



September 2013

BST Behaviour policy

The British School in Tokyo
School Policy Document

BST Behaviour policy

Introduction:

BST expects high standards of behaviour from its students. These standards are modelled by the adults that work in the school and students are expected to follow their example. Students are expected to be responsible to themselves and to others in all aspects of their lives. At school, this involves behaving in ways which enable themselves and their peers to learn effectively.

Aims:

In accordance with our *BRITISH Learner* attributes, by upholding high expectations of behaviour BST aims to ensure that every individual is recognised as a valued member of the school and that an environment is established that enables students to:

- Be thoughtful: respectful, sensitive and polite to others
- Be aware of their own rights - and their responsibilities
- Be a team player and know that their behaviour has consequences for themselves and others
- Feel safe, respected and cared for
- Feel able to take risks and relish challenges in order to learn
- Be self-assured

In the Primary School

Reinforcing expectations

Throughout the school individual classes generate classroom rules under the title of *Handy Hints*. These are the behaviours required to be an effective learner, to be a responsible citizen and to ensure the health and well-being of the school community.

Consequences are made clear regarding inappropriate behaviour that does not meet the school's expectations.

All members of staff promote positive behaviour, through the public and private recognition of what is good, in a variety of ways:

- Through verbal or written praise
- Display of work or effort
- *Star of the Week*
- Informal gestures
- Verbal acknowledgement
- Giving extra responsibility or jobs
- Visit to another member of staff
- Improvement Assembly
- Email or verbal feedback to parents.

Consequences and procedures

There will be occasions when correction of behaviour is necessary. BST operates a consistent approach to the manner in which this is done. Its teaching and support staff are empowered to create a just, secure and happy teaching and learning environment. They consistently deal with all forms of negative behaviour following two over-riding rules:

Be calm: Students are dealt with **calmly** and **firmly**, referring to the inappropriate behaviour (rather than *the child*), and explaining clearly why action is being taken, and what that action is.

Fresh start: Although persistent or serious misbehaviour needs recording, every student can feel that each day is a fresh start. Any discipline is applied fairly and the consequences fully explained.

There is a stepped approach to consequences which are identified to the students. The consequences and procedures followed depend up on the severity of the behaviour and will involve different staff members accordingly. Students for whom this majority approach is not appropriate have an individual plan detailing an alternative provision.

In very severe cases, a student may be suspended from the school for a fixed period of time. The student is allowed to return to school, only if the student and their parents are prepared to rectify the behaviour and ensure it is not repeated.

In very extreme cases, a student may be permanently excluded from the school. In these extreme cases, representative members of the Board of Trustees would be involved in the decision.

There is, of course, a clear process of appeal (outlined in our *Complaints Procedure*).

In the Secondary School

Reinforcing expectations

- Praise: verbal praise is used by all staff to indicate and reinforce success
- House Points: these are used by teachers to reward a particularly good piece of work or effort, or other positive or praise worthy behaviour. House points are recorded in the homework diary.
- Achievement certificates: these are awarded at the end of each term, for highest effort, attainment and house point totals.
- Colours: for very significant achievement and commitment to sport, students may receive colours (half or full). The PE department sets out and manages the criteria and awarding of colours. Houses are also in a position to award colours.

Consequences and procedures

When negative or anti-social behaviour occurs it is challenged by staff. In many cases a verbal warning will suffice.

If unsatisfactory behaviour persists, a student may be given detention (or other appropriate immediate sanction) or issued a report card for a period of time. In more serious cases, the Tutor and Head of House will call a meeting with parents to discuss the issues and agree the action to be taken. A student contract may be drawn up as part of this meeting.

BST Secondary runs a ladder of intervention which includes detentions. These are run by Heads of Houses or, in more serious cases, by the Head or his Deputy. In a limited number of extreme cases, the Head of School or Principal may impose an internal exclusion, a fixed-term external exclusion or a permanent exclusion (ratified by the Trustees). In such cases there is, of course, a clear process of appeal (outlined in our *Complaints Procedure*).



JDB Christian MA
Principal