



# Behaviour & Discipline Policy

## Mission Statement

*'At Green Valley School we provide a challenging and inspiring education. We encourage students to develop their positive talents and qualities and aim for both academic and human excellence. We believe that Education in Human Values is the very foundation of learning. Becoming global citizens, students can contribute to transforming the world, through intercultural understanding and reinforced positive human attributes. We aim to empower our students to be successful by leading them to become lifelong, inquiring, principled and caring critical thinkers.'*

Green Valley School reflects and honours the Mission Statement of the IB, which states: *'The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.'*

## Introduction

Standards of behaviour at Green Valley School (GVS) are expected to be consistently high. Students are taught how to be self-motivated, self-disciplined, courteous and respectful at all times and are encouraged to demonstrate care for the school and its surroundings.

Our behaviour policy is a means of promoting good relationships; it supports the school community in aiming to allow everyone to work together in an effective, harmonious, cooperative, loving and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy is designed to promote and always reinforce good behaviour, rather than merely deter undesired behaviour.

At Green Valley we believe in not labelling children as 'good' or 'bad' but rather focusing on 'good' or 'bad' actions and behaviours as we believe that all children can make positive changes through self-observation and empathising with others. We can teach and reinforce the good behaviours while stopping the undesired behaviours. We are actively involved in helping our students learn how to handle situations more appropriately while remaining calm, friendly and respectful. Positive Discipline is about connecting with the child to find the reasons for a particular behaviour. We follow the 'ABC' (Antecedent, Behaviour, Consequence) method whereby we encourage students to firstly understand the



Antecedents or root cause of their Behaviour, and to then become aware of the Consequences their choices may bring about for themselves and others.

The school's Guiding Principles (school rules) are formulated with engagement and feedback from all students with the purpose of recognising good behaviour, acknowledging and reinforcing a positive approach to behaviour and discipline.

Inappropriate behaviour is dealt with in a fair, clear and constructive way and interventions are made when necessary as a means of encouraging a change of attitude.

### **Direct & Effective Communication between the School and Parents/Carers**

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. We work closely with parents and carers to support their child's learning, and to cooperate with the school.

If the school has to implement a serious consequence with a child, we inform the parents and carers in order to work collaboratively and so parents/carers can support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should contact the relevant Director or Coordinator.

### **Objectives**

The objectives of this policy are:

- to create a safe, ethical and responsible learning and working environment with guidelines that are clearly understood by all
- to promote good conduct and behaviour
- to ensure, so far as possible, that every student in the school is able to benefit from and make their full contribution to the life of the school, consistent always with the needs of the school community and with the International Baccalaureate (IB) Learner Profile
- to authorise the School Behaviour Protocol (known at GVS as the Guiding Principles or Golden Rules, which are principles of good conduct drawing on IB practice) and any procedures necessary for implementing them



## **Guiding Principles (Golden Rules)**

The guiding principles are approved by the Head of School, in consultation with the Human Values Director, staff and students in accordance with GVS's collaborative approach, and based on the IB Learner Profile. The Guiding Principles shall set out expectations for:

- conduct and behaviour
- self-respect and respect for others
- respect for and protection of property and the environment in and out of school.

The Guiding Principles always apply to all age groups and when the student is at school, travelling to and from school, and on school-sponsored trips and activities associated with the school at any time.

GVS students are expected to know and understand these Guiding Principles which are our Guiding Principles and to read them through with their parents. The Guiding Principles are regularly reviewed and may be amended if necessary.

Parents are expected to read the Guiding Principles with their children from time to time. Its principles are reinforced at assemblies and at other times, for example during advisory (tutor) periods and during Human Values classes.

The Leadership Team must review and affirm the Guiding Principles as well as the consequences set out in the Behaviour Policy.

## **Rewarding Good Behaviour**

GVS understands that positive reinforcement is effective in motivating students. The school is committed to celebrating and rewarding good behaviour, and may do so in some of the following ways:

- praise by staff
- personalised letters to parents
- certificates which recognise contributions to the GVS community as well as the wider community
- celebration assemblies
- comments in school reports
- designate students as representatives of the school (GVS Council members and House captains) for special events in or out of school

## **Consequences of failing to adhere to Guiding Principles (Golden Rules)**

### *Student Learning Agreement:*

Through guided discussion, students enter into a learning agreement, signed by the students, parents, teacher (tutor) and the Head of the School. This agreement will set our clear targets for behaviour and/or engagement with the school, in order to meet agreed learning objectives over a limited timeframe. Consequences for a student's failure to adhere to a learning agreement are clearly outlined in the agreement.



Constructive loss of instructional time:

To allow a student to understand the impact of their actions and how to make better choices. A student may also lose access to instructional time if this action secures safe uninterrupted learning for others, or in any other way supports students' safeguarding.

Short Term Expulsion:

A student is liable to expulsion for a grave breach of conduct, for example, a criminal offence or some wilful act calculated to cause serious damage to the school, its community, or any of its members. Formal expulsion implies that the student's name will be expunged from the school roll and reference to the facts and circumstances will be made in response to every request for a reference. All outstanding fees up to and including the Term of expulsion shall be payable and any deposit shall be retained by the school.

The relevant Director, after prior approval of the General Manager, may consider the need of a short term (1 to 3 day) suspension/exclusion from school for serious acts of misbehaviour which include bullying, physical aggression, serious verbal lack of respect towards a member of staff or student, repeated or very serious acts of anti-social behaviour, etc. The relevant Director will offer the parents/carers a reintegration interview when it is a fixed-term exclusion. A strategy will be put together for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.

The requirement to leave (permanent exclusion):

Unfortunately, if the situation repeats itself after a short-term suspension and is not resolved, the General Manager may permanently exclude a child or not renew their admission for the following year. This action is only taken after all possible solutions have been attempted and after consultation and agreement with the whole Directing Team.

For a serious breach of school discipline falling short of one for which expulsion is necessary but such that the student cannot expect to remain a member of the school community, the student will be required to leave permanently, subject to payment of all outstanding fees (the deposit is returned or credited to the account). The student will be given reasonable assistance in making a fresh start at another school.

If the school has clear evidence that a student (or member of staff) has been involved in either buying and/or selling and/or consuming illegal drugs within the school premises or outside school, Green Valley reserves the right to permanently exclude the student (or member of staff) which implies they will lose their place for good in our school.

The Head of the School is required to act fairly and in accordance with the principles of natural justice. The Director will make a decision on a case-by-case basis and will only expel a student from the school as a last resort and will not expel a student other than in grave circumstances. These sanctions will form part of the student's permanent disciplinary record.



*Other interventions:*

The Head of School may prescribe and authorise the use of such other interventions as comply with good educational practice and tend to promote the observance of and compliance with the Guiding Principles.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. In a conscious and determined attempt to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (Further reference can be made to the school's Anti-bullying Policy and Child Protection Policy)

*Corporal punishment:*

This is illegal in all circumstances.

### **How do we Implement the Behaviour Policy and place it into Action?**

The school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation. In the class environment the following applies:

- **First**, if a child is disruptive in class, the teacher gives them a verbal notice giving the student an opportunity to make the right choice and improve their behaviour. The same action is repeated with a second verbal notice. The teacher may choose to change the child's seating position if he/she considers this may help. Each teacher keeps track of the number of disruptions in class.
- **Second**, if after the first two verbal notices the student has not changed their behaviour, as a consequence, the teacher will inform the relevant Human Values Director who will then take the child out of class to talk to them individually and privately so that they can reflect upon their behaviour and its consequences, with the aim of changing and making a better choice. The student fills in a behaviour reflective form and is then sent back into class.
- **Third**, if after being sent back to class the child still does not improve their behaviour, they will be sent again to the relevant Director and, apart from missing the rest of the class, will have to recover the work missed during their lunch break or workshop time. A meeting will also take place between the child, subject teacher, form teacher and relevant Director. The parents are also informed through a personal phone call from the relevant Director.
- **Fourth**, if the situation is repetitive and does not improve, the child is placed on a personal behaviour chart to monitor their behaviour closely, and a meeting is called with the child's parents and to discuss the next steps and further consequences.



## **Monitoring and Review of Behaviour Incidents**

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The relevant Director keeps records of all reported serious incidents of misbehaviour and of those incidents in which a child is sent to him/her on account of bad behaviour or to fill in a bad behaviour report.

We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents record that we keep.

## **Equality**

The school will make reasonable adjustments for managing behaviour which is related to a student's special educational needs or disability. Where expulsion needs to be considered, the school will ensure that a student with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the student will also be considered.

## **Use of reasonable force**

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DFE Guidelines on Use of Reasonable Force (July 2013) and only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others

Where reasonable force is used by staff, this is recorded in writing and the student's parents will be informed. Force is never used as a form of punishment.

## **Searching students**

### *Informed consent:*

The school staff may search a student with their consent for any item. Appropriate consideration will be given to factors that may influence the student's ability to give consent. If the student refuses, sanctions will be applied in accordance with this policy.

### *Searches without consent:*

In relation to prohibited items, as defined below, the Head, and staff authorised by the Head, may search a student or a student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession.



*Prohibited items are:*

- knives or weapons, alcohol, illegal drugs and stolen items
- tobacco and cigarette papers, fireworks, pornographic images
- any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury or damage to the property of any person (including the student)
- any item identified by the school as being a harmful or dangerous item which may be searched for

*Searches:*

If staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing
- a search of school property (e.g.: students' lockers or desks)
- a search of personal property (e.g.: bag or pencil case within a locker)

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student and another member of staff. Where a student is searched, the searcher and the second member of staff present will usually be the same gender as the student. However, this may not be the case where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practical to summon another member of staff.

Where the Head, or staff authorised by the Head, find anything which they know to be or have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate.

## **Records**

Administration of all consequences is recorded in the student's file, with the reason for the consequence, and the name of the person administering it.

## **Review**

A student or their parents may request a review by the Leadership Committee/School Board/General Manager of the Head's decision to expel or require a student to leave, or where a decision has been made for constructive loss of instructional time for a period of 11 school days or more, or where the constructive loss of instructional time would prevent the student from taking a public examination. The form of application for a review and the review procedures will be supplied to parents on request at the time of the original decision. There will be no right to a School Board's/General Manager's review of other sanctions but a student who feels aggrieved may ask the Head to take up their concerns with the member of staff who imposed the sanction.



This policy has been formulated using:

- DfE Advice on Behaviour and Discipline in schools (January 2016)
- DfE Guidelines on Use of reasonable force (July 2013)
- DfE Guidelines on Searching, screening and confiscation (February 2014)

This policy should be considered alongside additional policies which school is producing concerning the safety and welfare of students:

- Anti-Bullying policy
- Educational Trips policy

### **Revision of the Policy**

The policy was first developed in November 2019 by the DP Coordinator as a draft, followed by the collaborative work of a committee and finalised with the contributions and amendments made by the teaching staff during PD days and over a significant period of time via google comments, between December 2019 and January 2020. The policy was approved by the school management in January 2020, revised periodically and approved again in January 2021.