

Whole School Behaviour Policy

03.003_2

Standardized Cover Page of Internal policy

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Approval date/ Datum schválení: 1st September 2015

Policy is/ Vnitřní předpis je: PUBLIC/ VEŘEJNÝ

Archive number/ Archivační číslo: 150901_03.003_2

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Whole School Behaviour Policy

Rationale

At the Prague British School we accept this principle and seek to create an environment which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To treat all members of the school's community with care and respect, taking responsibility for each other's well-being and offering support and guidance as appropriate.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in students' social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the students' developing ability to conform to our behavioural goals.

Students/ pupils bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

The adults encountered by students at school have an important responsibility to model high standards of behaviour, both in their dealings with pupils and with each other, as their example has an important influence on the students.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all - regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, be understood by the students, differentiated to meet the needs of students and have the success criteria clearly stated. Marking and record keeping can be used both as a supportive activity, providing feed-back to the students on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to students about the extent to which they and their efforts are valued. Relationships between teacher and students, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way students behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide a environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Any reproof should be a private matter between teacher and student to avoid resentment.

Rules and Procedures

Rules and procedures should be designed to make clear to the students how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the students what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for students. Rates of praise for behaviour should be as high as for work.

Recognition of the following rewards can be presented publicly during assembly and/ or prize giving ceremonies:-

- House points
- Merit stickers or awards and certificates
- Trophies
- Medals

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishments should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.
- Our school reserves the right to expel a student suspected of possession of illegal substances, drug paraphernalia, alcohol or weapons

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the head of school, letters to parents and, ultimately and in the last resort, exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where the behaviour of the child is considered to be a danger to others, the head may make the decision to exclude the student from school for a limited period of time. During this time arrangements will be made so that when the student returns to school, his or her behaviour will be considered to be acceptable to the school community.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Parents may be asked to provide additional specialist help and advice from an Educational Psychologist. This possibility should be discussed with the Headteacher.

Corporal punishment is prohibited under any circumstances however ‘physical intervention’ may be used in extreme circumstances to avert an immediate danger of personal injury to, or an immediate danger to the property of a person (including the student).

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a student is giving cause for concern, it is important that all those working with the student in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class or form teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the head of school so that strategies can be discussed and agreed before more formal steps are required. Evidence of this will be kept in the School Incident Book.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Role of Heads of Schools

- To monitor the implementation of the policy.
- To provide guidance and support in the implementation of the policy.
- To offer advice and knowledge about techniques for improving behaviour.

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Standardized Acknowledgment list of Internal Policy by the Board Standardizované prohlášení o Vnitřním předpisu „ Boardem “

Author/ Autor: John Bagust
Superiors name/ Jméno nadřízeného: Michal Bočan
Approval date/ Datum schválení: 1st September 2015
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Standardized Acknowledgment list of Internal Policy by the Board of Directors

Standardizované prohlášení o Vnitřním předpisu „Boardem“

The member of the Board of Directors accepts and by signature acknowledges enactment of Internal Policy name: **Whole School Behaviour Policy**

Number: **03.003_2**






I, a member of the Board of Directors declare that I am familiar with the Internal Policy, and I will inform managers and employees in my line of management about its existence and /or update.

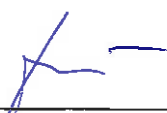
Členové „Boardu“ **PŘIJÍMAJÍ** a svým podpisem **STVRZUJÍ** platnost vnitřního předpisu.

Název: **Whole School Behaviour Policy**

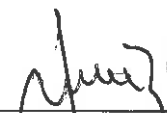
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Zároveň **PROHLAŠUJI**, jako člen „Boardu“, že jsem se s vnitřním předpisem seznámil/a, a budu o jeho vzniku a/nebo aktualizaci informovat jednotlivé manažery a zaměstnance, kteří jsou v mé kompetenci a zodpovědnosti.

School/Department Škola / Oddělení	Name and Surname Jméno a Příjmení	Signature/ Podpis	Date /Datum
Finance, ICT, HR	Michal Bočan		1/9/15
Head of Primary Schools	John Bagust		1/9/15
Acting Head of Senior School	Alexander Klais		1/9/15
Marketing, Admission	Fraser Litster		1/9/15
Sourcing and Services, Office	Lenka Bizdrová		1/9/15


Ing. Michal Bočan
Managing Director Executive head
Výkonný ředitel/Jednatel

Date/Datum: 1/9/15


Lenka Bizdrová
Executive head CBZS
Jednatelka ČBZŠ