

POLICY 7401

BBIS SECONDARY BEHAVIOUR POLICY

The secondary school behaviour policy is based on the BBIS Mission. In line with our BBIS mission, we believe in respecting each other and in using restorative practises whenever possible.

BBIS MISSION

BBIS is a leading international school, inspiring students in pursuit of lifelong learning and excellence. We celebrate diversity in a caring, internationally minded community. As an inclusive school, we empower learners to fulfil their unique potential. We guide our students to become responsible, compassionate global citizens.

GUIDING STATEMENTS

Teaching and Learning

- We strive to achieve personal excellence in all areas of our learning, including academic, artistic, athletic and social growth.
- We ensure educational success in a supportive, stimulating environment that is responsive to individual differences and learning styles.
- We nurture creativity, resilience and independent thinking.
- We develop and share responsibility for our own learning.
- We inspire one another to accept challenges and celebrate achievements.

Community

- Care, empathy and mutual respect characterize our relationships.
- We embrace diversity as one of our strengths.
- We value inclusion as an opportunity to enrich our community.
- We reflect on our actions and are open to new ideas and perspectives.
- We collaborate, cooperate and support each other.
- We contribute to a sustainable world by taking action.
- We make a positive difference in our local and global communities.

The Policy aims to:

- ensure that policy and procedures used to promote good behaviour are communicated to staff, students and parents/guardians;
- develop explicit procedures that have a clear and well communicated rationale;
- ensure that there is consistent delivery of the policy and procedures, regardless of ethnic or national origin, culture, religion, gender, disability or sexuality;
- emphasise that all staff are responsible for ensuring that the policy and procedures are followed consistently and fairly;
- ensure that the policy supports student learning and that students understand their rights and responsibilities with respect to behaviour;
- ensure that the concerns of staff and students are listened to and appropriately addressed;
- encourage and support parents and guardians in taking responsibility for the behaviour of their child both inside and outside of school;
- encourage students to take responsibility for their own learning and actions, if necessary with the support of their parents and guardians
- develop students' ability to advocate for their own learning, social and emotional needs by communicating with BBIS staff.
- communicate to parents and guardians our behavioural expectations, so they can work in partnership with the school to assist in maintaining high standards of behaviour.

Principals are expected to:

- ensure that the school policy and guidelines are upheld and reviewed as the need arises
- ensure that the policy is clearly communicated to all members of the school community
- carry out disciplinary measures in accordance with the policy

A solution-focused approach

While there will be occasions where the consequences for unacceptable behaviour are non-negotiable, there is no doubt that involving students in the solution to an issue can be very powerful, building confidence, resilience, understanding and respect for the system. Students who feel that consequences are 'done to them', are less likely to modify their low-level poor behaviour, or to respect the needs of others in the learning process. It is also important to remember that students will respond in a positive manner when given a 'fresh start' following an incident of low-level disruption or poor behaviour. It is only when the behaviour persists that understanding previous incidents becomes important.

Staff are expected to:

- reinforce positive behaviours and give appropriate feedback, share student success with colleagues and parents
- use solution focused practice to remedy minor behavioural problems
- be consistent in applying this policy
- create a safe, respectful and meaningful learning environment for students
- allow students to have a voice and choices in class as regards their learning, whenever possible
- communicate the BBIS behaviour policy clearly to students
- further define with students' specific aspects of the policy with regard to their particular subject area
- develop routines that encourage positive behaviour and therefore enable focused learning
- model good behaviour in terms of honest, respectful communication, punctuality and organisation
- be vigilant in ensuring that this behaviour policy is adhered to in all areas of the school, including hallways, sports facilities, cafeteria and recess areas
- act consistently as a staff team in terms of praise and sanctions
- ensure a focused and meaningful learning environment from the time the lesson starts to the time it finishes

BEHAVIOURAL EXPECTATIONS FOR STUDENTS AT BBIS

IN HALLWAYS & ON SCHOOL PREMISES
<ul style="list-style-type: none"> • Always behave respectfully towards all members of the BBIS community: students, teachers, staff, parents and visitors • Use appropriate language, tone and volume - do not swear, yell or address others in a disrespectful way • Do not exclude others by speaking a language not understood by others in social situations • Wait until an appropriate time to speak to someone - don't interrupt conversations • Respect our learning environment: walk quietly in the corridors, do not run or scream • Keep hallways clear so that others can move through them • Pick up your trash and dispose of it in the bins provided • Leave any area you worked or ate in tidy and clean • No cafeteria plates or cups outside the cafeteria • Always put your bags and valuables in your locker or keep them with you • Respect the work of others - do not deface displays, bulletin boards, etc.

ARRIVING IN CLASS
<ul style="list-style-type: none"> • Be on time and enter the classroom when directed by the teacher • Greet the teacher

- Always be prepared: have your materials on the desk in front of you
- Have your homework ready
- Put devices away once you enter the classroom, clearly showing that you are ready to learn

DURING CLASS

- Bring all materials; keep a notebook or binder for the class, as instructed by your teacher
- Take notes on presentations and discussions and annotate your own notes
- Listen actively to your classmates and teacher
- Remain focused and follow the class agreements
- Support and encourage the learning of others: do not interrupt
- Keep materials organized at all times
- "Three before me" (= consult notes, ask a classmate, then ask the teacher for clarification)
- Bathroom breaks only permitted in grades 6-8, with permission from the teacher
- No food or gum, only water
- If there is a seating chart, always sit in your assigned seat
- Do not wear hats or hoods
- Keep the learning space uncluttered (use coat racks and keep bags under your desk)

HOMEWORK AND OTHER ASSIGNMENTS

- Always complete assignments to the best of your ability
- Abide by deadlines
- Hand in as the teacher requests it
- Work submitted after a deadline will not be marked
- Follow the academic honesty policy in the secondary school handbook

MANAGEBAC & ELECTRONIC DEVICES

- Be responsible for your own work: do not expect teachers to make extra copies or post materials onto Managebac, that are made available to you in class
- During lessons, assume that electronic devices are not permitted, unless the teacher tells you otherwise
- Use electronic devices only as prescribed by the teacher and as a tool for learning
- Check Managebac regularly for deadlines, assignments and other communication

STAFF GUIDELINES FOR DEALING WITH STUDENT BEHAVIOUR AND CONSEQUENCES OF STUDENT INFRACTIONS:

1. Reinforce positive behaviours and give appropriate feedback, share success with colleagues and parents

2. Talk to student to find a solution, remind student of behaviour expectations in Secondary School Behaviour Policy
3. Talk to student again, remind student of behaviour expectations and let student know that Homeroom Teacher and possibly parents will be informed and involved to help student adjust behaviour
4. 3rd time offence or for severe violations (bullying & physical violence): parents informed/involved, homeroom teacher informed/involved to help student; Student Support Services/school counsellor will be informed/involved to help student make reparation and affect behavioural change; principal will be informed and involved if necessary.

STUDENT BEHAVIOUR	CONSEQUENCE/ ACTION	ADMINISTERED BY	REPEAT BEHAVIOUR	CONSEQUENCE/ ACTION
Student respects the rights of self and others, is cooperative and self-controlled	Positively reinforce behaviour, with appropriate comments and specific feedback (encouragement, acknowledgement, sharing success, giving responsibility etc.)	Teacher/Homeroom Teacher involves colleagues in the celebration of young people's achievement	School acknowledgement by principal	Email or letter of acknowledgement to homeroom teacher & parents, comments in report card.
Minor violations of Secondary School Behaviour Policy	Apology, conversation	Teacher, homeroom teacher	From the third infraction and for persistent disruption of learning environment: parents informed and/or involved, homeroom teacher and school counsellor, principal informed or involved School director involved in repeated and severe instances.	Travelling report, in-school suspension, letter sent to parents

Inappropriate use of mobile device	Teacher confiscates and returns to student at the end of the lesson	Teacher, homeroom teacher	From the third infraction: electronic devices to principal or school section secretary until the end of the day	Parent contacted to collect, device ban for a determined period until trust is rebuilt, travelling report in severe cases
Verbal bullying Physical bullying Use of physical violence	Apology, discussion, suspension (in or out of school) followed by reparation* and travelling report Reparation can include: written apology, mediation meetings, follow-up sessions and other interventions.	Teacher, homeroom teacher, principal and school counsellor and parents informed and involved, noted on student file.	Parents informed and involved, principal, homeroom teacher and school counsellor involved, noted on student file. School director involved in severe instances.	In-school suspension, out of school suspension, parent letter (suspension can vary in duration) followed by reparation and travelling report. Further incidents will lead to school expulsion or withdrawal.

* Reparation can include: written apology, mediation meetings, follow-up sessions and other interventions.

Major consequences for unacceptable behaviour

STUDENTS MAY BE EXPELLED OR SUSPENDED FOR THE FOLLOWING BEHAVIOURS:

- Stealing
- Physical aggression
- Sexual activity
- Swearing at a member of staff
- Defacing school property and/or personal property
- Dangerous behaviour to yourself and towards others
- Intimidation
- Possession of dangerous items like knives and guns
- Possession and use of alcohol, drugs and cigarettes/tobacco on school property at all times (see policies)
- Racist/Discriminatory behaviour
- Bullying of any kind

The school may require any student believed to be under the influence of drugs/alcohol to attend a test-centre of the school's choosing. Failure to do so on the day specified by the school is a serious offense and may lead to expulsion from the school. These consequences will be given by the principal.