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(7 pages)

1. Introduction

1. **“The proprietor ensures that a written policy to promote good behaviour amongst pupils and set out the sanctions to be adopted in the event of pupil misbehaviour is drawn up and effectively implemented.”**
(Independent Schools Standards Regulations: Schedule 1 Part 3 Paragraph 9)
2. As an international school, we seek to ensure that the fundamental features of school life are firmly rooted on the principle of international-mindedness while preserving the sense of heritage and of local community. Our students bring with them their own background of knowledge and experience and their parents entrust us to respect and develop it according to the best practice.
3. The school fosters a shared ethos resulting in a strong sense of community, cooperation and altruism.
4. We aim to establish a positive learning environment and encourage a growth mindset towards learning and behaviour so that we learn to make good choices during school and onwards.
5. The Department of Education regularly publishes non-statutory advice which we pay due regard to. The latest is called Behaviour in Schools (2022).
6. We believe that in order to enable teaching and learning to take place, positive behaviour in all aspects of school life is necessary. We seek to create an inclusive caring, learning environment at school by working cooperatively with parents to enable pupils to:

- Achieve their full academic, spiritual, physical and creative potential
- Create a sense of self-discipline and responsibility for their own actions
- Feel happy and secure
- Show empathy for others’ feelings
- Communicate effectively in all situations
- Be creative, innovative and independent in their thinking and approach to learning
- Develop a social and environmental conscience
- Create a sense of identity, achievement and self-worth
- Be generous of spirit and respectful of others
- Develop resilience to meet the challenges of life ahead

7. **Good etiquette:** All students and staff are expected to show good etiquette including:
 - Saying “Thank You”
 - Giving Genuine Compliments.
 - Not being Boastful, Arrogant or Loud.
 - Listening Before Speaking.
 - Speaking with Kindness and Caution.
 - Not Criticizing or Complaining.
 - Being Punctual.

2. Policy in Practice

1. As a school we aim to enable positive behavior by:
 1. Encouraging positive behaviour with all students and adults working to agreed standards
 2. Setting expectations that all students will be encouraged to learn the social emotional and behavioural skills required to be 21st century citizens

3. Providing students with regular opportunities to reflect on their behavior and increase self awareness through engagement with 360 degree feedback
 4. Supporting behavioural development through the school mentoring programme
 5. Maintaining a school environment where students are encouraged to behave appropriately because they feel they are valued members of the school community, and that they are safe and secure.
 6. Applying rewards and disciplinary penalties (sanctions) fairly and consistently.
2. The Principal delegates much of the day to day responsibility for maintaining discipline in the School to the Vice Principal. The Vice Principal will:
 1. Establish and maintain a behaviour policy that promotes self-discipline, respect for others and proper regard for authority
 2. Encourage good behaviour and ensure that the overall standard of behaviour is acceptable
 3. Seek to prevent all forms of bullying among pupils
 4. Support students through 360 degree feedback and the mentoring programme
 5. Liaise with the teaching staff to ensure consistency of approach
 6. Regulate the conduct of pupils.
3. The School Councillor and Student Mentors have designated responsibilities in promoting good standards of behaviour and will frequently work with the Vice Principal in resolving disciplinary issues. They also have a key role in:
 1. Setting high expectations of behaviour in the classroom and the wider School environment
 2. Supporting other members of staff in dealing with poor behaviour
 3. Participating in the School Rewards Programme
 4. Monitoring and advising those pupils whose behaviour has fallen or which is in danger of falling below that expected.
4. All Staff are expected to promote self-discipline amongst pupils, to act as role models for positive behaviour and to deal appropriately and consistently with any unacceptable behaviour. It is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour in class, depending on the nature of the class and the content of the lesson. Behaviour that does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated. Managing behaviour is most successful where pupils know that there will be a consequence if they misbehave. Similarly, all teachers have a duty to uphold the School Code of Conduct.
 5. Pupils have the right to be treated with respect by teachers and other pupils, as well as an equal responsibility to treat other people with respect. They are expected to uphold the good reputation of the School, to obey the School rules and to tell a teacher or any of the ancillary staff if they feel that they are being mistreated. The School Council will be consulted whenever there is a significant change to behaviour policy.

3. Promoting Good Behaviour

1. Introduction

Students bring to the school a wide variety of behavioural patterns and educational experiences. The school endeavours to work towards standards of behaviour based on principles of honesty, respect, consideration and responsibility.

1. The school aims to provide a learning environment which is conducive to good behaviour and where children can learn by example both from positive interactions with adults and peers. Where possible the school endeavours to take an individualised approach to maintaining good behaviour because very often poor behaviour is the manifestation of more complex issues for which a student may need support (including those for which we have a duty under the Equality Act 2010). This will include liaison with parents, and in some cases GPs, counsellors and specialist agencies such as Gloucestershire Healthy Living and Learning (GHLL) and the Children and Young People's Service (CYPS). The school is mindful of the particular stresses placed on some children by transitions both inside and outside school and its pastoral approach to behaviour management enables staff to take an approach which is appropriate to both the age and the circumstances of students.
2. The school respects and encourages student voice and in line with safeguarding principles takes any allegation against a member of staff very seriously. If an allegation is later found to be malicious then the school will consider whether there are further safeguarding concerns regarding the student as well as make every effort to support the teacher against whom the allegation was made.
3. The school takes allegations of bullying very seriously and its Anti-Bullying Policy deals with the way students treat one another. Any student who feels unfairly treated has the right to seek justice and is encouraged to discuss their grievance with a member of staff.
4. The school respects a student's right to privacy under Article 8 of the Human Rights Act and will carry out any search of a student's possessions in a way which is justified and proportionate. The school will search a student's possessions when it has reasonable grounds to believe that a student is in possession of a prohibited item e.g. dangerous weapon, drugs, tobacco, drugs. Wherever possible the school will gain the consent of the

student but in extraordinary circumstances will search possessions without their consent in line with the DfE guidelines “Searching, Screening and Confiscation – advice for schools” (Feb 2014).

5. Teaching and support staff at WHIS should conduct themselves professionally at all times. Modelling good behaviour is essential for effective discipline.
6. A positive attitude, a sociable character, a serious engagement to the school life in all its aspects combined with excellent teaching skills represent the main features of teachers at WHIS. In return, teachers expect pupils to be respectful and participate actively in learning.

2. Guidance for Classroom Management and the Promotion of Good Behaviour

1. Promoting Positive Behaviour Through Effective Teaching:
Well-planned lessons that include differentiation for ability and different learning styles, engaging and challenging activities and teachers who know their pupils as individuals are most likely to promote positive behaviour.

2. Strategies for Encouraging Good Behaviour:

- A consistent, fair approach, which allows pupils to understand the consequences of their behaviour
- A well-planned and well-delivered curriculum which takes account of individual needs
- High expectations of behaviour and attendance
- Fair and consistent use of rewards and sanctions
- Regular communication between staff and parents
- Continually clarify routines (how to come in, how to attract attention, when to move around the classroom), rules, positive behaviour
- Use seating plans or pupil groupings
- Arrange furniture to provide an environment conducive to on-task behaviour
- Avoid talking over significant noise; use tactical pausing.

3. Corrective Discipline:

- Use non-verbal cues or messages; maintain eye contact
- Give descriptive reminders ‘We all need to be doing.... at the moment’
- Refocus and redirect individuals/ groups
- Give more direct reminders to individuals in a discreet way
- Give more direct reminders to individuals in a more overt way
- Re-locate the pupil
- Avoid arguing- concentrate on the pupil’s ‘primary behaviour’, rather than ‘secondary behaviour’
- Give clear ‘choices’ to maximise pupils’ responsibility
- Be consistent in following through.

3. Communication & Record-keeping

1. In order for a pupil’s behaviour to be properly managed, it is important that there is good communication between their teachers, mentors and pastoral staff including, if appropriate, the Senior Management Team, as well as with parents.
2. To enable staff and parents to establish patterns of behaviour, as well as to enable the School to act with procedural fairness in all matters of discipline, it is also important to keep a record of poor behaviour as well as of all attempts to admonish such behaviour, including any conversations between staff, mentors, parents and the pupil themselves. The documentation and monitoring of sanctions are important to help monitor any patterns of behaviour in school and for the School to take appropriate action.
3. **Recording of Sanctions** The primary form of communication between members of the teaching staff is by way of the electronic management software or school management system. This software has the capacity to record all rewards and sanctions – primarily merits and detentions. The Vice Principal also keeps an incident book of all behaviour issues that are referred to them. This is monitored on a termly basis by the Principal. Any patterns of poor behaviour are highlighted and discussed at Staff meetings. Letters to parents concerning breaches of the School Rules are kept in a pupil’s file held in the school office. Reports to parents will also carry an indication of general levels of behaviour and attitude.
4. **Contacting Parents** Parents should always be made aware of successes as well as concerns. When problems arise, staff will:
 1. Discuss the concerns and seek parental input as to best to resolve the issue(s). They will have all relevant documentation to hand to describe the concerns to parents and any action taken by the School to date.
 2. Inform the parent of what the School proposes to do to help solve the matter
 3. Explain how the parents can work with the School to help address the matter
 4. Agree next steps with parents and relevant members of staff
 5. Keep a record of what has been said and copy it to relevant staff.

4. New students

When students join the school, there is a series of induction sessions which includes an introduction to the school rules and ethos. As well as the more formal reference to the school rules (for example at the start of a new academic year), weekly whole school assemblies also pick up on the standards and spirit of our school, its rules and ethos. Individual members of staff are encouraged to make explicit their expectations of students and act as role models, guiding students to make good choices whilst making them aware that poor choices have consequences. They are supported in this role by the Principal, Vice Principal and Mentors both through the formal rewards system and through more informal contact and discussion with the students themselves and their parents which may result in more long term monitoring. Students are encouraged to contribute to and reflect upon the behaviour policy.

4. Positive Behaviour Management

This provides solid support for the delivery and implementation of the school principles and works as an integral part of the curriculum in practice.

1. What is the ethos behind the reward system?
 1. This is a whole school behaviour management system.
 2. Students earn 'positive points' that are pooled together towards a whole school target for each term with levels of prizes awarded for attainment.
 3. The intention is that students will learn to be self-motivated learners with aspirational goals.
 4. They will develop a growth mindset and a sense of respect for themselves and their school community.
2. How will this work at WHIS? Teachers award points to students for:
 1. Respect for themselves, others and their environment
 2. Engagement and effort in their learning
 3. Resilience to keep trying and
 4. Courage to try something new
3. How many points can a teacher give?
 1. **A maximum of 3 points** can be awarded for each lesson. To clarify-
 1. Punctuality at start of lesson, coat off and settle down, ready to learn
 2. Engagement and effort during the lesson
 3. Completion of task if applicable, leaving room sensibly with any prepwork written or recorded in their Chromebooks.
 2. **An excellent** can be awarded to a student (5 reward points) for **exceptional** effort or piece of learning and should be given occasionally rather than regularly. When an excellent is awarded a letter is sent home from the Vice Principal to acknowledge and celebrate the students achievement.
 3. Additional reward points can be awarded around the school to reinforce positive behaviour.
4. How are points awarded? It is fundamental that the students individually know the reason why they have received points. Verbalisation must be given as it models positive expectations of the student.
5. Can points be taken away? No. Once a point is awarded it cannot be taken away.
6. Where are the points recorded? They are recorded in the rewards system by the end of that day.
7. How do the students redeem their points? Points are aggregated together at the end of the term and a whole school prize is given at the beginning of the following term.

5. Sanctions

1. If a student's behavior should fall below the expectations for our school, consequences are implemented. We believe that student detentions are only effective when they are restorative in nature and aim to address the original issue by allowing more time to complete homework or classwork, or allow for a one-on-one discussion about behaviour. It is important that the following simple rules are applied:
 1. The detention is given from a standpoint of care and concern, not confrontation and aggression
 2. The focus of the detention is to enable students to realise the reason why the detention was given and that this reason is reinforced by the activities given during the time of the detention.
2. **Types of Misbehaviour**
 1. **Low level misdemeanours:** These are usually dealt with by the relevant Teacher. Teachers will usually impose some form of sanction such as a detention and they will record this in the school monitoring system. Parents would not normally be directly contacted at this point.

1. Lateness (for lessons, electives or prep)
2. Prepwork (not completed, late, poor effort)
3. Disruption in class
4. Not complying with basic rules – signing out, out of bounds
5. Litter
6. Inappropriate language
7. Spitting
8. Inappropriate use of mobile phones, iPods and other electronic equipment

2. **Medium level misdemeanours:** For any of these, the Vice Principal will be involved in the disciplinary process. Other members of staff may be called upon, as necessary. Medium level misdemeanours will usually warrant a full investigation which will include taking written statements from those involved. Parents will be informed at the earliest opportunity of the nature of the incident and of the likely disciplinary outcome. It is possible that the appropriate sanction maybe a period of suspension. If suspension is likely, the Principal will be consulted. Other sanctions may include detention(s), putting a pupil ‘on report’, or drawing up a contract itemising what is required of a particular pupil in an effort to improve attitude and behaviour.

1. A reoccurrence or an accumulation of low level misdemeanours
2. Low level bullying incidents
3. Vandalism
4. Being sent out of class
5. Truancy – including missing a lesson, prep or elective
6. Bringing the school's name into disrepute

3. **High level misdemeanours:** All high level misdemeanours will be investigated. The investigation will be carried out by the Vice Principal in conjunction with relevant staff. The Principal will also be involved and the sanction imposed will be at the discretion of the Principal. Each case and each pupil will be judged on an individual basis. High level misdemeanours are likely to result in a period of suspension. Exclusion is also a distinct possibility. Parents will always be notified as soon as reasonably practicable about the misconduct, the nature of the incident and the possible outcome. There is also a possibility that external agencies may be involved depending on the nature and seriousness of the offence.

1. An accumulation of medium level misdemeanours
2. Persistent bullying
3. Drug use/supply
4. Sexual misconduct
5. Violent conduct
6. Vaping, smoking and/or drinking offences
7. Supplying alcohol and/or tobacco – especially to minors
8. Theft – either on or off campus
9. Allegations against staff or students which are proven to be malicious

4. Disciplinary Sanctions

1. Disciplinary sanctions are applied when it is necessary to show appropriate disapproval of a pupil's behaviour. They are designed to: a) stop the inappropriate behaviour, b) allow the pupil to make a better choice next time and c) show other pupils what is/ is not acceptable in School.
2. Sanctions are meant to penalise unacceptable behaviour, not the pupil themselves. They should be seen as a constructive measure to bring an improvement in the pupil's behaviour or learning.
3. The School reserves the right to impose disciplinary sanction where a pupil's behaviour falls below the standard which could be reasonably expected them, whether because they fail to follow a school rule or an instruction by a member of staff.
4. A reasonable penalty will:
 1. Be proportionate;
 2. Take into account any special circumstances which are known to the person imposing the penalty, including the pupil's age, and, where appropriate his/her special educational needs or his/ her disability, and his/her religious conviction; and
 3. Be lawful. Punishments will not be discriminatory, degrading or humiliating.
5. Disciplinary penalties may include:
 1. Removal from the group/ class/ a particular lesson
 2. Verbal warning
 3. Withdrawal of break or lunchtime privileges
 4. Completion of work or extra work
 5. The carrying out of ‘community service’ e.g. litter picking, recycling tasks
 6. Detention

7. Withholding participation in educational or recreational visits, when these are not essential to the curriculum
8. Being placed 'on report'
9. Being placed on a 'contract'
10. Suspension and/or Exclusion

6. Pastoral Conversation, Report Cards, & Behaviour Contracts

1. Both academic and pastoral staff may become aware that a pupil is having problems with behaviour in lessons and in school more generally. This may be, for example, because of difficulties with a subject or because the relationship between the pupil and a member of staff or other pupils has become strained. These concerns may initially be highlighted during Staff Meetings.
2. If a pattern of behaviour emerges that is considered unacceptable, it may be useful for the Vice Principal to chair a case meeting with the relevant teaching staff to discuss the matter. The outcome of the meeting will usually be in the form of an action plan designed to improve the behaviour of the pupil. This may well involve the use of a 'report card'. Parents will be informed of such concerns and the fact that their son/daughter has been placed on report.
3. **Report Cards:** The majority of pupils at the School are capable of organising their work effectively and behaving in a manner which is conducive to good learning. Occasionally, however, a pupil may have adopted some poor habits which are detrimental to their own learning, and which may well be having a negative impact on the learning of others. Normally, this pattern of behaviour will have become apparent over a period of time through the number of 'causes for concern' sent to pastoral staff or the frequency with which teaching staff refer to the pupil's poor behaviour staff meetings.
 1. If this is the case, the Vice Principal may choose to put the pupil 'on report'. This requires the following action:
 1. The identification of the areas in which the pupil's behaviour is having a negative effect on his/her learning
 2. A discussion of these areas with the pupil and the establishment of targets which will lead to improvement
 3. Contact with the parents to explain what is going on. It is recommended that the initial contact is made by phone or e-mail and then the targets/ protocol/ sanctions are confirmed in a letter.
 4. The pupil to present their report card to teaching staff at the start of each lesson; for this card to be filled in at the end of each lesson; the Mentor will then check the card on a daily basis. In some circumstances, the card may also be overseen by a member of SMT.
 5. This process to end at an agreed time (usually a week) or when sufficient progress has been noticed on a consistent basis to suggest that a change in the pupil's attitude has occurred.
 2. The card is an acknowledgement that the pupil needs greater support from staff to ensure that they can properly manage their behaviour. There must, therefore, be a sense that staff are proactively supporting the child. Ideally, this should result in an improvement in behaviour. There are, however, things that can go wrong with the process and these, themselves, may have consequences:
 1. If the pupil consistently forgets to hand the card in or loses it so that the comments cannot be properly assessed by their parents or pastoral staff: the pupil must go round each of their members of staff and ask for the comment to be filled in again. If they do not do this when requested, it is likely that they should have a detention.
 2. Given that the Report Card is intended to support the pupil, it is not enough to expect the pupil to take the initiative alone. The tutor must be proactive in reminding them to have the report card on them at all times and that it is completed for each lesson.
4. **Pupil Acceptable Behaviour Agreements (Contracts)**
 1. When all other options have been exhausted, a 'behaviour contract' may be drawn up. This will only be utilised as a last resort where removal from the School is the likely alternative. Whilst it is a punitive sanction and signals a clear need for the pupil to improve their attitude and conduct, it also designed to help support the pupil in rectifying their current unsatisfactory behaviour.
 2. The contract will target specific areas of concern. The conditions will normally be listed in a bullet point fashion (see appendix 1). The contract is usually signed by the Vice Principal, the pupil and their parents. The contract will normally state that failure to comply with contract may well lead to permanent exclusion from the School.
5. **Sending pupils out of the classroom**
 1. In certain circumstances, it may be necessary for a teacher to ask a pupil to 'leave the room'. For example, a pupil may need time to 'cool down' if they find them in a cycle of behaviour which it is difficult to break or if the chronic misbehaviour and disruptive influence of one individual is stopping other pupils from learning, this course of action may be appropriate. Nonetheless, this must be a serious sanction which is only used

when other strategies (such as reminders, redirection and clarification of consequence) have failed. It must not be used to give the teacher in control of a class period of light relief or to devolve one person's responsibility to another colleague for an indefinite period of time.

2. If a pupil is sent out from the lesson, they will be told where to report to. Depending on the severity of the incident, it might necessitate no more than a 'cooling off' period outside of the classroom in an area overseen by that particular teacher or another member of staff. It might be necessary to send the pupil to the Vice Principal or if not available then another available teacher, or indeed a member of SMT if the misdemeanor is felt serious enough.
3. Such an incident will prompt a discussion to take place between the pupil, the teacher and relevant pastoral staff to ascertain the problem and the disciplinary course of action. If this is an isolated incident, the most likely outcome is a detention. Parents will usually be informed where their child is sent out the class.

6. Punctuality and Attendance

Punctual attendance at School and to lessons is crucial. Teaching staff should log the number of minutes a pupil is late for a lesson and record it. An accumulation of 10 minutes lateness will result in a 'lateness detention' overseen by the Vice Principal. All absence from lessons must be explained and unexplained absence will be followed up by relevant staff in accordance with the Missing Pupil Policy.

7. Detentions

1. Pupils who are required to attend a detention will be given 24 hour notice before a detention is served. These will take place from 4.15pm to 5pm on a Thursday in a set venue by the Vice Principal or staff member on Duty. Occasionally, detentions may be postponed for a small period of time taking into account key commitments a pupil may have (a sports fixture for example or a School concert). The pupil must not postpone their detention unilaterally – it must be done with good reason and one that is clearly explained to the teacher, the pupil's mentor or indeed the Vice Principal. Confirmation from a parent may also be sought.
2. All detentions are recorded and communicated using the online system. Once a pupil is entered electronically, an email will be sent to the student's mentor and the Vice Principal. A teacher may set work to be done during detention and place it on Google Classroom for the student to access. During the detention, pupils will not be allowed to talk and should be punctual. Pupils are not allowed to wear iPods but may be allowed the use of a laptop if felt necessary.
3. The Vice Principal follows up any unexplained absence from detention. Failure to attend detention will result in a meeting with the Vice Principal to explain the absence. A failure to attend detention may result in the detention being doubled.

Revision Control Table	
Drawn up by	N Hutchings
Date	06/01/19
Review schedule	Annual
Reviewed	06/01/19 D Sturdy; 01/01/20 DS; 01/04/21 by DS; 29/07/22 by NH; 10/10/22 by DS
Next Review	10/09/23

Appendix 1 Contract of Behaviour For:

Dated:

I promise that I shall focus on the following aspects of my behaviour; [delete as appropriate]

- I shall refrain from distracting other pupils in a class. Similarly I shall not disrupt any lesson, including talking when I have been required to listen quietly.
- I shall bring all necessary equipment to lessons.
- I shall attend all lessons punctually.
- I shall complete all preps, to the best of my ability, on time.
- I shall seek help from staff if I am unsure about my work.
- I shall show respect to staff at all times.
- I shall endeavour to use my study time constructively.

I accept that breaching any of the above will result in a visit to the Vice Principal and may lead to a suspension at the Principal's discretion.

Agreed Targets

Show through my behaviour that I am becoming considerate of others and respectful of my teachers and peers.

Signed..... (Pupil) Signed..... (Vice Principal) Signed.....(Parent)