



**THE BRITISH  
INTERNATIONAL SCHOOL  
BUDAPEST**

A NORD ANGLIA EDUCATION SCHOOL

# Conduct Policy

# Conduct Policy 2021

**Original Date:** 20<sup>th</sup> November 2015

**Current Version:** Oct 2021 v. 03

**Review period:** Annually

**Next of review:** Oct 2022

**Responsibility:** Assistant Head secondary, Deputy Head Primary

**Related policies:** Anti-bullying Policy, Exclusion Policy

## 1. Policy Rationale

1.1. At BISB we fundamentally believe that the ability to establish and nurture positive relationships with others is crucial to our wellbeing. This is why we are a Restorative School.

1.2 This policy sets out principles, systems and processes which ensure that our actions are in line with the above statement.

## 2. Principles

2.1 All members of our school community are expected to conduct themselves in such a way that shows respect for themselves, other people, and our environment.

2.2 At BISB we fundamentally believe that the ability to establish and nurture positive relationships with others is crucial to our wellbeing. It is the development of these skills above all which will enable our students to lead happy and fulfilled lives and to achieve academic, personal and social success. These beliefs are informed and underpinned by supporting literature on positive education, student wellbeing and restorative practice.

2.3 We have high expectations of all members of our school community, including our students. Good conduct is recognised and rewarded, and poor conduct will be challenged using clear systems and processes.

2.4 We adopt a Restorative Approach. We aim to be a fully restorative school where high-quality positive relationships between members of our community support the development of students' ability to thrive. Where our high expectations are not met, we work through a restorative process to ensure that we learn from the experience, conduct ourselves better in future, and restore and maintain any relationships damaged along the way.

### 3. Expectations

3.1 In primary school each class makes an ‘Essential Agreement’ with their teacher and students are expected to abide by this agreement. In secondary school students are expected to abide by the ‘Basic Expectations’ and these are displayed in all teaching spaces.

<b>Primary School Essential Agreements (examples)</b>	<b>Secondary School Basic Expectations</b>
<ul style="list-style-type: none"> <li>• Be prepared to make mistakes and learn from them.</li> <li>• Try new things even if they scare us.</li> <li>• Think before you act.</li> <li>• Respect yourself and others.</li> <li>• Make wise choices to support your learning.</li> <li>• Include people if they look excluded.</li> <li>• Be open-minded – listen to, consider and value other perspectives.</li> <li>• Take ownership of our learning.</li> <li>• Dream big.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet others, talk to them politely, and treat each other with kindness and respect.</li> <li>• Arrive on time to school and lessons, with all required equipment.</li> <li>• Wear school uniform correctly/ comply with the Sixth Form Dress Code.</li> <li>• Drink only water in lessons – no other eating or drinking, or chewing gum.</li> <li>• Ask teachers for permission to use electronic devices, and use them for learning-related activities only. Electronic devices are not permitted to be used at breaktimes and lunchtimes.</li> <li>• Complete classwork and homework to the best of your ability.</li> <li>• If there’s a problem, or you need help, let your teacher know.</li> </ul>

3.2 In both the primary and the secondary school we adopt a zero-tolerance stance towards the following:

- physical violence towards another person
- unwanted physical contact, where reported by a recipient

3.3 We adopt a restorative approach to all transgressions of the above agreements and expectations, irrespective of whether or not an Internal or an External Exclusion is applied.

#### 4. Promoting Good Conduct

4.1 All adults in our community are expected to uphold and role-model high standards of conduct so that our students can learn from the examples they see every day.

4.2 Good conduct is discussed, modelled, rewarded and celebrated in the following ways:

<b>Primary School</b>	<b>Secondary School</b>
<ul style="list-style-type: none"> <li>• Class teachers award House Points</li> <li>• Top Dog system used in class and celebrated in weekly phase assemblies</li> <li>• Weekly class meetings are conducted using the Smart School Council online tool</li> <li>• Daily check in and Circle Time</li> <li>• Merit points are awarded to individuals</li> <li>• Golden Time is given to classes on a Friday as a recognition of good conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Form tutors educating students in Guidance lessons</li> <li>• All teachers recording Recognitions on iSams</li> <li>• Form tutors viewing Recognitions reports, discussing daily with their students, and contacting home with positive news</li> <li>• Care &amp; Guidance Leaders monitoring weekly, praising students in person and highlighting in assemblies</li> <li>• Opportunities for students who conduct themselves well to represent the school in community-facing events</li> </ul>

#### 5. Managing Poor Conduct

5.1 The systems and processes for managing poor student conduct differ, necessarily, between the primary and secondary schools.

5.2. Both the primary and the secondary schools have established clearly-defined systems and processes which should be followed by staff and are detailed below:

<b>Primary School</b>	<b>Secondary School</b>
<ul style="list-style-type: none"> <li>• Playground incidents dealt with by duty teacher and reported to class teacher if needed.</li> <li>• Behaviour Reflection sheet is completed by students and uploaded to iSams.</li> <li>• Conduct concerns are added to iSams in 4 stages, from Class Teacher up to the Leadership Team.</li> <li>• Teacher and Phase Leader reports are used to help individual students improve their conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers select and use behaviour management strategies aimed at building and restoring positive relationships.</li> <li>• Ongoing, repeated or serious concerns must be logged on iSams as a Conduct or a Learning Concern.</li> <li>• Students whose poor conduct is repeatedly disturbing a lesson should be asked to step outside a lesson for a swift Restorative Chat</li> </ul>

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<ul style="list-style-type: none"><li>• The class teacher or the PLT will inform parents if the incident is of a more serious nature.</li><li>• Reintegration meetings and Restorative Conferences may be held and may involve parents.</li><li>• Internal and External Exclusions may be applied as sanctions, by the PLT, in line with the Exclusion Policy.</li></ul>	<p>and then returned to the lesson as quickly as possible.</p> <ul style="list-style-type: none"><li>• Form tutors are <b>the main point of contact in the process</b> and discuss isams Conducts and Learning Concerns daily with their students.</li><li>• Form Tutor Reports and Care &amp; Guidance Leader Reports are used to help individual students improve their conduct.</li><li>• Ongoing, repeated or serious cases are referred to the Senior Leadership Team.</li><li>• Serious misconduct (see exclusion policy) and Bullying should be referred to a Care &amp; Guidance Leader or a member of secondary SLT straight away.</li><li>• Internal and External Exclusions may be applied as sanctions, by the SLT, in conjunction with the Care &amp; Guidance Leader and in line with the Exclusion Policy.</li></ul>
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### 6. Communication with Parents

- 6.1 Parents, guardians and carers are central to our success in developing a community in which everyone can thrive. We expect parents to work with us in modelling and reinforcing exemplary conduct and demonstrating respect for all members of our community. Parents should support our restorative approach and the strategies we use, and co-operate with us in order to restore the self-esteem, respect and wellbeing of their children in the aftermath of a transgression.
- 6.2 The Class Teacher in the primary school, and the Form Tutor in the secondary school, are the main points of contact. Communications with home are encouraged in both positive circumstances, and where a concern exists.
- 6.3 In the secondary school, parents are able to view Recognitions awarded to their child via Firefly, which are given as a result of good student conduct. If a pattern of Conduct and Learning Concerns is recorded for an individual student, the Form Tutor will contact parents to start a discussion about the nature of these concerns.
- 6.4 Serious Incidents involving a student will always be recorded and parents will be notified by either the Phase Leader (primary), the Care & Guidance Leader (secondary), or a member of the Senior Leadership Team.

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6.5 If Exclusions are applied as a sanction, parents will be informed by a member of the SLT/PLT and will be required to attend a Reintegration meeting along with their child prior to the child returning to lessons. The Exclusion Policy will be applied at this stage.