



**British International School  
of Timisoara**

*We Provide the Foundation on Which Our Children Can Flourish*

**School Policies**

**Primary School Behaviour Policy**

Approved by:	School Director	Date: August 2021
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## **Primary School Behaviour policy**

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

### **General**

The British International School of Timisoara (BIST) is a coeducational private school following a British based curriculum and accepting children aged between 4 and 18.

The British International School of Timisoara will offer its students an international experience through a British-based curriculum adhering to the guidelines of the Department for Education in England, Council of British International School and assessed by Cambridge Assessment International Education. Our qualified, internationally experienced and dynamic educators will teach all subjects in English, with the exception of the lessons of Romanian, which are 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. We believe it is fundamentally 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.

### **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 for behaviour and how children will be encouraged to be their best selves at all times.

### **Specific objectives of this policy:**

*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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- To promote a positive atmosphere with good relationships, discipline and good order, where learning comes first;
- To recognise, reward and celebrate good behaviour;
- To reduce the incidence of poor behaviour by recognising and 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. No student or other person can realize their rights unless he/she also exercises self-discipline and care to afford all others the same rights. We should 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, values and common sense.

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 and take pride in the school's facilities and environment, refrain from littering, or placing graffiti on school property;
- follow the school uniform policy.

### **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.

However, students must also learn to respect the differences of others. They should realise that though others may hold different opinions to their own, these opinions may equally be the result of careful thought and may be equally strongly held.

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### **Responsibilities – for children**

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

- Children will treat their peers 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 at all times
- All litter will be placed in the bins provided;
- Bicycles or any transportation device (with wheels) are not to be ridden on the school playground or in the driveway to the entrances.
- Ball games can only take place in special designated areas on the school playground;
- Lunch is eaten in the canteen; snacks can only be eaten during breaks;
- Children are responsible for their own belongings during school hours;
- 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 smartphones (or smartwatches) is not allowed in school. If these are brought to school, at the start of the school day they must be handed to class teachers to be stored safely during the school day;
- 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 must be handed to class teachers to be stored safely during the school day;
- 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 to start work when asked;
- Get actively involved in lessons;
- Stay on task and finish on time;
- Complete all work to the best of their 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, extra – curricular activities)

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## **Primary School Behaviour policy**

### **Responsibilities - 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;
- Behaviour incidents are not to be discussed with other staff members unless necessary in order to support or resolve an incident.
- To be fair and consistent in applying this policy.

### **Responsibilities - 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 ensure that your child's homework is monitored;
- 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 behaviour with your child regularly.

### **Behaviour principles**

This policy is bound on 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/reward 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.

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**4. Clarity:** There are clear guidelines for implementing both rewards and sanctions

**5. Consistency:** Both rewards and sanctions will be implemented consistently and fairly

### **Behavioural Rewards**

**Individual House Points (IHPs)** - are issued for effort, achievement and/or progress in learning (Classwork and homework).

**House Points (HPs)** - are issued for participation in house and team events (either whole school or class based)

All house points will be logged on SchoolBase on a weekly basis

### **Individual House Points - Key Stage One**

IHPs may be awarded verbally or in writing (in a child's book for example). They are collected and recorded as follows:

- Each child has a 'pocket' on the wall with their name on;
- Tokens are awarded as IHPs and given to the child who puts it into their 'pocket';
- At the end of each week the tokens are counted and the points put onto SchoolBase;
- For unacceptable behaviour – (C1, C2, or C3 warnings) a token is taken away.

### **Individual House Points - Key Stage Two**

IHPs may be awarded verbally or in writing (in a child's book for example). They are collected and recorded as follows:

- Each child has a IHP record card, (for which a template will be provided) kept in a specified place in the classroom. There is space on the card to record IHPs;
- IHPs are awarded by adults in school and recorded on the card with the teacher's initials, in pen. Children should not write the points into their own cards.
- Each week, the points should be counted and recorded on Schoolbase by the class TA. A clear mark should be placed on the card, so it is clear which ones have been counted already;
- When the card is full, it is given to the class teacher or TA, who arranges for a certificate to be awarded in the next celebration assembly;
- The child is then given the next tier card to complete;
- For unacceptable behaviour resulting in a C1, C2, or C3 warnings- one IHP should be crossed off and this will need to be re-earned before the card is completed.

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### **Individual House Point Certificates**

Certificates are awarded in assembly for achieving the following total number of IHPs per tier:

- **Bronze certificate:** Filled card of 50 IHPs
- **Silver certificate:** Filled card of 75 IHPs
- **Gold certificate:** Filled card of 100 IHPs
- **Platinum certificate:** Filled card of 125 IHPs
- **Diamond certificate:** Filled card of 150 IHPs

### **House points**

House points are awarded for taking part in house team activities. They are recorded and collected as follows: each class should have a house point chart, where house points are recorded throughout the week - on a laminated sheet, for which a template will be provided.

House points will be collected from classes by the House Team Captains/Vice Captains (once assigned) on a Friday morning, and handed into the House Coordinator (Elvira). The winning house for that week will be announced in assembly each week. The house points totals will be put on school base, awarded to the House Captain only - this will be completed by the House Coordinator each week. The totals will also be added to the housepoint display in the corridor.

The totals will go towards the overall house point score (in addition to the IHPs) for the whole school total at the end of the year - in which a cup will be awarded to the winning house.

House points should be awarded for effective group/collaborative work, as well as for quizzes and in class competitions. As a guideline, a minimum of 15 house points in total should be awarded for the week, and maximum of 30 points (per class). Specialist teachers should also have a house point chart and should also award house points on a weekly basis, up to 30 per week, across all year groups.

### **Weekly certificates and the Friday celebration assembly**

In addition to the IHP certificates, other awards will be given out by class teachers/specialists

- Star of the week - awarded by class teachers for outstanding behaviour/learning
- Communicator of the Week award
- EAL award (When relevant)
- Headteacher Award - to be given on occasions by the HOP for outstanding achievements

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### **Dealing with inappropriate behaviour**

When children's behaviour is not appropriate around school, the following steps should be taken:

#### **Stage 1 - Warnings**

If a child behaves in a way which is unacceptable (low level), then the member of staff will ask the child to stop, reminding them of appropriate behaviour expectations.

If the behaviour persists, the member of staff will give the child a verbal warning, clearly indicating to the child which behaviour is not acceptable. They should remind the child of the school values and classroom behaviour agreement, where relevant. This gives the child a chance to reflect and make the choice to correct previous actions.

Should the behaviour continue, a second verbal warning is given, and the child should be informed that a further incidence will result in a C1 warning. At the teacher's discretion, the child may be sent to their buddy class at this stage, to reflect on their behaviour for a set time.

#### **Stage 2 - C1 warning**

If the behaviour continues after the second warning, then this will result in the student being given a C1. They will be verbally informed they have received a C1 and told the reason for this, and this will be recorded directly onto SchoolBase, together with a note giving a brief record of what happened. This will be emailed to parents and the key stage leader. At the teacher's discretion, at this stage, the child may be sent to their 'Buddy Class' to reflect on their behaviour for a set time.

#### **Stage 3 - C2 warning**

If the child continues to behave inappropriately, the child will receive a C2. The child will be verbally informed and given the reason for the warning. The child should be escorted to the HoP by the TA, or in the absence of a TA, another student should be sent to ask the HoP to come to the classroom. If the HoP is unavailable at that time, the child should be sent to the key stage leader. When the HoP is available, the child will meet with them to discuss their behaviour and the C2 warning will be put onto Schoolbase by the HoP, stating any consequences given.

Breaktime detentions may be considered at this stage depending on the severity of the incident.

#### **Stage 4 - C3 warning**

If the child then continues to show unacceptable behaviour, they will be given a C3 and the child should be sent to the HoP (escorted by the TA), or in the absence of a TA, another child should be sent to ask the HoP to come to the classroom. If the HoP is unavailable, the child should be sent to the key stage leader. Parents will be called in for a meeting with the HoP to discuss next steps, up to and including internal exclusion for a set period of time and ultimately temporary or permanent external exclusion.



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### **“No- chance” behaviours**

Some particular behaviours are classified as ‘no-chance’ behaviours. These include:

- Physical aggression/violence towards other students or staff;
- Total non- compliance which impacts on the culture of the classroom
- Causing damage to school property or resources
- Swearing or use of unacceptable language
- Racist/homophobic remarks

These behaviours will receive an immediate warning (C1, C2 or C3, depending on the severity/frequency of the action). This will be recorded onto school base with a note describing the incident. This should be emailed to parents and key stage leaders. For more severe incidents, the warning should be referred to the Head of Primary and parents may need to be called into school to discuss the matter further.

### **Recording warnings**

At no time will warnings, C1, C2, or C3 behaviour warning be recorded on charts on display in the classroom. Teachers will keep their own records of any warnings given and place these onto SchoolBase as soon as possible after the incident has occurred.

### **Buddy Classes**

Each class will be assigned a buddy class. At the teacher's discretion, if it is felt that the child needs a 'time out' to calm down or prevent an warning / further warnings from occurring, they may be sent to their buddy class for a set amount of time. The child should be escorted by the TA where possible, or a peer. The TA or a peer should be sent to the buddy class to retrieve the child at the end of the specified time.

### **Individual Behaviour Plan**

If a student continues to need support to behave appropriately and in line with the school values and expected learning behaviours, then it might be necessary to place them on an individual behaviour support plan. This will involve meeting with key stage leader, the Head of Primary School and a referral to the SEND department. Parents will be called into school to discuss the proposed plan, which will be written together by the SENDCo and the class teacher.