

BEHAVIOUR POLICY

Behaviour Policy for school year 2018-2019

Date of approval: 20.08.2018

1. Purpose

This policy highlights the guiding principles and procedures designed to ensure appropriate behaviour across the school.

Appropriate Behaviour = a set of actions that is acceptable in a specific context (e.g. 1) Running is appropriate for outdoor play breaks, but not for hallways; 2) Learning trips can involve different appropriate behaviours compared to class activities).

2. Overview

The policy has been developed in accordance with:

- the principles established by the [United Nations Convention on the Rights of the Child \(UNCRC\) 1989](#);
- the [Romanian law No. 272/2004 on the Protection and Promotion of the Rights of the Child](#).

“Art. 6 – Observing and guaranteeing the rights of the child should be conducted in accordance with the following principles:

- observing and primarily promoting the best interests of the child;
 - equal opportunities and non-discrimination;
 - raising the awareness of the parents on the exercise of their rights and on the fulfilment of parental duties;
 - providing individualised and personalised care for each child;
 - observing the dignity of the child;
 - hearing the opinion of the child and giving it due weight, in accordance with the age and maturity of the child;
 - celerity in making all decisions concerning the child.”
- Avenor College’s ROI and ROF

Aims:

- To promote permanent education and personal achievement across the school;
- To maintain safety and security for all the members of the community;
- To increase awareness related to the consequences of one's actions;
- To prepare students for adhering to the social rules system in order to become responsible citizens of the world.

At Avenor we are taking seriously our responsibility to model and encourage appropriate behaviours in school and society.

We understand that all staff members and the management team must contribute actively in modelling, encouraging and monitoring appropriate behaviours, as well as the fact that each child's best interest is of paramount importance. To facilitate this, Avenor will provide a safe, caring, positive and stimulating environment that promotes the social, physical and emotional well-being of each individual child.

As part of our mission of "co-creating the best possible future" stands ensuring that every child and adult are and feel safe within our school's premises; this is closely connected to the way in which we behave.

3. Procedures

At Avenor, the procedures that help us promote appropriate behaviour are adapted to the particularities of each stage of development.

Each teacher should have a minimum class management theoretical and practical skills/background, which should be improved through trainings in Inset Days and CPD Days.

This skill set enables teachers to differentiate accurately between mild inappropriate behaviour and serious inappropriate behaviour.

Examples of mild inappropriate behaviour: calling out, standing up without permission, talking without permission, being 5 minutes late, chit-chat during class, etc.;

Examples of serious inappropriate behaviour: a recurring pattern of disruption during class, consistent refusal to follow the teacher's instructions, missing class on a frequent basis, physical and verbal violent acts, recurring defiant behaviour, property damage, etc.

All staff members should ask for guidance from the PSHE department in order to make sure they include the behaviour in the correct category (mild or serious), always taking into account **the general context and family situation**.

For the nursery school (ages between 2 to 6 years old):

Steps to be undertaken in case of inappropriate behaviour:

- 1) The teacher will give a short and firm verbal warning to the child, including referral to the rules, a request to conform to them and the possible consequences in case of recurrence (e.g. Ioana in calling out during Literacy class. The teacher will say: "Please stop calling out. We use an indoor voice in class". Ioana continues to call out and the teacher will say:

“It’s the second time during this class you are calling out, and you know the rule. Should this happen again, you I will not be able to go up on the Literacy Ladder.”)

2) The teacher will make use of the encouragement system of the classroom in order to communicate consequences of recurring inappropriate behaviour.

*For Nursery Green the encouragement will only be done verbally, by using a positive language (e.g. hands are for caressing, mouths are for talking, etc.).

**For Nursery Orange and Nursery Blue the encouragement systems will include two-three age-appropriate options (e.g. sun for encouraging positive behaviour and clouds for setting limits and discouraging inappropriate behaviour).

***For Reception the encouragement systems will include four-five age-appropriate options (e.g. hip hip hooray, way to go, ready to learn, think again, stop).

****For Year 1 the encouragement systems will include six age-appropriate options (e.g. outstanding, excellent effort, good day, ready to learn, make better choices, teacher’s choice).

3) Children will start the day fresh, on “Ready to learn” or Sun in order to encourage them to practise appropriate behaviours.

For primary, middle and high school (ages between 6 to 18 years old):

The teacher will give a short but firm verbal warning to the student, including reference to the rules, and request to comply with them and the possible consequences in case of recurrence (e.g. Andrei in calling out during Maths class. The teacher will say: “Please stop calling out. We use an indoor voice in class”. Andrei continues to call out and the teacher will say: “It’s the second time during this class you are calling out, and you know the rule. Should this happen again, you will be referred for a written warning.”)

*for primary, middle and high school, 3 verbal warnings before referral for a written warning;

Verbal warnings:

Type of verbal warning	Type of behaviour	Actions taken
1 st Verbal Warning	Mild disruptive or inappropriate behaviour.	Verbal warning from the teacher.
2 nd Verbal Warning	Recurring disruptive or inappropriate behaviour.	The second verbal warning
3 rd Verbal Warning	Persistent and serious disruptive or inappropriate behaviour.	The teacher calls the office manager. The office manager contacts the key stage coordinator, school counsellor, form-tutor / PSHE coordinator who will take the student from the classroom. Written warning by the form tutor in Engage after a discussion between student

		– teacher – form tutor.
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4. Sanctions and consequences

High standards of behaviour are expected from pupils at all times. At Avenor College students receive feedback on both their academic performance, as well as on their behaviour. The MIS includes an evidence of all the behaviour-related written warnings of the students.

Avenor College finds equally important encouraging students' pro-social behaviours, as well as discouraging students' disruptive / inappropriate behaviours by applying different sanctions and consequences.

It is important to remember that the current policy encourages / discourages behaviours, not students. Sanctions are clearly defined, in this policy, classified according to the type of disruptive behaviour and applied fairly and consistently.

The school has an extensive list to match the nature of the disruptive / inappropriate behaviour and the school rule which was not followed consistently.

Types of sanctions:

- Removal from the class (See specific guidance below).
- Carrying out a useful task in school (Community Service)
- Withdrawal of break and lunchtime privileges
- Lunchtime reflection (See specific guidance below)
- Withdrawing participation from school trips and sports events that are not an essential part of the curriculum.
- No registration for next scholar year

The duration of each sanction will be dependent on the type and gravity of the disruptive behaviour and will be decided by the level coordinator.

Removal from the class

This sanction is appropriate for persistent disruptive behaviour.

Students should be approached in a firm, calm and brief manner. Teachers should be aware of the fact that negative attention is perceived by students as attention (e.g. If the teacher spends a lot of his/her teaching time giving elaborate explanations related to a student's disruptive behaviour this will gratify the student by giving him/her negative attention).

After leaving the class, the student will be accompanied by the level coordinator, level counsellor, form-tutor / PSHE coordinator to the examination room (ground floor) and guided to reflect on their actions and/or continue their activity.

Community service

This sanction is appropriate for serious disruptive behaviour assessed by the level coordinator.

In order to discourage inappropriate behaviours, student may be directed to:

- sort 'lost & found' property;
- sharpen pencils;
- make photocopies;
- offer support to the Office Managers;
- help with the removal of recycling bags.

Withdrawal of break and lunchtime privileges

At times, especially for disruptive behaviours that happen during breaks and lunch time, a suitable sanction will involve withdrawal of breaks (spending the break in the classroom) and lunchtime privileges (sitting alone at the table or sitting with other colleagues).

Lunch time reflection

Lunch time reflection is implemented for recurrent refusal to work, lack of co-operation in the classroom, late homework, inappropriate behaviour in the lessons or in the breaks, inappropriate and aggressive behaviour within school or extreme dishonesty. Lunch time reflection for failure to handle homework on time will occur when there are register written warnings in Engage.

This sanction is decided by the form tutor in consultation with the coordinator. Parents should be notified by e-mail. The student will be supervised by members of the teaching staff in the study room. The student will have to stay silent and to reflect on his/her actions.

Lunch time reflection schedule:

- for Primary - 12.30 -13.10 every day
- for Middle School and High School - 13.20-14.00.

Students referred for lunch time reflection will eat in the first part of the lunch break.

Withdrawing participation from school trips and sports events that are not an essential part of the curriculum

In cases in which the previous sanctions that have been applied in order to reinforce school rules and discourage inappropriate behaviour do not meet the expected outcomes, the form tutor together with the counsellor can choose to withdraw the participation of students from school trips or extra-curricular events that are not an essential part of the curriculum.

No registration for next scholar year

One of the most serious sanctions applied in Avenor College is withdrawing the right of registration for the following school year for students and families who have shown consistent lack of compliance with the school's rules and regulations. In the absence of a functional partnership between the school and the family, Avenor College reserves its right to block the re-registration process in order to avoid the aggravation of serious situations of misbehaving and to maintain the safety and security of the members of its community. This sanction will not be applied after a first incident of inappropriate behaviour, but will be the result of a prolonged process of intervention agreed by the school together with the parents of the student.

Behaviour for Learning Expectations

- in class
- around school
- towards others

1.Learning	<ul style="list-style-type: none">• Students must make studying and learning their first priority.• Lessons are for learning• Students must not distract others from learning and making progress e.g. by talking in lessons, shouting out or making inappropriate noises.
2.Interacting with others	<ul style="list-style-type: none">• Students should show consideration and respect for others at all times, inside and outside of school and lessons.• Students should foster a sense of community.• Students are expected to be good ambassadors for the school e.g. travelling to and from school, when representing the school, and on school trips.• Any type of bullying will not be tolerated.
3.Classworks	<ul style="list-style-type: none">• It is essential that every student follows instructions the first time they are given to them by staff.• Students must raise their hand if they have a question during lessons.• Students should be 100% focused and on task during lessons.• Students should look after their working environment: classrooms should be clean, tidy and free from litter at all times.• Student must not eat during lessons.
4.Punctuality	<ul style="list-style-type: none">• Students are expected to know where their lessons are and arrive at every lesson on time, moving purposefully between classrooms
5.Organisation	<ul style="list-style-type: none">• Students must bring with them all necessary resources for their lessons• Students must use all equipment safely and for the purpose instructed by the teacher.• Students must return letters/ consent forms/ reply slips by the set date.• All personal property must be clearly named.
6. Uniform	<ul style="list-style-type: none">• Students must wear full school uniform. This includes lunch time, in the school cafeteria.

Consequences:

1. **The first written warning:** The form-tutor will mediate the situation between the student and the teacher. The parents are informed via e-mail/Engage and phone. Consequences: Withdrawal of a break privileges and extra work decided by the teacher disturbed (24h deadline), one lunch time spent in the reflection room.

2. **The second written warning:** The parents are invited to school for discussion by the form-tutor. Intervention plan is discussed before the meeting with the form-tutor, coordinator and the class counsellor and it is presented to the parents.
Consequences: Withdrawing participation from next school trips (6 months), extra work for the subject disturbed (24h deadline), and 2 lunch-time reflections. The meeting is registered and signed by the student, the parents, and the form-tutor with specific behaviour targets. The evolution is monitored by the form-tutor and the class counsellor.
3. **The third written warning:** The parents are invited to school for a discussion with the form-tutor and the key stage coordinator. In this formula, the parties will discuss about the consequences and the intervention plan for the next period.
Consequences: Withdrawing participation from school trips (12 months), extra work for the subject disturbed (1 week), community and service activities (1 week), 3 days lunch-time reflection.
4. **The fourth written warning:** the parents are invited to school and informed (in writing) that the school will not allow the re-registration for the next school year.

* When a student registers 3 written warnings in Engage, the registration is allowed for the next school year but under specific conditions regarding behaviour for learning.

5. Roles and responsibilities

Teachers

Roles:

- To apply effective class management skills during lessons;
- To know the **Behaviour Policy** and apply adequately the procedures included, when needed;
- To model appropriate behaviour in school and outside of it;

Responsibilities:

- To integrate in the planning and teaching objectives related to wellbeing;
- To communicate and manage adequately (according to their competence) situations of disruptive or inappropriate behaviour;
- To seek guidance in situations that go beyond their competences;
- To be pro-active in their class management and behaviour CPD.

Counsellors

Roles:

- To apply effective class management skills during lessons;
- To support students, parents and teachers in managing situations of inappropriate behaviour;
- To keep updated with new behaviour management practices;
- To know the **Behaviour Policy** and apply adequately the procedures included, when needed;

- To model appropriate behaviour in school and outside of it;

Responsibilities:

- To integrate in the planning and teaching objectives related to wellbeing;
- To communicate and manage adequately (according to their competence) situations of disruptive or inappropriate behaviour;
- To seek guidance in situations that go beyond their competences;
- To be pro-active in their class management and behaviour CPD;
- To link the wellbeing activities with the curriculum and the school environment.

Form Tutors

Roles:

- To apply effective class management during lessons;
- To know the **Behaviour Policy** and apply adequately the procedures included, when needed;
- To model appropriate behaviour in school and outside of it;
- To be a connection between students and other teachers;

Responsibilities:

- To integrate in the planning and teaching objectives related to wellbeing;
- To communicate and manage adequately (according to their competence) situations of disruptive or inappropriate behaviour;
- To seek guidance in situations that go beyond their competences;
- To be pro-active in their class management and behaviour CPD;
- To maintain a coherent relationship with the parents, teachers, counsellors and coordinators in order to promote appropriate behaviours and manage administrative issues;
- To be aware of the impact that their decisions have on the future of the students and the dynamic between adults;

Other Staff Members

Roles:

- To know the **Behaviour Policy**;
- To model appropriate behaviour in school and outside of it;

Responsibilities:

- To signal inappropriate behaviour to form teachers or counsellors;

Coordinators

Roles:

- To apply effective class management during lessons;

- To know the **Behaviour Policy** and apply adequately the procedures included, when needed;
- To model appropriate behaviour in school and outside of it;
- To be a connection between students, teachers, counsellors and form teachers;
- To make decisions in case of written warning proposals and other behavioural issues;

Responsibilities:

- To integrate in the planning and teaching, objectives related to wellbeing;
- To communicate and manage adequately situations of disruptive or inappropriate behaviour;
- To be pro-active in their class management and behaviour CPD;
- To maintain a coherent relationship with the parents, teachers, counsellors and form tutors in order to promote appropriate behaviours and manage warning proposals;
- To be aware of the impact that their decisions have on the future of the students and the dynamic between adults;
- To file evidence and keep a record of warnings and decisions;
- To ensure that all procedures are in accordance with the legislation by keeping in touch with the Compliance Director;

Head of High School / Head of Middle School

Roles:

- To apply effective class management during lessons;
- To know the **Behaviour Policy** and apply adequately the procedures included, when needed;
- To model appropriate behaviour in school and outside of it;
- To be a connection between students, parents, teachers, counsellors and form teachers;
- To support the decisions made by the coordinators and form teachers in cases of inappropriate behaviours;
- To emphasise the importance of appropriate behaviour in the process of applying to universities;

Responsibilities:

- To integrate in the planning and teaching, objectives related to wellbeing;
- To communicate and manage adequately situations of disruptive or inappropriate behaviour;
- To be pro-active in their class management and behaviour CPD;
- To maintain a coherent relationship with the parents, teachers, counsellors and form teachers in order to promote appropriate behaviours and manage warning proposals;
- To meet frequently with coordinators and form tutors in order to gain a better understanding of the decision-making process in cases of inappropriate behaviour;

Director of Learning

Avenor College

Roles:

- To know the **Behaviour Policy**;
- To model appropriate behaviour in school and outside of it;
- To be a connection between coordinators, parents and other educational institutions;
- To support the decisions made by the coordinators and form teachers in cases of inappropriate behaviours;
- To emphasise the importance of appropriate behaviour at a whole school level;
- To keep updated with best practices in implementing behaviour policies in other schools;

Responsibilities:

- To communicate and manage adequately situations of disruptive or inappropriate behaviour;
- To be pro-active in seeking best practices and CPD behaviour-related opportunities;
- To maintain a coherent relationship with the parents, teachers, counsellors and form teachers in order to promote appropriate behaviours;
- To meet frequently with coordinators, parents and other educational institutions in order to gain a better understanding of other behaviour policies.

Parents**Roles:**

- To support the school in applying behaviour consequences in order to have a consistent approach;
- To acknowledge and celebrate their childrens' positive behaviour and attitude;
- To model appropriate behaviour in school and outside of it;

Responsibilities:

- To keep in touch with the school in order to have an updated overview related to their children's behaviour;
- To communicate honestly in situations of disruptive or inappropriate behaviour of their children, having in mind the best interest of the child;
- To seek guidance in situations that go beyond their understanding;
- To be pro-active in supporting their children to do better, repair situations of inappropriate behaviour and acknowledge the seriousness of recurrent warnings;

Students**Roles:**

- To know the **Behaviour Policy**;
- To model appropriate behaviour in school and outside of it;
- To emphasise the importance of appropriate behaviour for younger colleagues;
- To develop increased behaviour management and emotional self-regulation skills;

Responsibilities:

- To respect the **Behaviour Policy**;
- To communicate honestly in situations of disruptive or inappropriate behaviour, having in mind a resolution/reparation of the situation;
- To seek guidance in behavior situations they find difficult to handle;
- To assume consequences of their own actions and follow action plans in case of written warnings;
- To be pro-active in doing better, trying again, repairing situations of inappropriate behaviour and acknowledging the seriousness of recurrent warnings;

6. The system of encouragement and consequences

In Avenor, we are aware that in order to “co-create the best possible future” for our students, encouraging appropriate behaviour, celebrating efforts and cultivating making better choices are essential.

Avenor teachers will make it their priority to “catch students behaving appropriately” and to use verbal feedback in a constructive, personalised and non-labelling manner. We acknowledge the fact that appropriate behaviours have better chances of flourishing in a school environment where adults are role-models of open communication, behaviour and class management skills.

We are focusing primarily on encouraging children and students to develop personally and academically. In the situations where limits should be set and inappropriate behaviours discouraged, we apply consequences that are logically linked with the behaviours tackled and follow them through with patience and consistency.

Some of the tools that we use in Avenor to manage behaviour are:

- Positive Verbal Feedback;
- Star of the Week;
- Awards;
- House Points;
- Classroom management charts;
- The System of Verbal and Written Warnings.

7. Supporting students

At Avenor, we recognise that a child who is transitioning from one stage of development to another, who is experiencing family or personal changes, who lives in an emotionally overwhelming environment (emotional abuse, neglect) may engage in inappropriate behaviours as a form of expressing unpleasant emotions or regaining control over his/her life.

At Avenor, we acknowledge that the school will provide support to children in order to improve behaviour both in and outside of school by:

- encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum;

- promoting a safe, caring and positive environment within the school;
- having access or being referred to the school counsellors who will offer on-the-spot individual or family support, as well as make recommendations for long-term counselling or therapy outside of school.

8. Supporting parents

At Avenor, we strongly believe that the best interest of each of our students can be met through an honest and productive partnership with parents.

We will support parents in managing their childrens' behaviour through:

- The "School from Home" parenting programme;
- Individual counselling meetings on specific behavioural issues;
- Parent – teacher meetings with the presence of a school counsellor;
- Verbal and written communication related to behavioural progress and suggestions for further steps to be taken;
- Open Days.

9. Supporting staff

At Avenor, we are aware that employees who are working with children dealing with overwhelming experiences (ranging from difficult life events to neglect) may find the situation stressful and upsetting.

We will support each staff member by providing opportunities to talk about their stressful experiences with the school counsellors. It is recommended that depending on the age of the child, staff members address the counsellor who is holding the PSHE lessons for the respective age-range.

We also feel confident that each staff member is able to assess their own well-being and can contact the counsellors of the school in order to receive support after upsetting experiences in the classroom.

Each academic year, the teaching staff will be involved in:

- Inset Days Trainings or Workshops on class management and/or communication;
- Practical sessions of acquiring information related to the policies included in the Avenor Wellbeing Multi-Disciplinary Approach;
- Meetings on specific cases in order to increase understanding the decision-making process related to proposals for written warnings;
- Staff Support Groups;
- Individual Support Sessions.

10. Information sharing

Feedback related to academic progress and also behaviour development will be provided to both parents of the child in a written or verbal manner by the form tutor. The child can be involved in

discussions about behavioural issues only with the purpose of helping him/her become more aware and responsible for his choices, actions and consequences.

In case a teacher encounters class management difficulties in relation to one child, he/she should seek support from the form tutor and counsellor who is teaching PSHE lessons for the respective age group. It is recommended that a teacher who is not the form tutor of the child communicate with parents about progress and the child's behaviour on specific subjects during the Parent – teacher meetings, in order to avoid incongruent communication.

In case a teacher makes a proposal for a written warning and the decision of the PSHE Coordinator and Form Tutor is not to approve the proposal and refer the child for counselling and guidance, the content of the sessions or the nature of the issues discussed will be kept confidential from third parties (e.g. other teachers or students).

11. Behaviour and curriculum

Behaviour can be an important resource or obstacle in the learning journey of each student. Having this aspect in mind, at Avenor we constantly prioritise promoting appropriate behaviours and respectively discouraging inappropriate behaviours.

The school's mission, its' bilingual character, the Avenor values, complemented by the Wellbeing Multi-Disciplinary Approach will ensure that each lesson has a personal development component that helps students be aware of the rules of the classroom and consequences of their actions.

The activities included in the curriculum that focus on promoting appropriate behaviours are:

- PSHE classes;
- Form Time;
- Star of the Week;
- Assemblies;
- School Contests with House Points;
- School Events such as Inner Peace Day, Respect Week, Career Week, Fun Week, Cultural Celebration Day;
- Learning experiences outside of school.

12. Policy review

The policy will be subjected to a review on March 2019.