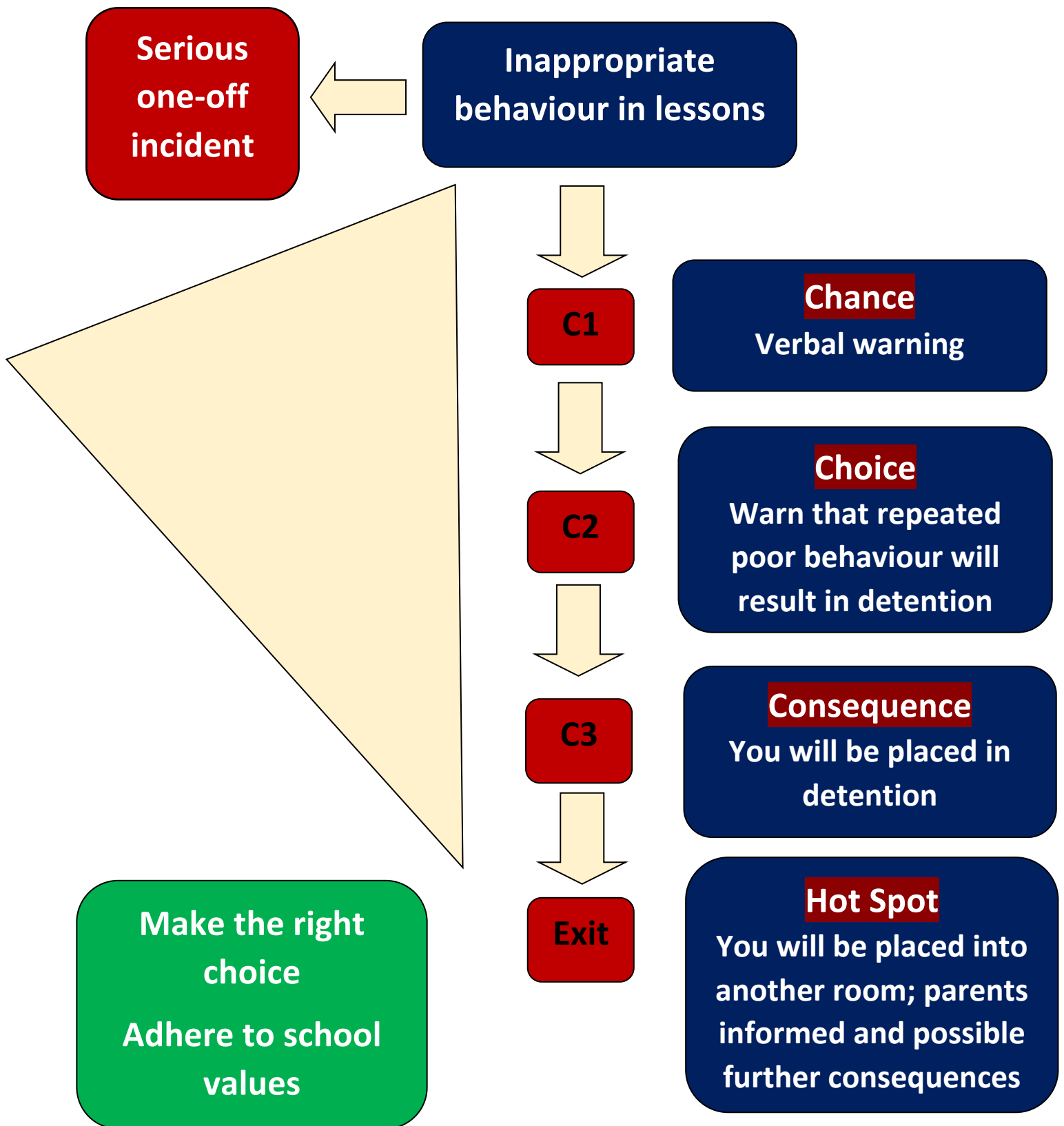
Appendix 1

Chance, Choice, Consequence system

	Example of behaviour	Action to be taken	Resp.
Observed behaviour	The first sign a student is off task and is causing low-level distraction/disruption	Teacher to give a warning to clearly indicate to the student that they are aware of the student’s off-task behaviour.	Class teacher
C1 CHANCE	Student does not respond and continues to be off task or cause low-level distraction/disruption.	<ul style="list-style-type: none"> ● Verbal reprimand and a second formal warning is given to the student. ● Teacher to make clear the expected required outcome from the student with immediate effect. ● Student’s name to be noted by the teacher. ● The teacher should avoid getting into any discussion with the student. ● A brief (but reasonable) interval of time should be given to allow the student to improve their behaviour. ● Recorded as a 'C1' on Schoolbase. 	Class teacher
C2 CHOICE	Inappropriate behaviour continues despite the above steps.	<ul style="list-style-type: none"> ● Teacher to repeat the expected required outcome from the student. ● The student is to be verbally warned that if the behaviour stops, a C2 will be recorded, however, if it continues, a C3 will be recorded. (Last Warning) 	Class teacher
C3 CONSEQUENCE	Inappropriate behaviour continues despite the above steps.	<ul style="list-style-type: none"> ● Teacher informs the student that a C3 will be issued. ● Arrangements must be made by the class teacher to hold detention as soon as possible. ● C3 must be recorded in Schoolbase with details of sanction issued with an email home. 	Class teacher
On Call or Exit: 'Hot-spot'	Inappropriate behaviour continues despite the above steps, OR there is a SERIOUS breach of the school discipline policy.	<ul style="list-style-type: none"> ● The class teacher emails the Key Stage Coordinators and Head and Assistant Head of Secondary to request their presence to support or a pupil will be asked to go to the MMT office to receive support. ● The student will exit the room to a 'hot-spot' classroom ● Where appropriate and when the class teacher is in agreement the student may return back into the lesson with an agreement to modify their behaviour to the expected standard. ● Alternatively, the student will be exited from the classroom and be placed, with work, into the hot-spot classroom. ● Sanction from C3 above will still stand. ● If a pupil is exited this will be logged on Schoolbase by the teacher with details of the incident and an email sent home. ● Form tutor to speak with the student depending upon the severity of the incident and parents asked for a meeting. 	Class Teacher Head of Secondary Assistant Head of Secondary Key Stage Coordinators

Appendix 2

Behaviour for Learning
Chance, Choice, Consequence



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Appendix 3

BIST Detention

Detention	Why	When	Who	Behavior points
Class teacher or form tutor	<p>Issued for reasons such as:</p> <ul style="list-style-type: none"> ● no homework ● lack of effort / classwork ● chewing gum in class ● lack of equipment ● incorrect uniform ● being late to lesson/form time ● disruption in form time <p>Teacher judgement to be used.</p>	<p>Break or lunchtime. Maximum 20 minutes.</p>	<p>Class teacher responsibility</p> <p>Must be recorded on Schoolbase and parents informed</p>	1
C3	<p>Escalation of response. Student has been through CCC system and sanction given. 'Hot-spotting' is the equivalent of an immediate C3</p>	<p>Break or lunchtime Maximum 20 minutes.</p>	<p>Class teacher responsibility. Must be recorded on Schoolbase and parents informed</p>	1
Departmental detention	<p>Student fails to attend or absconds from C3 detention. Must be recorded on Schoolbase with appropriate evidence trail of previous sanctions by the class teacher. Student involved in a more serious one-off departmental-based incident (needs Head of Secondary approval).</p>	<p>Tuesday and Thursday lunchtimes. Organised on rota amongst staff</p>	<p>Class teacher places student in detention, logged on Schoolbase and informs parents</p>	3
Pastoral detention	<p>Issued for reasons such as:</p> <ul style="list-style-type: none"> ● inappropriate behaviour at breaks and lunchtimes ● one-off isolated incidents referred by form teacher ● repeated lateness to School and/or lessons ● internal truancy ● repeated uniform breaches 	<p>Lunchtimes.</p>	<p>Head of Secondary/Assistant Head of Secondary</p> <p>Parents informed via Schoolbase</p>	3
Assistant Head of Secondary detention	<p>Student refuses or absconds from departmental/pastoral detention. A one-off serious incident as required. Persistent inappropriate behaviour across the curriculum.</p>	<p>Friday lunchtime detention. Led by Assistant Head of Secondary</p>	<p>Assistant Head of Secondary</p> <p>Parents informed via Schoolbase</p>	5

The main purpose of the detention is to give the student a quiet opportunity to understand what went wrong, what was the impact on him/her and on the others and ensure that maybe this will not repeat in the future.

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Appendix 4

Examples of behaviour that would be deemed as unacceptable

'Poor Behaviour' may include (N.B. This is not an exhaustive list but does cover the types of behaviour which are considered to be inappropriate:

- Repeated instances of low-level misbehaviour in class, or around school
- Deliberate physical aggression
- Rough play, play fighting
- Intentional hurting of feelings
- Leaving school grounds without permission
- Intentional ignoring of staff instructions
- Use of bad language
- Intentional minor damage of property
- Theft of minor items
- Insolence, cheekiness, back answering
- Bullying (isolated incidences)
- Not doing homework
- Cheating in a test (more than one detention may be given depending on the test)
- Not wearing the correct school uniform
- Abuse of mobile phone policy

The school reserves the right to miss out any of the strategies mentioned in the policy if the poor behaviour is deemed severe (severity differs from one circumstance to another). This will result in moving to an appropriate consequence within the behaviour policy

Possible 'Severe Poor Behaviour' may include:

- Smoking or vaping on campus
- Drinking alcohol on campus
- Gambling on campus
- Verbal abuse or physical aggression toward of a student or a member of staff
- Serious fights where a person is injured
- Severe theft or the destruction of other people's property (including the schools)
- Possession or use of a potentially dangerous weapon such as a sharp knife
- Any willful behaviour that is deemed to place or to have potentially placed the health of others in jeopardy
- Deliberate, intentional significant damage to property
- Any situation that is deemed potentially harmful to the reputation of the school
- Drug use or the selling of drugs
- Sexual misconduct including sex with consent on school grounds

This list is not exhaustive but does cover the types of behaviour which are inappropriate. For any of these Severe Poor Behaviours, students would be automatically either internally excluded, or externally excluded after a review of the evidence. (see appendix 5 and the Suspension / Exclusion policy for further details).

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Appendix 5

Standard List of Reasons that constitute disciplinary violations

The school will consider any type of such actions, regardless of the environment (physical or online, including outside school time, in so far as a student of the School is harmed, a member of the School and/or the goods and image of BIST):

<p>1. Physical assault against a student and/or an adult</p> <ul style="list-style-type: none"> • Fighting or any acts of violence • Pushing 	<p>2. Abuse / threatening behaviour against a student and/or an adult</p> <ul style="list-style-type: none"> • Verbal abuse • Threatening • Aggressive and/or intimidating behaviour • Use of an inappropriate language • Emotional abuse, humiliation, terror, denigration, unjust accusations, discrimination, ridicule, harassment, and other hostile or repulsive attitudes • Verbal intimidation • Owning or using a prohibited object
<p>3. Bullying</p> <ul style="list-style-type: none"> • Verbal • Physical • Sexual • Homophobic bullying • Racist bullying 	<p>4. Racist abuse</p> <ul style="list-style-type: none"> • Racist taunting and harassment • Derogatory racist statements • Swearing that can be attributed to racist characteristics • Racist graffiti
<p>5. Sexual misconduct</p> <ul style="list-style-type: none"> • Sexual abuse • Sexual assault • Sexual harassment • Indecent behaviour • Sexual graffiti, any drawing with obscene content 	<p>6. Drug and alcohol related</p> <ul style="list-style-type: none"> • Drug possession, use or trafficking • Inappropriate use of prescribed medicine • Smoking (including but not limited to electronic devices, with or without nicotine) • Alcohol possession, use or trafficking • Substance possession, use or trafficking
<p>7. Damage</p> <ul style="list-style-type: none"> • Vandalism • Arson • Graffiti • Destruction by any means 	<p>8. Theft</p> <ul style="list-style-type: none"> • Stealing school goods • Stealing personal goods (pupil and/or adult) • Theft from units on a trip with the school (including but not limited to restaurants, shops, hotels, museums, etc.) • Selling and trafficking stolen goods
<p>9. Persistent disruptive behaviour</p> <ul style="list-style-type: none"> • Repeated disobedience to teacher instructions • Repeated violation of school rules and policies 	<p>10. Other Includes incidents that are not covered by categories 1-9</p>

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Appendix 6

Stages and actions leading to suspension and/or expulsion of the student

1. The School shall be informed in writing by a staff member or student of an incident involving one of the students of the School

a. Types of incidents:

- i. The rules of the School were violated, which endangered the emotional, psychological and/or physical safety of a student or a member of the staff of the School;
- ii. The rules of the School were violated, which caused the damage of a student's and/or School's property;
- iii. School rules have been violated, which has led to the image of the school being damaged or in danger of being harmed

b. Examples of types of student behaviour that can lead to various incidents:

- i. including but not limited to any of the actions taken by a student that are described in Appendix 4 and 5 to this policy;
- ii. any type of behaviour of a student that could have a negative impact on the emotional, psychological and / or physical safety of another student or a staff member of the School;
- iii. any type of behaviour that harms or may harm the property of students and / or Schools;
- iv. any type of behaviour that harms or may harm the image of the School;

2. School's disciplinary investigation of the incident

The School Director will be able to contact the competent authorities (including but not limited to the Police, the Timiș Child Protection Directorate) at any time during the disciplinary investigation, including after its completion, in so far as he considers it necessary.

Within the School, sanctions of „hot-spotting”, exclusion at noon and suspension that was ordered during disciplinary research can be ordered without prior disciplinary research.

The investigation / Disciplinary research includes the following stages:

- a. Listening to the person who made the notification, in the presence of parents, insofar as he is a student under the age of 14, and otherwise, in the presence of at least two School staff members and the drawing up of a report in this regard, which will contain both the date and time of the incident, its description, the persons who were present, as well as the possible answers of the respective person to the additional questions addressed by the School. To the extent that the person who made the complaint is a School staff member, he shall make a written notification indicating all the elements mentioned above.
- b. Whenever necessary, as there are good reasons, the backpacks and/or other goods of the students involved may be checked by BIST staff, based on the School Director's decision. To the extent that if prohibited objects and/or substances are found, they will be confiscated and a report will be drawn up stating these issues.
- c. The School Director shall appoint a Disciplinary Committee to investigate the incident and to verify that the student has committed an act which constitutes a disciplinary offense, as listed in

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Appendix 5. /The School Director shall refer the matter to the Discipline Committee to investigate the incident and to verify whether a student has committed an act which constitutes a disciplinary offense, as listed in Appendix 5.

During the disciplinary investigation period, the Committee may submit to the School Director a proposal to suspend the student under investigation for a period of 30 days or during the disciplinary investigation. To the extent that he considers the proposal to be well-founded, the School Director will issue a suspension decision which will be communicated by e-mail to the student's parents/legal representatives. The suspension decision can be contested at the Board of Directors within 5 days from the communication, and later at the Timiș Courthouse.

- d. The Disciplinary Committee will listen to all persons indicated as present when the incident happened, as well as any other possible person involved, in the presence of parents, in so far as they are under 14 years of age and to the contrary, in the presence of at least two School employees and report will be drawn up in this regard.
- e. If possible and available, after the School conducts an assessment of its legitimate interest in accessing the video recordings of the incident, the Commission will watch the videos and a report will be drawn up in which they will be made record the relevant issues resulting from those records.
- f. The student under disciplinary investigation will be summoned to the Disciplinary Committee at least 5 days before the date of the convocation, in order to be heard in regarding to the investigated event, in order to present the evidence and express his point of view, in the presence of parents, in so far as he/she is under 14 years old and to the contrary, in the presence of at least two School employees. The School will also allow the presence of parents to be convened to the extent that they want to be present. During this convocation, the existing evidence will be presented and the point of view and defences of the student in question will be recorded. Failure to introduce the student and/or parents to convene without an objective reason entitles the School to order its sanctioning, without carrying out disciplinary research.
- g. The Disciplinary Committee will draw up a final report which it will communicate to the School Director, which will contain a description of the incident, including the date and time, an indication of the articles of the regulations and policies of the school violated, the committee's detentions, the evidence, the student's point of view, as well as the proposed sanction.
- h. The School Director shall issue a Classification or Sanctions Decision following the settlement of the disciplinary investigation carried out. The decision issued shall be reasoned and shall contain the date and description of the incident, the student's deviations which constitute violations to the school regulations and policies, the evidence considered, the student's point of view, as well as the sanction and the manner of attacking the issued Decision (competent body and term).
- i. The School Director shall convene the parents for communication of the issued Decision, and in case of no-show, the communication of the Decision shall be made by e-mail within a maximum of 2 working days from the date of their non-appearance.

Parents of students who were involved in the incident (student witnesses and/or students who were the victim of an incident) will be informed (via telephone and email) about the incident and, the fact that during the call two members of BIST staff are present to witness the information being transmitted, to the extent that they are over 14 years of age; otherwise, they will be asked by the School to present themselves within the institution in order to be able to listen to the students in their presence.