

## Behaviour Policy - Westminster

This policy should be read in conjunction with the Southbank Anti-bullying Policy, Sanctions Procedure and Equality and Diversity Policy.

### Abstract

This policy reflects the **core values** of the school. Southbank International aims to be a school that, as an open and inclusive community:

- respects every individual
- treats everyone with fairness
- listens to and treats with respect those with different points of view
- establishes community spirit through responsibility and accountability
- encourages parents, students and teachers to work together
- empowers its members to be pro-active

The school recognises its responsibility to sustain a safe environment for students, and, under the Equality Act (2010) offers **an environment which eliminates discrimination**, encourages the development of **positive behaviour** and **promotes good relationships** between staff, students and parents.

The school has an obligation to its students and parents that an atmosphere conducive to learning is maintained at all times.

We believe that adherence to the IB Learner Profile values is conducive to the promotion of good behaviour.

Those values with particular resonance regarding behaviour are as follows. Students are encouraged to be enquirers, who are:

- Caring
- Open Minded
- Principled
- Reflective

Good behaviour in the school is extremely important to the school programme. Without it the school cannot discharge its primary responsibility of educating the student, and students cannot realise their potential and growth, both academically and socially. In maintaining good behaviour teachers must be able to proceed with the assurance that support will be forthcoming from other colleagues, administration and school management.

### Objectives of the Policy

- to develop school culture within which initiative, responsibility and positive relationships flourish
- to enable students to develop a sense of self-worth, respect and tolerance for others
- for all students, teachers and parents to work together to create and maintain a safe and supportive environment that promotes teaching and learning and where they feel safe, secure and valued
- to encourage good behaviour, self-discipline, increasing independence and a strong sense of personal responsibility by recognising good behaviour, rather than simply punishing bad behaviour

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- to make clear to students the distinction between minor and more serious misbehaviour and the range of sanctions that will ensue (see Sanctions Procedure)
- to treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour
- **to make boundaries of acceptable behaviour clear and to ensure safety**

### Implementation

Our classroom environments are designed to convey a clear message to the students about the extent to which their learning is valued. Arrangements of classroom furniture, access to resources and classroom displays all have a bearing on the way students behave. Our teaching methods encourage participation by all students.

We expect our teachers to:

- provide a caring and effective learning environment
- play an active part in building up a sense of community and themselves
- implement the IB Learner Profile
- be alert to signs of bullying, all forms of discrimination, radicalisation and any issue that affects the wellbeing of a student; these need to be dealt with according to the school policies
- manage students sensitively and deal with any incident appropriately
- support each other in maintaining good classroom management

### Code of Conduct

Our code of conduct is designed with student input to make clear how everyone can achieve acceptable standards of behaviour. The application of our code of conduct is developmentally dependent on the age of the student, and the particular Southbank campus where the students are located.

However, it has the following guiding principles:

- it is positively stated, so the students are informed of what to do rather than what not to do
- it incorporates the international identity of the school
- it is fair
- it encourages the whole community to be involved in its practice
- it has a clear rationale, made explicit to all
- it is consistently applied and reinforced
- it promotes the idea that each member of the school has responsibilities towards the school community

The promotion of good behaviour, in line with the school's ethos and IB Learner Profile, focuses on the fostering of high levels of personal responsibility, self-discipline and motivation.

Through the IB curriculum and the strong community-centric ethos of the school, students are encouraged to become highly principled individuals who act with **integrity and honesty**, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They are encouraged to **take responsibility** for their own actions and the consequences that accompany them.

Southbank students are also taught to be caring, empathic, compassionate individuals who demonstrate high levels of respect towards the needs and feelings of others.

### Off Campus Privilege

From Grade 6 onwards, students are encouraged to take responsibility for their own personal safety and conduct via the 'off campus privilege' system. This privilege will be rescinded if abused. (See related document: Supervision Policy)

All students attend sessions whereby the code of conduct for Off-campus Privilege is disseminated. The code of conduct below stipulates that every student must:

- Tap in and out using personal student ID card each time they leave and return to the Portland Place and Conway Street campuses
- Remain within the specific Grade boundaries as defined on the maps issued to students
- Only use zebra or traffic-light controlled road crossings
- Not loiter or litter anywhere
- They must not enter pubs or gambling establishments
- Display good manners, behaviour and consideration towards the public and one another at all times
- Exercise safety/security procedures as reinforced at the start of the school year
- Enter the school office telephone number into their mobiles. 0207 436 9699 Portland Place; 0207 631 2600 Conway Street Campus
- Report directly to their next scheduled class without stopping.

### Sanctions

The use of sanctions is characterised by certain features:

- it should be clear why the sanction is being applied
- it should be stated what modifications in behaviour are required to improve behavior
- punishing groups is avoided
- there is a clear distinction between minor and major infractions
- the behaviour of the person, and not the person, is disapproved of

There are various intervention tools that are available to deploy when a student displays inappropriate behaviour:

### Loss of off-campus privileges

We operate a system whereby there is the removal of off-campus privilege (grounding) and, when appropriate, time out under staff supervision. Examples of incidents that would prompt the sanction of grounding are as follows:

- Persistent lateness to meet homework deadlines
- Unexcused lateness to school and/or the start of lessons
- Low-level insolence to staff or other students
- Low engagement/negative attitude in lesson time.

In the case of such a sanction the student Advisor is informed. S/he will keep a record. Dependent on the specific transgression and using teacher's professional judgment, if a pattern emerges, the Grade Leader and parents are informed by a written incidental report.

### Incidental (Positive)

These are a written record of an event/issue/achievement that is stored in the student file. Examples of positive achievement include:

#### Social

- Particularly notable positive conduct in school or on a trip/residential
- Exceptional responsibility demonstrated in school or on a trip/residential
- Exemplary conduct as a representative/ambassador of the school at external events
- Notable contribution to the school community, for example: contribution to a charitable event, sports fixture or concert/play.

#### Academic

- Excellence in academic attainment: for example, a particularly impressive piece of work
- Excellence in academic effort: for example, a sustained effort by an individual student over a defined period of time
- Notable improvement by an individual student

### Incidental (Issues/Concerns)

These are a written record after either an accumulation of minor incidents (Time Out being the first sanction prior to this).

Examples of this include:

- consistent disrespect to other students or staff
- continual lack of punctuality etc )
- continual lateness with homework

or

a specific occurrence which has breached the code of conduct or school rules

Examples of serious occurrence include:

- any serious breach of behaviour
- bringing in a banned chemical
- fighting on school premises
- vandalising school premises

The Grade Leader is informed and parents are communicated with. Dependant on the actual issue, support measures may be introduced such as organisational support or temporary 'on Report'/ Checking in with advisor etc.

Incidentals are always written with the long and short term goals of helping the student develop strength of character and to take responsibility for his/her actions.

### Probation/On Report

This is the monitoring of a student by the Advisor and Grade Leader if their report grades and/or effort grades are significantly and consistently below the appropriate level, or after concerns have been raised by a teacher or teachers. Probation meetings with parents are led by the Grade Leader or Deputy Principal Pastoral or Academic DP/MYP as appropriate and progress is reviewed every two weeks. If appropriate the probation is discussed at

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academic and grade meetings. The terms and conditions of the academic probation are written up and mailed home to parents, with a copy remaining in the student file, and are also recorded in the sanction book. The Advisor, Grade Leader, teachers concerned, Deputy Principal and Principal are kept informed of developments.

**Fixed-term exclusion** Fixed-term exclusion is typically the last intervention the school exercises prior to recommending permanent exclusion. This occurs when negative behaviour persists, and grounding and in-school suspension have resulted in no improvement. It may also occur if the student is seen, by the teacher or other member of staff, exhibiting a one-off behaviour that is potentially extremely harmful to a fellow student, the teaching environment or school property. Parents are called in to meet with the Deputy Principal and other appropriate school staff to discuss the situation and decide on further action. The terms and conditions of the suspension are written up and mailed home to parents with a copy remaining in the student file, and are also recorded in the sanction book. The Advisor, Grade Leader, teachers concerned, Deputy Principal and Principal are kept informed of developments.

**Permanent exclusion** A student may be formally and permanently excluded from the school if it is proved on the balance of probabilities that the student has committed a major offence and/or persistent major offence. See attendant document: Westminster Sanctions Procedure, for examples of major offences. The Principal acts with procedural fairness in all such cases. The Principal's decision is subject to a Executive Principal Review if requested by a parent. The student remains absent from school pending the outcome of the Review.

Parents may ask the executive Principal for a review of a Principal's decision to permanently exclude or require the removal of a student from the school (but not a decision to exclude for a fixed-term a student, unless the fixed term exclusion is for 11 school days or more or would prevent the student taking a public examination). The request must be made as soon as possible and in any event within seven days of the decision being notified to the parents.

Parents are entitled to contact the ADE at Cognita for further review. The request must be made as soon as possible and in any event within seven days of the decision being notified to the parents.

The Executive Principal will advise the parents of the Review Procedure. If parents request a Board Review, the student will be excluded for the fixed term duration from school until the decision to permanently exclude or remove is revoked or upheld. While on fixed-term exclusion, the student remains away from school and has no right to enter school premises without written permission from the Principal. If the parents ask for a Review of the Executive Principal's decision by the Chairman of the Board, the student is excluded for the fixed term duration from school until the decision to permanently exclude or remove is set aside or upheld.

## Awards

There are a number of awards offered by the school in recognition of excellence in both conduct and in the academic field which motivate students to maintain the highest levels of motivation, self-discipline and social awareness. They are as follows:

- **Janet Kuehn Memorial Award**

This award was established in memory of Janet Kuehn, a much-loved teacher who had been with Southbank since its foundation. She was the Head of Social Studies, Diploma Programme Coordinator, and a member of the Board of Directors. She died in October 1998 following a courageous battle against cancer. The Janet Kuehn

Memorial Award is a travel fellowship that is presented annually to a Southbank student who demonstrates qualities that were admired in Janet:

- Courage and strength as an individual
- Warmth and sensitivity
- Generosity
- High academic and personal standards
- Commitment to improving understanding among people

The Chair of the Janet Kuehn Committee invites nominations during Term 2. Those nominees who are considered by the committee to fulfil the criteria for this award are invited to submit and present educational travel proposals. The committee considers the proposals and the successful candidate is awarded a travel scholarship of £1500.

### Events

Students have plenty of opportunity to compete in a range of externally organised competitions, where they are encouraged to act as responsible, respectful and independent-minded ambassadors for the school, demonstrating the best standards of behaviour, personal interaction and self-awareness in an international arena. Events include participation in Varsity Sport, International Schools Sports, International School's Theatre Association, the Model United Nations and USAD Decathlons.

The school also offers opportunities for the students to develop their sense of responsibility to the school community through membership of the school council and school senate, for which elections are held.