



Introduction

At Wotton House International School we aim to create a respectful, safe, and positive learning environment where good behaviour is rewarded, and misbehaviour is addressed in a way that helps students learn and grow. Working together with parents, staff, and students is key to achieving this.

This behaviour policy has been created in alignment with the schools Pastoral Policy and Section 3, 66-69 of the [ISI Inspection Framework](#).

At the heart of our Positive Behaviour Policy are the following core behavioural values, these values are embedded in our PSHE curriculum and whole school Mentoring Programme:

- **Compassion:** defined as the feeling that arises when you are confronted with another's suffering and feel motivated to relieve that suffering.
Action: Staff cultivate compassion and understanding through weekly reflection and action.
- **Resilience:** the capacity to withstand or to recover quickly from difficulties;
Action: Support students to navigate challenges with strength and adaptability.
- **Courage:** strength of mind to carry on in spite of danger or difficulty
Action: Encourage students to be courageous in their approach to learning, to ask questions, try new experiences and expand their comfort zone.
- **Respect:** due regard for the feelings, wishes, or rights of others.
Action: Encourage mutual respect and kindness across the school community.
- **Integrity:** the quality of being honest and having strong moral principles.
Action: Promote honesty, responsibility, and ethical decision-making.

Context Setting:

1. **Clear Expectations:** We have a written policy that promotes good behaviour among students and explains what happens if a student's behaviour falls below this standard.
2. **International Focus:** As an international school, we balance global awareness with respect for local culture. Students come from diverse backgrounds, and we work closely with parents to help each child grow academically, socially, and emotionally.

3. **Community and Cooperation:** We promote a positive school environment where everyone feels part of the community, helps each other, and works together.
 4. **Learning Environment:** Our goal is to create a space where students make good decisions in both their learning and behaviour.
 5. **Guidance on Behaviour:** We follow advice from the Department for Education to maintain positive behaviour, based on their latest guidelines (e.g., [Behaviour in Schools 2024](#)).
 6. **Positive Behaviour for Learning:** Good behaviour is essential for effective teaching and learning. We work with parents to help students:
 - o Reach their full potential (academically, physically, creatively)
 - o Be responsible for their actions
 - o Feel safe and happy
 - o Show empathy and respect for others
 - o Communicate well in different situations
 - o Think creatively and independently
 - o Develop social responsibility and a sense of identity
 - o Build resilience for future challenges
 7. **Good Etiquette:** Students and staff should practice good manners, including:
 - o Saying "Thank you"
 - o Giving genuine compliments
 - o Listening before speaking
 - o Speaking kindly
 - o Being punctual
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Policy in Practice

1. **How We Encourage Positive Behaviour:**
 - o Set clear behaviour expectations for students and staff
 - o Teach students social and emotional skills to become responsible 21st-century citizens
 - o Offer students regular opportunities to reflect on their behaviour
 - o Use our school mentoring programme to support students' personal growth
 - o Create a safe environment where students feel valued and can demonstrate positive behaviours
 - o Use rewards and consequences fairly and consistently
2. **Roles and Responsibilities:**
 - o **Deputy Head (Pastoral):** Oversees day-to-day discipline, reviews the positive behaviour policy, and ensures bullying prevention.
 - o **Counsellor & Mentors:** Support good behaviour and help resolve issues alongside the Deputy Head (Pastoral).
 - o **All Staff:** Act as role models and handle behaviour issues consistently. Poor behaviour that disrupts learning needs to be challenged and due process followed.
 - o **Students:** Are encouraged to challenge poor behaviour in a courteous manner and inform a member of staff to enable support and resolution.

3. **Student Rights & Responsibilities:** Students have the right to be treated with respect and must treat others the same way. They should follow school rules and report any mistreatment.
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Promoting Good Behaviour

1. **Behavioural Values:** Our school values compassion, resilience, courage, integrity and respect. We know students come from different backgrounds, and we take an individualised approach when managing behaviour.
 2. **Supporting Students:** If a student has behavioural issues, we work with parents, and sometimes with external professionals, to provide the support they need. We are mindful of transitions and their impact on behaviour.
 3. **Handling Complaints & Privacy:** We take any complaints or bullying very seriously. Students can speak to staff if they feel mistreated. Searches of student possessions are only done when necessary and in line with official guidelines.
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Positive Classroom Management

1. **Effective Teaching for Good Behaviour:**
 - o Plan engaging lessons that meet students' needs and learning styles
 - o Create a well-organised classroom environment that encourages focus and respect
 - o Use clear routines and high behaviour expectations
 - o Ensure TPs are aware of and aligned to expectations in your class
 2. **Strategies to Manage Behaviour:**
 - o Use non-verbal cues or eye contact to manage disruptions
 - o Redirect students when they are off-task
 - o Offer choices to help students take responsibility for their actions
 - o Be consistent with consequences when rules are broken
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Communication & Record-Keeping

1. **Good Communication:** Teachers, mentors, and pastoral staff must communicate regularly about students' behaviour, involving parents when needed.
 2. **Record Behaviour:** Poor behaviour and any consequences will be recorded in the Student Rewards System. The Deputy Head (Pastoral) will monitor and track patterns and work with key stakeholders in order to improve student behaviour.
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Positive Rewards System

1. **Whole School Approach:** The school rewards system enables students to earn an 'Excellent' award for demonstrating positive behaviour, such as high levels of effort or being courageous in their approach to learning.

An 'Excellent' can be awarded to a student for exceptional effort or piece of learning and should be given occasionally rather than regularly. Teachers are encouraged to use the rewards process to acknowledge and celebrate our core behavioural values; **Compassion, Resilience, Courage, Respect and Integrity**.

Excellent awards are personal and form an important part of the School Mentoring Programme. When a student is awarded an Excellent their Mentor is notified and a letter is sent home from the Deputy Head (Pastoral) to acknowledge and celebrate their achievement.

Each term students work towards a whole school aggregated target for Excellent awards. If the target is achieved before the end of term, then the whole school receives a prize such as a trip to the local cinema and/or lunch out.

Sanctions for Misbehaviour

1. **Restorative Detentions:** Detentions focus on addressing the cause of misbehaviour, like finishing work or having a discussion about behaviour.
2. **Types of Misbehaviour:**
 - o **Low-Level:** Minor issues like being late or disruptive in class. Teachers handle these with small consequences such as a lunch time detention. TPs are responsible for reaffirming expectations and reporting any behavioural issues to the teacher in class or on duty.
 1. Lateness (for lessons, after school clubs or prep)
 2. Prep work (not completed, late, poor effort)
 3. Disruption in class
 4. Not complying with basic rules – signing out, out of bounds
 5. Littering
 6. Inappropriate language
 7. Spitting
 8. Inappropriate use of mobile phones, iPods and other electronic equipment
 - o **Medium-Level:** More serious issues like bullying or vandalism. The Deputy Head (Pastoral) is involved and parents are informed. These issues may result in an after-school detention, behavioural report or suspension. If suspension is likely, the Principal will be consulted.
 1. A reoccurrence or an accumulation of low-level incidents

- 2. Low level bullying incidents
 - 3. Vandalism
 - 4. Being sent out of class
 - 5. Truancy – including missing a lesson, prep or after school club
 - 6. Bringing the school's name into disrepute
- o **High-Level:** Serious issues like violence, drug use, or persistent bullying. These are investigated by the Deputy Head (Pastoral) and may result in suspension or exclusion. If suspension or exclusion is likely, the Principal will make the final decision.
- 1. An accumulation of medium level incidents
 - 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 unfounded and malicious

1. Recognising Behavioural Issues

- Staff may notice if a student struggles with behaviour in class or around school.
- This could be due to difficulties with a subject or strained relationships with peers or teachers.
- General concerns should be raised in the weekly staff meeting and any more acute issues sent in an email to the Deputy Head (Pastoral) with the student's mentor copied in.

2. Addressing Patterns of Misbehaviour

- If a student's behaviour is consistently poor, the Deputy Head (Pastoral) may arrange a meeting with relevant staff to create a behavioural support plan.
- The plan could include a "behaviour report card" to track improvements, and parents will be informed.

3. Behaviour Report Cards

- Most students manage their work and behaviour well, but some may develop bad habits.
- A report card is used when a student's poor behaviour negatively impacts their learning or disrupts others.

Steps for Using a Report Card:

- o Identify problem areas and set goals for improvement.

- Discuss these goals with the student and communicate with their parents.
- The student presents the report card to each teacher at the start of lessons, and teachers comment on their behaviour at the end.
- A mentor checks the card daily, and improvements are tracked over time.
- Once progress is consistent, the report card process ends.

Challenges:

- If a student forgets or loses the report card, they must get it filled out again. Failing to do so may result in an extended time on report.
- Teachers should remind students to use the report card consistently.

4. Behaviour Contracts

- If report cards and other measures don't work, a formal "behaviour contract" may be introduced.
- This contract is a last resort before the student may face suspension or expulsion.

Key Features of Behaviour Contracts:

- Lists specific areas where the student must improve.
- Signed by the Deputy Head (Pastoral), the student, and their parents.
- Non-compliance with the contract may lead to permanent exclusion.

5. Sending Students Out of Class

- Sometimes, a teacher may need to ask a student to leave the room to "cool down" if they are disruptive or need to regulate.
- This should only happen if other strategies, like warnings, have not worked.

Aftermath:

- The student, teacher, and mentor will discuss the incident.
- If it's a one-time issue, detention is the likely outcome.
- The teacher will inform Parents via email when a student is removed from class and copy in the Deputy Head (Pastoral).

6. Punctuality and Attendance

- It's important for students to be on time for school and lessons.
- Teachers track lateness, and if a student is more than 10 minutes late, the student will receive a "lateness detention." This detention will be overseen by the relevant teacher.

7. After School Detentions

- Students must be given 24-hour notice before attending an after-school detention.
- Detentions happen once a week and last from 3:30 pm to 4:30 pm.
- Detentions can be postponed for important events but only with permission.
- Work may be assigned to students during detention, and they must remain quiet.

Consequences for Missing Detention:

- Unexplained absences from detention are followed up by the Deputy Head (Pastoral).
- Missing detention could 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. 08/10/23 by DS, 19/09/24 revisions made by NH
Next Review	19/09/25

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.
- 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:

1. _____
2. _____
3. _____

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

Signed..... (Pupil)

Signed.....(Parent)

Signed..... (Deputy Head (Pastoral))