

## **ABCIS Behaviour Policy**

### **Purpose**

Creating a safe environment for all children at the ABCIS is every adult's responsibility and duty of care towards them is paramount. We believe this is best achieved by ensuring we have a behaviour policy that promotes and recognises positive behaviour and learning attributes, while also having clear, consistent and age-appropriate sanctions, and reintegration, for those students who fail to meet these expectations. This will allow students to develop as socially responsible individuals and minimise any barriers to their learning and personal well-being.

ABCIS Behaviour policy and procedures are influenced by the latest guidance from the Department for Education specifically 'Behaviour in Schools' (September 2022) [Behaviour in schools guidance](#) . Although we are not in that legal jurisdiction, as a British School Overseas we choose to follow best UK practice that fits our international context. Our behaviour policy works as a key component in our overall Safeguarding Policy which closely follows those of the DfE's Keeping Children Safe in Education (2023).

The following principles underpin this policy:

- All pupils have the right to learn in a safe and respectful environment.
- All pupils have the responsibility to behave in a way that respects themselves, others, and the school property.
- All pupils should be treated with dignity and respect.
- All pupils should be given the opportunity to learn from their mistakes and to improve their behaviour (except in the event the behaviour warrants expulsion).

### **How do we define & achieve 'Positive Behaviour' at The ABCIS**

At the ABCIS we define positive behaviour as students striving to work to their full potential while interacting with all stakeholders with respect, understanding, kindness and care. This closely aligns with our vision and ethos of Achieving, Belonging and Caring.

As an international school, we have an environment that is multicultural and diverse so we must ensure this environment has clear structures and systems to ensure it is as inclusive as possible.

Within **age appropriate contexts**, we expect all pupils to:

- Be respectful of themselves, others, and the school property.
- Be honest and trustworthy.
- Be understanding and try to resolve conflict peacefully.
- Be prepared for lessons and to bring the necessary equipment.
- Be attentive and follow instructions from teachers and all other staff.
- Be responsible for their own behaviour and learning.

## **Rewards & Encouragement**

In each part of the school, the House system is a powerful tool towards the promotion of positive behaviour. Points are given to students for a wide range of reasons including academic achievement, effort, positive behaviour or going the extra mile. Each part of the school has a House Coordinator who oversees this system and the democratically elected House Captains.

In addition to this, certificates are given on a weekly basis and at specific intervals throughout the year. Each part of the school also nominates three students for the COBIS student awards each year. Positive behaviour and contributions to the school community play a key part in these.

In Early Years & Primary, weekly 'Star of the Week Certs' are given out to recognise effort, achievement but also kindness and social skills. There are also regular certificates for academic areas including 'Star Writer', termly Maths and Science awards and a weekly PE update is produced to celebrate sporting achievements. At mid-year and end-of-year students are rewarded based on academic attainment, progress and effort in many subject areas with trophy awards for core areas and school spirit.

In Secondary, House Points are still a sought after reward and in 2022/23 the school introduced a rubric (appendix) so that students and teachers are fully aware of the types of behaviour that are recognised within this system. Students are then awarded certificates for every 50, 100, 150 and 250 House Points collected. Also, one student from each year group with the highest weekly total is awarded a certificate. In addition to this, each week in Key Stage 3 and 4 a 'Student of the Week' is selected whereby different departments take in turns to recognise up to three students from each year group.

After each reporting period students "Average Effort" is calculated and banded from Platinum (highest group) to Red (lowest group). Any student who has shown a "significant" improvement in effort or is placed within the Platinum group is awarded a certificate and issued by their Head of Year. Heads of Year hold at least three formal "celebration" assemblies each year.

## **Student Roles of Responsibility**

To promote positive behaviour and create student role models, students across the school contribute to the running of the school through various roles.

In EY & Primary, this includes the House Captains & Vice Captains who as mentioned previously who assist with student events for younger year groups throughout the year and help parents at school concerts and other events. There are elected student councils in both parts of EY & Primary and they discuss and feedback matters of school improvement on behalf of the students, for example, creating a guide and welcome pack for new students. As the oldest students in KS2, all Year 6 students will act as prefects throughout the year. This includes working as library assistants or controlling the lunch lines each day to assist with the smooth running of the canteen. We hold these students to the highest expectations within the Primary school.

In Secondary, there are various leadership roles and roles that offer additional leadership opportunities for students. Every Form Group from Year 7 - 13 democratically elects two Student Voice members who meet regularly with their Head of Year. One member of each Student Voice team is elected onto the whole school School Council where they meet with the SMT member responsible at least twice per term (excluding Term 3). This meeting is chaired by the Head Student.

In Key Stage 5, there are the following leadership roles:

- Head Student
- Deputy Head Student
- Head Prefect
- 8 Senior Prefects

This team has their own “portfolio” areas and also helps out at all school events. Students from Year 12 also lead one Form Time for Year 7 - 11 on topics generated by the Student Leadership Team.

Within the House System we also have a Head of House and Deputy Head of House for each House. They assist the member of staff responsible for House on creating activities as well as establishing a team ethos and sense of community within each House.

### **Key stakeholder responsibilities within this policy**

#### **Senior Management Responsibilities**

- Making sure that leaders are highly visible role models, engaging with pupils, staff and parents on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported so that staff and pupils feel supported
- Making sure that all staff understand the school’s behavioural expectations and the importance of maintaining them
- Communicating the policy clearly to all stakeholders, including updates throughout the year
- Providing new staff with a clear induction into the school’s behaviour culture to ensure that they understand the rules and routines
- Providing or arranging through outside agencies appropriate training as required
- Ensuring that all staff implement the behaviour policy consistently and fairly
- Monitoring the impact of the policy on all groups of pupils and staff and taking on feedback from for necessary updates
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

#### **Staff Responsibilities**

All staff are responsible for implementing the behaviour policy and helping to update it through review and giving open and honest feedback. When updates are communicated by SMT, staff are responsible for ensuring they clarify if they are unsure about any aspect of it, via discussion with line managers or other SMT.

All staff should be:

- Implementing the behaviour policy consistently and fairly
- Creating a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour
- Teaching pupils explicitly what the school expectations, routines, values and standards are
- Modelling expected behaviours in every interaction with pupils

Each year group has a middle manager responsible for pastoral care and behaviour. In EYFS and KS1 there is a phase leader for each phase. On the Nha Be Campus, each year group has a Head of Year. They work in conjunction with the relevant SMT link for that key stage.

#### **Parental Roles & Responsibilities**

Parents and carers, where possible, should:

- Read the following documents carefully and seek clarification on any matters they are unclear of.
  - the school’s behaviour policy
  - Internet, mobile and digital technology usage agreement (signed upon entry to the school)
  - Home school agreement (signed upon entry to the school)
- Support their child in adhering to the school’s behaviour policy and addressing undesirable behaviour
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Inform the school of any changes in circumstances that may affect their child’s behaviour

### Behaviour Incidents & Sanctions

While we believe all staff are responsible for promoting and enforcing the behaviour policy, there are staff with specific roles and responsibilities for certain actions within the policy. All behavioural issues will need The 4 levels are detailed below.

Level	Who does this entail?	Behaviour Aspects	What this may look like
1	Teachers & Support staff  (consulting with MM pastoral leads as needed)	Initial occurrences of <ol style="list-style-type: none"> <li>1. Noncompliance with the school rules</li> <li>2. IT policy matter/online incidences</li> <li>3. Homework concern</li> <li>4. Lack of equipment</li> <li>5. Disruptive behaviour</li> <li>6. Antisocial behaviour</li> <li>7. Dangerous behaviour</li> <li>8. Offsite (trip) and bus incidences</li> <li>9. Possession of forbidden items</li> <li>10. Friendship issues in own class</li> <li>11. Punctuality &amp; Attendance</li> </ol>	<ol style="list-style-type: none"> <li>1. Uniform issues, speaking their own language, eating or drinking on school corridors or other areas etc.</li> <li>2. Sending messages not appropriate on GC/ email/other apps or sites - depending on content consult with HOY</li> <li>3. Not submitting HW regularly or work that is below the expected standard</li> <li>4. Forgetting Kits (PE staff) or other needed items regularly</li> <li>5. Shouting out in class, annoying other students when trying to work</li> <li>6. Rudeness to staff or students, lack of manners</li> <li>7. Putting themselves or others at risk with chosen behaviour, disobeying given and agreed safety advice/choosing to go in dangerous areas etc.</li> <li>8. Any of the above type behaviour on the bus/school trips</li> <li>9. Glass bottles, unsanctioned items or electronics</li> <li>10. Things observed or reported by parents, other staff, students that need investigating</li> <li>11. Frequently late (after 8:25), family holidays, unapproved absences</li> </ol>
2	Heads of Year & Phase Leaders  (consulting with Assistant & Deputy Head Teachers as needed)	All of the above persisting and/or <ol style="list-style-type: none"> <li>1. Bullying/ Intimidation</li> <li>2. Violent behaviour</li> <li>3. Level 1 behaviour that goes across classes or year groups</li> <li>4. Malpractice (SMT must be consulted)</li> <li>5. Damage to school property or theft (SMT must be consulted)</li> <li>6. Use of disrespectful or discriminatory behaviour/language regarding any group with protected characteristics (SMT must be consulted)</li> </ol>	<ol style="list-style-type: none"> <li>1. Wilfully excluding others, harassing them, isolating them</li> <li>2. Fighting, strong pushing during disagreements, threatening violence</li> <li>3. Friendship issues/antisocial behaviour across classes or year groups</li> <li>4. Cheating, plagiarism</li> <li>5. Anything done on purpose - windows etc.</li> <li>6. Age, Gender, Race, Disability, Religion or belief, Sexual orientation, Gender reassignment, Marriage or civil partnerships, Pregnancy and maternity</li> </ol>
3	Assistant & Deputy Head Teachers	Escalation of the above and/or <ol style="list-style-type: none"> <li>1. Sexual Harassment</li> <li>2. Violent behaviour with intent to do harm.</li> </ol>	<ol style="list-style-type: none"> <li>1. Purposefully making other students unformatable about their bodies, inappropriate touching or using sexual language</li> <li>2. language</li> </ol>

	(Consulting with DSL & HOS as needed)	3. Specifically targeted disrespectful or discriminatory behaviour/language regarding any group with protected characteristics (SMT must be consulted)	3. Serious injuries, extreme distress 4. Age, Gender, Race, Disability, Religion or belief, Sexual orientation, Gender reassignment, Marriage or civil partnerships, Pregnancy and maternity
4	Heads of School (consulting with principal as needed)	Escalation of the above plus criminal or extreme behaviour	Criminal activity, bringing a banned substance in to school, bringing offensive weapons into school, extremist views voiced or acted upon

### Common Sanctions/Actions Based on Level (these may not all apply to each and every scenario)

Level 1 Teachers & Support staff	<ul style="list-style-type: none"> <li>● Discussion with teacher/adult 1st responder to the incident,</li> <li>● Warnings as appropriate</li> <li>● Parents called if needed (best before a letter)</li> <li>● Teacher detention/loss of social time if needed.</li> <li>● Explain why anything may be antisocial, disruptive, dangerous, upsetting for others.</li> <li>● Apologies made to any students wronged (this may be written if needed)</li> </ul>
Level 2 Heads of Year & Phase Leaders	<ul style="list-style-type: none"> <li>● Parents informed of investigation if it will not be resolved that day</li> <li>● Interview children involved and witnesses</li> <li>● Letter/email home explaining situation and actions including victims,</li> <li>● PSHE based sessions to address issues if widespread amongst groups</li> <li>● Detentions/lost social time with HOY</li> <li>● Meeting with parents</li> <li>● Referral to counsellor (check with immediate SMT)</li> <li>● Apologies made to any students wronged (this may be written if needed)</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>● Parents informed of investigation if it will not be resolved that day</li> <li>● Parent meeting</li> <li>● Letter home</li> <li>● Extended social exclusion</li> <li>● After School detention</li> <li>● Referral to counsellor</li> <li>● Internal Exclusion (not attending lessons)</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>● Parent meeting</li> <li>● Follow up letter</li> <li>● Suspension or expulsion</li> </ul>

### Unacceptable sanctions

We do not use a sanction that a reasonable person would say is likely to cause a child emotional distress by: humiliating or shaming pupils (for example, directing a pupil to face the wall, making fun of a pupil) or intimidating or bullying pupils (for example, throwing an object at a pupil).

### Deciding Upon Sanctions

As behaviour incidents and associated sanctions can be complex, The ABCIS reserves the right to make decisions on the level of behaviour based on the evidence to hand. Care and attention will always be given to ensuring evidence is as

robust and trustworthy as possible. Decisions on internal full exclusion (in school but not attending lessons) will be made by the relevant SMT member in consultation with the relevant Head of School (Chris Carr or Stephen Ford).

Decisions on suspensions or expulsion can only be made by the relevant Head of School (Chris Carr or Stephen Ford) in consultation with the Principal (Steve Shaw).

In addition to the expectations and consequences outlined above, we also consider the following factors when determining how to respond to student behaviour:

- The student's age, maturity level & knowledge of the area in which they have failed to meet the behavioural expectations (for example the relevant PSHE or Online Safety curriculums)
- The student's intent
- The impact of the behaviour on other students
- The student's previous record of behaviour (as evidenced on Engage)
- Whether a student's SEND status has affected this behaviour

### **Investigating, Recording & Evidencing of incidences**

It is imperative that time is taken to investigate carefully. Staff should avoid making judgements too quickly particularly when they are disputed facts between students. Asking those involved if there were any witnesses and also interviewing them is recommended. Camera footage can be sought if the situation and behavioural incident warrant it but that will need to be agreed with the immediate SMT member.

Where students are able they should write their account of what has occurred as this will be considered evidence in making judgements. Younger students can do this verbally with an adult transcribing what they have said, checking carefully if they agree. For students in the very early stages of language development Admin or support staff can help to translate.

All behavioural incidents requiring intervention must be recorded on Engage within 24 hours of them occurring. This ensures that key details are not forgotten and we can look for patterns of behaviour and address appropriately. They can then be updated accordingly if new information or actions arise. All students involved in an incident should be assigned to the entries, not only the perpetrator(s).

### **Communication of Incidences**

If a student has been spoken to about a behaviour incident at Level 2 onwards, even if it is during an investigation phase, parents should be contacted to let them know what is occurring and why, preferably before the student returns home that day. This is important for both victims or perpetrators of any behavioural incidents.

Once matters are resolved all parties will be contacted. For victims this may be a phone call or in person meeting but for any children who receive sanctions for their behaviour or who have clear warnings of what future repetition of this behaviour will bring, this must be in writing, with signed receipt of letters returned and placed on their student files in the admin offices.

### **Supporting students following sanctions**

Following or during a sanction, restorative strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

These might include (but are not limited to):

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. During this try to ascertain what help they may need for this (in their own words) and agree on next steps

- A discussion with parents and possible enquiries into the pupil's conduct at home, enquiries into circumstances outside of school, including at home, conducted
- Mediating a meeting with affected pupils
- Heads of Year/Trung Son Phase Leads checking in with form tutors/class teachers afterwards to see how the student has been acting and feeling within class, how their relationships are with others.

### Guidance on Specific Behavioural Issues

#### **Bullying (including child on child abuse and cyber bullying)**

Neither violence nor bullying of any type is acceptable and such incidents are treated in accordance with the school's student and staff behaviour policies. Any such incidents need to be factually recorded on student records (both records, alleged perpetrator and victim). If students report cyber/online bullying is taking place either inside or outside of school, please report without delay and gather evidence.

#### **Online Behaviour incidents & Use of Devices**

Online behavioural incidents are subject to the same level of sanctions as in those in school. These expectations are laid out in the Internet, mobile and digital technology usage agreement (signed upon entry to the school) and include bullying, plagiarism, communication and use of school resources. If outside school occurrences (on school devices or not) can be proven, they will also be subject to these sanctions. Preventive measures through education as part of our Online Safety provision is key to avoiding or minimising these occurrences.

Online incidents where a student is at risk (from an adult or unidentified stranger, access/sharing/soliciting of pornographic images) should be reported immediately to the designated safeguarding lead for that particular area of the school.

In EY & Primary, students will only use designated school devices for learning purposes and these usually stay within school. Students should not have any devices (including smart watches) that have calling or messaging capabilities. These may be allowed to be stored in bags for older Primary students but only with Head of Key Stage 2's permission. When engaging in remote learning and devices are sent home, it is preferable that a school device is used.

In Secondary, phones are not permitted to be used during the day without explicit permission. They can be used after school for booking transport for those with 'Own Transport' permission. They should remain in bags/lockers throughout the school day. Each student has the opportunity of a school device for school work. These are allowed to go home with students each day.

#### **Behaviour Incidents Outside of School**

Whilst travelling to and from school, attending a school trip or representing the school in any capacity, all in school expectations and sanctions are applicable.

While parents are responsible for behaviour outside of the above situations. Incidents can occur that will affect the school community and culture. We sanction pupils when their behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Students outside of the school but in public and wearing school uniform, are expected to act as ambassadors for the school. Undesirable behaviour when wearing our school uniform may be followed up in school.

#### **Possession of weapons (imitation or otherwise)**

These are absolutely prohibited and must be immediately confiscated by any member of staff observing them in possession of a student. The use of or possession of weapons of any sort (including rudimentary rubber band flickers or any form of self-made projectile weapon) or any item liable to endanger any student will result in disciplinary action and possible termination of the relevant student's registration at The ABC International School. The full policy is here

## Drugs

The possession, use or supply of illegal and other unauthorised drugs within school boundaries is unacceptable. The full policy is located here

- Illegal drugs have no place in schools.
- Alcohol is not permitted on school premises unless permission is given by the school management/owner for a special school event. Consumption will only be allowed for adults over the age of 18.
- Smoking is not permitted on school premises.
- In every case of an incident involving drugs, the school's priority is the health and safety of the pupils and staff, meeting any medical emergency with first aid and summoning appropriate help before addressing further issues.
- For the administration and procedures relating to Medication, please see the separate school medication policy

## The Use of Reasonable Force

- While not a common occurrence at The ABCIS, there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.
- Headteachers and SMT may also use such force as is reasonable given the circumstances when conducting a search of lockers or bags for dangerous weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic or illegal images, or articles that they reasonably suspect have been or are likely to be used to commit an offence or to cause harm. **Personal body searches are not permitted.**
- Force may not be used to search for other items banned under the school rules.
- When considering using reasonable force staff should, in considering the risks, carefully recognise the vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.
- Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:
  - Causing disorder
  - Hurting themselves or others
  - Damaging property
  - Committing an offence
- Incidents of reasonable force must:
  - Always be used as a last resort
  - Be applied using the minimum amount of force and for the minimum amount of time possible
  - Be used in a way that maintains the safety and dignity of all concerned
  - Never be used as a form of punishment
  - Be recorded and reported to parents
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.