

Behaviour

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Rationale

The British School of Alexandria promotes a high standard of behaviour and an atmosphere where all members of the school are valued as individuals and a strong positive ethos. The school believes in the development of self esteem, respect for others and self-discipline.

The most important rule for all members of our school community is:

Treat others as you would like to be treated yourself

Aims

To develop a moral framework within which initiative, responsibility and sound relationships can flourish. To

enable children to develop a sense of self-worth and a respect and tolerance for others To produce an

environment in which children feel safe, secure and respected

To support effective teaching and learning

Objectives

For children to show: self-confidence, self-control, respect and tolerance for others, pride in their achievements, an involvement in their activities and empathy with others' feelings.

For children to develop: responsibility for their learning, behaviour and environment, an understanding of the need for

rules, non-racist and non-sexist attitudes, a respect and tolerance for others' ways of life and different opinions, an independence of mind and self-esteem and a sense of fairness.

Implementation

A copy of the expectations is included in parent handbooks.

The Expectations are displayed in classrooms and other parts of school as appropriate. (In a student friendly format)

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The Expectations are designed to be brief and easy to learn.

The Expectations will be capable of application to an infinite variety of situations and are designed to encourage pupils to develop responsibility for their own behaviour.

All Expectations and their examples will be expressed in constructive terms.

Students will be regularly reminded of expectations in assemblies.

School Expectations

Treat others as you would like them to treat you and accept responsibility for your choices and actions. In general terms we are trying to develop the values and attributes of Respect, Equality, Social Justice, Honesty, Responsibility and Self-control.

Behaviour Management

At the core of effective behaviour management at the BSA is the development and maintenance of good relationships between students and staff which ensures mutual respect. **Staff are expected to avoid for example shouting at students and certainly should make no use of sarcasm or comments that demean or undermine students.** Relationships in Egyptian culture are very important and teachers will find it very difficult to be effective if they do not have good relationships with students and parents. Consistency is also key to effective behaviour management with all staff having the same high expectations and using the same procedures. It is important for staff to pick up on the small things as otherwise this leads to more serious issues which become more difficult to deal with **All staff**, not just senior staff, are expected to contribute to the implementation of school rules **outside the classroom**. Staff should only resort to asking more Senior staff to deal with behaviour issues in more serious cases as it is not practical to be in a situation where most behaviour issues are just dealt with by a few members of staff and also it also undermines a teacher's own authority if a teacher has to regularly refer behaviour issues to someone else.

School Rules

In Lessons – HELPS

We are here to learn. All students have the right to learn in an environment that **helps** learning and that is happy and safe. To help this happen all students at all times will do the following in lessons.

In general, teachers should pick out students to answer questions rather than rely on hands up as otherwise it



tends to be the same students who answer questions and so not all students participate in the lesson and the

teacher does not get a true picture of all students' understanding. However if a student wishes to say something they must put their hand up they must not call out and need to be trained to do this.

C are for school environment	c at all, once they enter a classroom (unless it is an Arabic lesson!). re to teachers and should never argue or be rude to a teacher.
O rdery	missed at the end of a lesson. ied in lessons unless the teacher specifically asks students to use a mobile phone for a
R espect others	rmally be switched off and in bags and must not on desks.
E nglish	Core rules)

There are also other rules for example going up or down the correct stairs in Euclid but the above are the main rules.

Senior School

Discipline and Sanctions

We always expect the highest standards of behaviour from all our students but if a student behaves in an inappropriate manner, we use the following procedures.

Levels and Concerns

Students are given "Levels" on ISAMS for each lesson they attend. All students start with a Level 2 and if their

behaviour and contribution to the lesson are exceptional, a Level 1 is given – Level 1 is a reward or merit i.e. it would not be given to a large number of students; if their behaviour falls below expectations, a Level 3 (or 4 or 5) is given. Normally students must raise their hand if wishing to speak in class. If a student interrupts the flow of a lesson by calling out a warning is given and their name is put on the board. If there is a second occurrence, a Level 3 is given. Similarly speaking in Arabic, not listening, being rude or disrupting the lesson would result in a warning and then a Level 3 (if this continued then a level 4 or 5).

The Deputy Head speaks to students about level 1s and 3-5s as they enter through the Euclid gate in the morning either to congratulate them or to discuss with them why they got 3s, 4s or 5s.

Note: Issues relating to punctuality, uniform or homework would not result in a Level 3 (or 4 or 5) i.e. the level given is just related to behaviour and attitude in the lesson. Such issues would be recorded as “Concerns” in ISAMS.

Behaviour / Effort Level	Descriptor	Further detail
1	Excellent / Outstanding behaviour & effort	Outstanding – i.e worthy of a reward. Never calling out, always speaking English, listening attentively throughout the lesson and polite

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		throughout. Always focussed & trying really hard. Makes a really good contribution towards the lesson and really helpful.
2	Good behaviour / Effort	Good in the 5 aspects of HELPS
3	Below expectations re behaviour / effort	Student had to be reminded once or twice re for example not talking while teacher talking, speaking Arabic etc.. Not as much effort as would be expected. (Give a 10 minute detention)
4	Poor	2 or 3 occasions where calling out, speaking Arabic, talking when teacher talking, answering back, not focussed in the lesson or not making much effort. (Any of these) (Give a 20 minute detention & put reason on ISAMS)
5	Very Poor	A real problem – had a significantly negative effect on the lesson and the learning of others. (Email the Deputy Head and the staff administrator (Nadine or Merna) ASAP and the Deputy Head will give the student a detention the same day where possible. Also put reason on ISAMS)
a	Absent	

Note: If a student gets a 4 or a 5, then brief details of the reason for the 4 or 5 must be put into ISAMS.

Concerns

These are recorded in ISAMS using the following codes:

I	Up to 5 minutes late
L	More than 5 minutes late
H(wk) M(issing)	Homework not handed in on time or at all
H(wk) Q(uality)	Homework of very poor quality i.e. lack of effort
E(quipment)	E.g. student not got kit, pen, exercise book.
U(niform)	Issue with uniform
M(obile Phone)	Mobile phone switched on in a lesson or used or going off in a lesson
Arabic	Speaking Arabic

Homework and Equipment

If homework is handed in late or not at all or the homework is incomplete or has been completed with minimal effort then this must be recorded on ISAMS.

The subject teacher is expected to put in place sanctions where there are issues with homework. Subject teacher must make parents aware if on a regular basis, their child is not submitting homework on time or it is of very poor quality. For submitting homework that is incomplete, late or unsatisfactory a concern is given on ISAMS and ensuing detentions are initially handled by subject teacher / department. If three pieces of homework are not completed or are unsatisfactory within the period Sunday-Thursday an after-school detention will be given on the following Monday. In a homework detention, students can use the time to catch up on missed work.

Sanctions / Detentions

Week one A student receives a Thursday detention for L3-5s. Detention in E06 with teacher based on the rota. Parents emailed. Teacher fills in register on ISAMS. Any student who does not turn up will receive two detentions starting on the Monday and Thursday. Parent phoned home by Nadine/Merna that day. If a student refuses to stay for detention on any occasion please can gate duty staff send the student to SAB IN H03. Week two Students who received a behaviour detention will be monitored daily by SAB. If they receive a L3+ they will be given an after school detention the next day till 15.30 with SAB in H03. Parents emailed by Merna. Week three Any student who has received L3 five + times (from week one and two) will be placed on a behaviour report for a week for SAB to monitor daily. Parents brought into school. Any issues that day they will receive a

detention till 15.30 IN H03. Parents need to sign it daily. A student can only go on report a maximum of two times within one academic year. The next step is a meeting with NJA/JBL

Sanctions work on a five-day cycle, starting on the first day that a Level 3, 4 or 5 is given. If a student gets one Level 3 in a lesson, the subject teacher will give a 10-minute detention which will be done either at break time, lunchtime or between 15.00 and 15.30 (parents will e-mailed before 14.05 if a student is staying until 15.30). For a Level 4, it would be a 20 minute detention and for a Level 5, a 30 minute detention. If a student receives three Level 3s in a five-day cycle, or two Level 4s or one Level 5, parents are contacted and the student has an after school detention on Thursday.

In addition, if a student receives a level 5, s/he is in detention that day until 15.30 with Deputy Head.

All students who have a Thursday detention for behavioural reasons (not for being late) will be monitored by the Deputy Head, the next week on a daily basis. If they receive a level 3, they will be in detention the next day until 15.30 with the Deputy Head and this will continue all that week. Thursday detentions last until 16.00 and parents and students will be informed of the detention 24 hours in advance by e-mail.

The majority of subject teacher/Heads of Department detentions would be set at break or lunchtime. If a detention is set after school and it is longer than 15 minutes, then parents need to be contacted – you can ask Merna to contact the parents by email to inform the parents - the detention could be done the same day if the parent is in agreement or if not the following day – i.e. 24 hours' notice.

Detentions are non-negotiable i.e. they form part of the school's behaviour policy and parents cannot refuse to support detentions. Unless there are exceptional circumstances, the student must attend on the day set for his/her detention.

If a student misses a 10-minute detention, then they have a 20-minute detention. If the 20-minute detention is missed, the student must be put in the Thursday whole school detention which finishes at 16.00. An email should be sent to the School administrator (Nadine or Merna), copied in to the Deputy Head, explaining that they had missed a detention that you had set.

All detentions should be done in absolute silence,

All whole school detentions are held in E6 (it is important that it is a fixed venue and is not changed depending on the teacher supervising as otherwise this causes confusion and gives students an excuse to be late or not to turn up).

There is one whole school detention a week on Thursday. There is a detention supervision rota to be found on the Google Drive – if there are too many students to supervise in E06, the Deputy Head/Head of School will supervise the excess students in the Library. Detentions are one hour long, finishing at 16.00. Students complete one of the activity sheets in silence. If a student forgets to attend the first time, they have 2 detentions the next week on Monday (supervised by Deputy Head) and Thursday. If a student missed a whole school detention twice running, they would be given a day's internal isolation including break & lunch time and a detention at the end of this day.

Referral for Whole School Detentions is either by:

a) Form Tutor resulting from reaching the trigger amount of particular grades on ISAMS – see below for detail. This is also monitored by the Deputy Head.

b) A subject teacher if a student has missed a 20-minute detention set by the subject teacher c)

Deputy or Head of School for serious incidents of behaviour.

The person making the referral would do this by sending an email to the Senior School Administrator. Whole School detentions cannot be used for anything else. In general teachers and departments e.g. Head of Department should be organising their own detentions and cannot use Whole School Detentions. Students must be informed of Whole School detentions by the person putting them onto the detention. The Senior School Administrator informs parents by email or telephone at least 24 hours in advance.

Punctuality

Any student who is late for school has a lunchtime detention and if s/he is late twice in a week, s/he will have an after-school detention on Thursday until 16.00. Parents and students will be informed of the detention 24 hours in advance by e-mail. If a student is late to the lunch time detention or fails to turn up, s/he receives an automatic after-school Thursday detention that week.

All students who have a Thursday detention for being late will be monitored the next week on a daily basis. On each occasion that they are late, they will stay that day until 15.30 with the Deputy Head and this will continue all that week.

Any student who arrives later than 8.10 is deemed to be late.

Mobile phones

Students are allowed to bring mobile phones to school but these must be put on silent and kept in their bags during and in between lessons and Assembly, unless students are specifically asked to use their mobile phones for a teaching activity. If a mobile phone disrupts a lesson, the phone will be taken and returned to the student at 15.00 on Thursday of that week, irrespective of the day on which it was confiscated.

Procedure to be followed by all teachers in lessons for student misbehaviour 1.

Verbal warning and name

in planner

2. Level 3 on ISAMS register

10 minutes detention with class teacher

3. Level 4 on ISAMS register

20 minutes detention with class teacher

4. Level 5 on ISAMS register

After school detention that day with Deputy and Thursday (email Deputy heads and Merna ASAP)

Sending students out of a lesson

a) Standing outside the classroom - In general teachers should not send students to stand outside of their classroom – they would only do this if they were sending a student out for 5 minutes (certainly no more than 10 minutes) to cool down or so that once the teacher had finished speaking to the class that they could have a quiet word with the student. No more than one student should be sent out at a time.

b) Arrangements with a colleague - If a teacher has a very difficult class, then they might wish to arrange with a neighbouring colleague or their department a system whereby they can send a student who is not co-operating to another colleague.

i) Although it might be useful to have such an option, this option shouldn't be used with any one student on a regular basis. I.e. we can't have for example a student regularly missing their English lessons because of such an arrangement – if a student's behaviour is sufficiently bad that they need to miss most of their lessons in a subject, then this matter needs to be raised with the Head of School and parents brought in.

ii) Such a student needs to have their "slate wiped clean", every lesson and would have to go through the stages in a) to e) before being sent to the colleague's classroom.

c) Sending a student to the Deputy Head / Head of School

In the case of a very serious incident or constant refusal by a student to co-operate resulting in the lesson not being able to proceed in a proper manner, the teacher would send the student (with a sensible student to accompany them) to the School Administrator (Nadine or Merna) who would then contact a Deputy / Head of School. The teacher would make a note of the time the student was sent out and see the Deputy / Head of School after the lesson about the incident.

Role of Form Tutor re Behaviour Policy

Form tutors must do the following:

1) Share the Deputy's spreadsheet for the previous week which identifies the number of positive and negative points and also patterns of behaviour.

2) They should see students with any 4s or 5s or several 3s during form time and discuss their behaviour in terms of the 5 rules (HELPS).

3) Record on ISAMS any students who arrive late to registration (even a minute late i.e. students are expected to

arrive before registration not after) – the cut-off point is 8.10.

Primary School

In Primary class teachers handle most classroom situations as and when they occur. Sanctions may include staying in at break time to complete work or the removal of playtime privileges for a designated time span and students losing “Golden Time”. There is also a Prep detention for more serious issues. Parents may also be asked to make an appointment to speak to the class teacher. For serious incidents a member of staff would ask the Head of School to be involved. If any problems cannot be resolved by the Head of School, then the Principal would be involved who would take appropriate action. Disciplinary incidents must be recorded on ISAMS by the class teacher and / or Head of School.

Rewards

In Pre-Prep, teachers use verbal praise and inform parents of good work and behaviour. A “star of the week” is announced weekly in assembly and they have a “Thursday Treat” with the Head of Pre-Prep. In Prep students receive Smiley Faces for good work and behaviour, which are displayed on the classroom wall. Students receive a certificate in assembly for bronze (30 smiley faces), for silver (60 smiley faces) and for gold (90 smiley faces). The smiley face system is tied in with the House system. Students can also earn marbles for the class jar for achieving Personal Learning Goals. Also Class Dojo points are used to reward students. In Senior School the students are awarded Merits and Level 1s which are recorded on ISAMS, which are given for outstanding homework, classwork, effort, behaviour and helping out. The Deputy Head produces a weekly report which is shared with Form Tutors.

Certificates are awarded for a certain number of merits - Bronze (30 merits), silver (50 merits), gold (70 merits) and platinum (90 merits).

Students achieving a Platinum certificate will also be recognised at prize giving.

The merit system is tied in with the House system.

There is a prize (e.g. Bruxies voucher) each half-term for the two students with the highest number of merits in each Year group, for the form with the highest number of merits in each half-term (e.g. box of chocolates or evening trip to 10 pin bowling etc.) and for the House with the highest number of merits (e.g. students of that House don't have to wear uniform for one day).

Exclusions

Any sanctions are coupled with a constructive approach to discuss with the student why their behaviour is not acceptable and to enable the student to gain an understanding of the consequences of their behaviour. The focus would be on how to move on and move forward. Once the student has completed the sanction, the student is forgiven and given a fresh start.

Where possible the student would also be expected to try and repair any damage done whether that be physical or emotional damage. For example the student would be expected to make an apology to another student or a member of staff where that was applicable.

Most sanctions would simply be an admonishment or a detention. In more serious cases the sanction might be a fixed term exclusion.

Exclusions

It is impossible to quantify exact sanctions for every possible circumstance as lots of factors will have to be taken into account to decide the exact sanction. For a fairly serious incident a one-day exclusion would be given and for a much

more serious incident 5 days with stages in between. In extremely serious cases an exclusion of between 6 and 10 days might be given, although this would be very rare. Anything more serious than this would likely to result in permanent exclusion.

Exclusions can either be internal or external. Usually external exclusions are seen as more serious but in some cases an internal exclusion might be used rather than external exclusion where we think that the student might see an external exclusion simply as holiday and / or where we think the parents might not be able to (or willing to) keep the student at home under suitable conditions.

The following gives an indication of incidents that might lead to an exclusion:

1) Physical Violence

E.g. a fight – if both students are involved in punching each other, then both students would be excluded for a fixed period of time. If it can be established that one student started the fight then they would have a longer exclusion. Other factors to be taken into account would be whether there was an age difference, the seriousness of the violence, whether remorse was shown, whether the fight stopped immediately a member of staff arrived on the scene, any previous history of violence etc..

2) Verbal Abuse / Seriously disrespectful behaviour towards a member of staff

3) Repeated / Continued serious defiance

4) Serious damage to property

5) Serious disregard to matters relating to the Health and Safety of others

6) Serious case of Bullying or repeated Bullying

7) Serious Verbal Abuse to another student

8) Frequent serious disruption of lessons

9) Alcohol / drugs

10) Other - including serious incidents relating to racism and sexual misconduct.

The length of an exclusion will also be determined in relation to whether the offence has been committed before and to what extent the sanction will be effective as a deterrent for future potential offences by the offender or others potential offenders. Factors such as the effect on the student being excluded will also be taken into account – for example more careful thought would need to be given to the length of an exclusion for a Year 11 student taking their GCSE exams later on that year, especially if it was later on in the academic year.

Stepping up of Sanctions

Where a student has already been punished relatively recently for example in the last month or so for a similar offence then the sanction would be automatically increased.

Purpose of Sanctions

Deterrence both in terms of other students and the student who has committed the offence committing a further offence

Rehabilitation – changing the attitude of the offender / Prevention of further offences Natural Justice

Evidence

We would not normally exclude a student just on the basis of another student's word. There would normally have to be some evidence and other witnesses, ideally staff witnesses rather than other student witnesses who might be biased if they are friends of the student being accused.

In a school situation, it would be unusual to be able to conclusively prove something beyond reasonable doubt and therefore we would need to convince ourselves that on the basis of the evidence that we have that on the balance of probabilities that it is reasonably likely that the student had committed the offence. As the seriousness of the sanction increases, then the degree of likelihood has to increase. For example to permanently exclude a student,

there would have to be a high probability rather than “a slightly higher than not probability” that the student had committed the offence. In general a judgement has to be made and for more serious cases two people would be involved in making such a judgement – for example the Principal and the Head of the relevant school.