

BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

**Updated September 2024**

**BRITANNICA BEHAVIOUR MANAGEMENT POLICY**

**Updated September 2024**

<b>Approved by:</b>	Paul Farrell	<b>Date:</b> 30 <sup>th</sup> August 2024
<b>Last reviewed on:</b>	August 2023	
<b>Next review due by:</b>	August 2025	

## Beliefs and Key Principles

1. Positive relationships underpin a thriving school culture.
2. Safeguards need to be in place to protect the dignity of all individuals.
3. Provision of a safe, caring and productive learning environment for students is central to the school's operations.
4. Student engagement through student-centred, differentiated teaching is a major positive determinant of student behaviour.
5. Consequences for unacceptable behaviour should be learning-focused and addressed with consequences rather than punishments, with a variety of consequences available to a teacher.
6. Consequences for unacceptable behaviour should focus on the principles of restorative justice.

## Behaviour Standards

1. All students will avoid using the following behaviours:
  - Insulting, degrading or hurting another person through verbal or written words
  - Intentionally physically harming another person
  - Using abusive email and other internet technology to hurt or insult another person
  - Violations of the school's network use agreement
  - Violations of the academic honour code
  - Making prejudiced comments
  - Exhibiting harmful or reckless behaviour
  - Offensive conduct e.g. bullying, harassing, libelling or slandering another person
  - Taking photographs of another student without the express permission of the student and a supervising member of the faculty or staff
  - Providing illegal substances to any member of the school community
  - The possession and/or use of weapons, alcohol, tobacco or illegal drugs
2. All students will respect and honour the propriety of personal and school property. Theft will be avoided.
3. All students will take good care of personal and school property. Vandalism will be avoided.
4. Student participation will be encouraged in the development of behavioural standards.

The Head of Phases and Key Stage Coordinators are responsible for ensuring that all members of their teams are complying with this Behaviour Management Policy and their Phase-related behaviour management procedures (see end of policy)

All Phases will have their phase-appropriate consequences and escalation for inappropriate behaviour

however the following will be common ground to all:

Before issuing a consequence, staff in any Phase must first issue a warning.

Staff have at their disposal a range of positive strategies e.g.

- Seating plan at start of the lesson
- Speaking to a student before they enter the room and setting clear expectations
- Using non-verbal forms of communication to reinforce behaviour expectations
- Moving student to another seat during the lesson
- Modifying approach to student
- Using praise to remind a student of their ability to behave appropriately
- Pairing the student with another student who will have a positive impact on their behaviour and attitude towards learning
- Varying the activity to find ways of encouraging the specific student to engage positively in the learning experience
- Setting targets with the student for future improvement

### **Punctuality to lessons**

Every member of staff challenges every student who is out of a lesson. Students should be encouraged to remain in lessons as far as possible. When a student is late to lesson they are expected to supply a reason

### **Start and End of Lessons**

- Teacher meets and greets the class at the door before students arrive.
- Students queue in straight lines outside classroom (where possible).
- End of lesson, stand behind chairs. Ensure the next class has a positive learning environment to come into.

This Behaviour Management Policy is also supported through:

- Periodic Key Stage Pupil Progress Reviews to identify those pupils underachieving through behavioural problems coordinated by the Key Stage Coordinator/ HoP
- The Form Tutor as part of the 'Academic Mentoring' Programme
- Contact with parents/carers in the early stages of a problem and referral to the Learning Support Manager as part of the Learning Support process

### **Praise and Rewards Systems**

Frequent praise and reward for achievement are features of learning and teaching at Britannica School, so that students receive recognition for their positive contributions to school life. The school believes that every student should have their achievements acknowledged and, when appropriate, rewarded. Such recognition:

- builds student self-esteem and confidence;
- helps to create a positive learning environment;
- highlights the importance of good behaviour;
- encourages students to participate in a variety of activities;
- encourages students to set themselves the highest targets.

## Housepoints/Certificates

Throughout the year all students in Primary and Secondary will be awarded housepoints which will lead to certificates to recognise their progress.

50 House Points – Bronze Award  
100 House Points - Silver Award  
150 House Points – Gold Award  
200 House Points – Platinum Award

## **Primary**

### 'Star of the Week' Awards

Each week teachers will nominate students who have shown exceptional progress/effort in lessons or in the wider school community. These awards will be handed to the students in Primary Assemblies.

## **Secondary**

In the Secondary School, in addition to House points, student success is acknowledged in the following ways:

Positive Postcards  
Outstanding Academic Achievement and Outstanding Effort certificates

### Positive postcards

Positive postcards give recognition to students for going that extra mile in any area of school life. Postcards are written by teachers or school staff and are given to students in assembly to take home and shared with parents.

Postcards can be written at any time throughout the academic year and handed to the Head of Secondary Phase to give out during assembly.

### Outstanding Academic Achievement and Outstanding Effort Certificates

These are formal certificates to recognise 'Outstanding Academic Achievement and Outstanding Effort' over a period of time. They are given out once per half term from each subject area

Certificates are given out in assembly by the school Principle and are displayed in record of achievement folders.

## **Support Systems for Parents / Carers**

Britannica School is keen to facilitate effective and on-going parent/carer support for all its policies and practices.

Parents and carers who express concern to the Class Teacher/Form Tutor about managing the behaviour and attendance of their child are offered support via the Class Teacher/Form tutor.

If school staff have concerns about a student's behaviour, parents and carers will be informed about these concerns at the earliest opportunity and invited to look, together with the school, for a solution to the problem. This process will always respect the opinions and situation of the family, student and the school.

The school will provide opportunities for parents and carers to contribute to the school's policy and strategies for promoting positive behaviour and attendance. This will be through the Parent Links group, the involvement of parents/carers in school support activities, cultural and social events and other activities that promote positive partnerships between the school and the wider community.

### **PRIMARY Classroom Behaviour Policy: Teacher Document**

#### **Step One**

If a student is unable to follow the classroom rules, the student is given the first verbal warning by the class teacher to stop the negative behaviour.

#### **Step Two**

If negative behaviour persists, the student is again asked to stop and a second verbal warning is given. (At this point their name is moved to Orange on the traffic lights).

#### **Step Three**

If the student continues to disrupt learning, and is unable to follow the class rules, the student is moved within the classroom so that they can continue their work and not disturb others. They are also given a verbal warning.

#### **Step Four**

If the student continues to display negative behaviour, they are moved to Red. If appropriate, the student should be sent to a different classroom nearby with their work. At the end of the lesson the student should return their work to the class teacher and continue to their next lesson. A loss of free time is organised as a consequence for poor behaviour. It is recorded on ISAMS

Every time student behaviour reaches step 4, the incident is recorded on ISAMS and thus communicated to the Head of Primary, Key Stage Co-ordinator and Class Teacher.

If this happens three times or more in a half term, the Head of Primary or Key Stage Co-ordinator will contact parents to ask them to come in. Behavioural targets will be set and behaviour will be monitored through a behaviour report card.

### **SECONDARY Classroom Behaviour Policy: Teacher Document**

#### **Step One**

If a student is unable to follow the classroom instructions they are given a first verbal warning by the class teacher.

#### **Step Two**

If the student continues, they are asked again to follow instructions and a second verbal warning is given to pupil. At this point their name is written on the board as a record.

### Step Three

If the student is not following the teacher's instructions and continues to be disengaged, disrupting their own or others' learning, they are moved within the classroom so that they can continue their work away from others.  
The teacher records reasons for reaching this step on iSAMS.

### Step Four

If the student continues, they are sent to a different classroom nearby with their work and are kept there until the end of the lesson. Students should return the work to the class teacher and continue to their next lesson. The event is again recorded/updated on iSAMS and a loss of free time is organised as a consequence for poor behaviour.

### Step Five

If the student is unable to follow instructions in the new classroom they are sent to, and disrupts the learning of other students, iSAMS is updated, & an email should be sent to the Head of Secondary who will intervene and decide on the appropriate next steps. This will be communicated with Form Tutors who will inform parents accordingly.

### Ongoing issues

Each time a student reaches step 3 or beyond, this should be recorded on iSAMS. This will inform the Head of Secondary and Form tutors. If this happens more than three times in a half term the Head of Secondary will contact parents to have a meeting & set behavioural targets and will continue to closely monitor progress for an extended period of time.

## **Secondary Routines**

Updated 28<sup>th</sup> September 2018

The following Checklist is for secondary teachers to ensure consistency of standards between classes

### **This is how we do things here: Routines Checklist**

This simple tool is not to be used summatively. It is to be used exclusively to help teachers improve at a routine. This is in line with Tom Bennet's guidelines that schools should attempt to routinise any behaviour they want to be performed identically.

<b>Strong Start</b>	
1) The books and the title/connect are ready for students to start	
2) The teacher is at the door and has one foot in and one foot out of the classroom. Students are not made to line-up.	
3) Students are greeted warmly by name as they arrive, uniform is corrected where necessary	
4) Strategically selected positives are quickly acknowledged e.g. Most students have started, I'm waiting for two to start the title.	
5) Any students not starting the connect are addressed with firm, friendly lightning quick correction e.g. "Nathan title please."	

Action if applicable

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### **Disciplined Dismissal**

1) The class are behind their desks with 30 seconds to go and push their chairs in	
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2) Students dismiss row by row calmly, in silence. Rows are asked to repeat if they fail to comply.	
3) Strategically selected positives reinforce expected behaviours. "Front-row ready quickly, thanks."	

Action if applicable

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<b>Questioning/Cold Call</b>	
1) Most questioning is hands down to maximise participation. Hands up periods are brief and used sparingly	
2) Names are attached to questions and targeted to the abilities of individuals. If names are not known yet a seating plan is in the teacher's hand.	
3) Questions are a mixture of closed and open questions, depending on the context	
4) Shouting out is addressed unwaveringly and quickly, calmly, with least invasive methods first. E.g. A strong look, or pause in speech, may be used first. Repeated infractions by an individual lead to warnings.	

Action if applicable

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<b>When giving instructions:</b>	
1) The task is explained using as few words as possible (economy of language)	
2) The task is modelled if required	
3) Students are told how long they have	
4) Students are told whether it is a silent or cooperative task	
5) Students are given a verbal prompt to tell them to start	

Action if applicable

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<b>Transition from students working to discussion/teacher talk</b>	
1) A 3, 2, 1 is used to move students from working to attention. (or a similar effective method is used)	
2) Pauses are used between numbers to reinforce expectations	
3) The room is scanned for compliance following the 1. A 3 second pause is given whilst still scanning, to ensure there is total silence before proceeding. Individuals still talking are picked off using least invasive intervention. Repeat infractions by an individual results in a warning.	
4) Students are reminded to put their pens down, have eyes on the teacher and sit up straight.	
5) Following discussion/teacher talk a verbal prompt such as "go" is given to set students back onto a task.	

Action if applicable

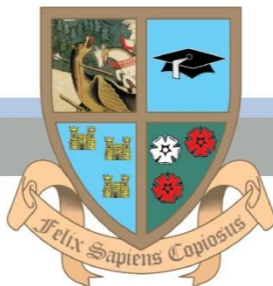
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<b>Enforcing silent work:</b>	
1) It is explained that the task is to be done in silence, a length of time set and a verbal prompt such as "go" is used.	
2) The teacher stays at the front for at least 45 seconds using radar to scan the room, paying particular attention to potential behaviour hot-spots. Least invasive interventions are used first, e.g. "I want every pen moving."	
3) Questions are refused initially while compliance is achieved. If there are more than 3 questions the task will need re-explaining or modelling.	
4) Once students are working the principle of catch it early is applied to address any talking as soon as it merges, using firm friendly, least invasive intervention first. "Jayden, pen moving please." The teacher keeps their body to the room when helping students, and breaks off to catch it early if talking starts.	
5) If students begin to talk, the teacher returns to the front and resets expectations, and repeats number 2). Repeat infractions by an individual incur warnings.	
6) The teacher carries a pen to enable live feedback to be given as they move around.	

Action if applicable

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BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

上海不列颠英国外籍人员子女学校行为管理政策

更新于 2024 年 9 月

批准人: Paul Farrell 日期: 2024 年 8 月 30 日

上次审查时间: 2023 年 8 月

下次审查时间: 2025 年 8 月

## 信念和关键原则

1. 积极的人际关系是繁荣的学校文化的基础。
2. 必须制定保障措施，保障所有人的尊严。
3. 为学生提供安全、关爱和富有成效的学习环境是学校运营的核心。
4. 通过以学生为中心的差异化教学，学生的参与是学生行为的一个主要积极决定因素。
5. 不能接受的行为的后果应该是以学习为中心的，处理后果，而不是惩罚，教师可以妥善利用各种后果。
6. 不可接受行为的后果应侧重于恢复性公正原则。

## 行为标准

1. 所有学生应避免以下行为：
  - 通过口头或书面语言侮辱、贬低或伤害他人
  - 故意伤害他人
  - 使用辱骂性电子邮件和其他互联网技术伤害或侮辱他人
  - 违反学校网络使用协议
  - 违反学术荣誉守则
  - 发表带有偏见的评论
  - 表现出有害或鲁莽的行为
  - 攻击性行为，如欺凌、骚扰、诽谤或中伤他人
  - 未经学生和教职员监督人员的明确许可，为另一名学生拍照
  - 向学校社区的任何成员提供非法物品
  - 拥有和/或使用武器、酒精、烟草或非法毒品
2. 所有学生都应对个人和学校财产表现出尊重。避免盗窃行为。
3. 所有学生都要爱护个人和学校财产。避免破坏行为。
4. 鼓励学生参与制定行为标准。

学阶负责人和年级组长负责确保其团队的所有成员遵守本行为管理政策及其与阶段相关的行为管理程序（见政策末尾）。

所有学阶都有适合自己学龄阶段的后果惩戒，并对不当行为进行升级。

然而，以下将是所有人的共同点：

在发布后果之前，学阶的工作人员都必须首先发出警告。

员工有一系列积极的策略可供选择，例如：

- 课程开始时的座位安排
- 在学生进入房间之前与他们交谈，并设定明确的期望
- 使用非言语形式的沟通来强化行为期望
- 上课时将学生移至另一个座位
- 改变对学生使用的方法
- 用表扬来提醒学生他们行为得体
- 将学生与另一名对其行为和学习态度有积极影响的学生配对
- 在多样化的活动中找到鼓励特定学生积极参与学习体验的方法
- 与学生一起设定未来改进的目标

### 准时上课

每一位教职员工都要对每一位旷课的学生提出质疑。应鼓励学生尽量留在课堂上。当学生迟到时，应给出理由。

### 课程的开始和结束

- 在学生到达之前，老师在门口迎接全班同学。
- 学生在教室外排队（如果可能的话）。
- 下课后，站在椅子后面。确保下一节课有一个良好的学习环境。

本行为管理政策还通过以下方式得到支持：

- 在年级组长/学阶主管的协调下，定期进行对学生学习进度审查，以确定因行为问题而成绩不佳的学生。
- 班主任作为“学术指导”计划的一部分。
- 在问题的早期阶段与家长/看护人联系，并将其转介给学习支持负责人，作为学习支持流程的一部分。

### 表扬和奖励制度

经常表扬和奖励学生的成就是我校学习和教学的特点，以此表达学校对学生积极贡献表示认可。学校认为，每个学生的成就都应该得到认可，并在适当的时候得到奖励：

- 建立学生的自尊和信心；
- 帮助营造积极的学习环境；
- 强调良好行为的重要性；
- 鼓励学生参加各种活动；
- 鼓励学生为自己设定最高目标。

### 分院积分/证书

全年中，所有中小学学生都将获得分院积分，并颁发证书以表彰他们的进步。

50 分院积分-铜奖

100 分院积分-银奖

150 分院积分-金奖

200 分院积分-白金奖

### Primary 小学部

#### 每周明星荣誉

每周，教师将提名在课堂或更广学校范围内表现出非凡进步/努力的学生。这些奖项将在小学部集会时颁发。

### 中学部

在中学部，除分院积分外，学生的成就还通过以下方式得到认可：

- 积极表现明信片
- 杰出学术成就和杰出努力证书

#### 积极表现明信片

积极表现明信片表彰学生在学校生活的任何领域都付出了额外的努力。明信片由教师或学校工作人员书写，在集会上交给学生带回家与家长分享。

明信片可在整个学年的任何时候书写，并交给中学部的负责人，以便在集会期间分发。

## 杰出学术成就和杰出工作证书

这些是正式证书，用于表彰一段时间内的“杰出学术成就和杰出努力”。每个学科领域每半学期发放一次。

证书由校长集体发放，并显示在成绩记录文件夹中。

## **父母/看护人支持系统**

我校热衷于促进家长/看护人对学校所有政策和做法的有效、持续支持。

如果家长和看护人向班主任/任课教师表达了对孩子行为和出勤管理的担忧，班主任/任课教师将为他们提供支持。

如果学校工作人员对学生的行为感到担忧，家长和看护人员将尽早获悉这些担忧，并邀请他们与学校一起寻找解决问题的办法。这个过程将始终尊重家庭、学生和学校的意见和情况。

学校将为家长和看护人员提供机会，为学校促进积极行为和出勤的政策和战略做出贡献。这将通过家长联系小组、家长/看护人参与学校支持活动、文化和社会活动以及其他促进学校与更广泛社区之间积极伙伴关系的活动来实现。

## **小学课堂行为政策：教师文件**

<b><u>第一步</u></b> 如果学生无法遵守课堂规则，班主任会首先口头警告学生停止负面行为。
<b><u>第二步</u></b> 如果负面行为持续存在，则再次要求学生停止，并给予第二次口头警告。（此时，他们的名字在红绿灯上变成了橙色）。
<b><u>第三步</u></b> 如果学生继续扰乱学习，无法遵守课堂规则，学生会被转移到教室里，这样他们就可以继续学习，而不会打扰别人。他们还受到口头警告。
<b><u>第四步</u></b> 如果学生继续表现出负面行为，他们的名字将被调成红色。

如果合适的话，学生应该和他们的作业一起移至到附近的另一间教室。在课程结束时，学生应该把作业交给班主任，继续上下一节课。失去空闲时间是由于不良行为造成的。它将会被记录在 ISAMS 系统上。

每当学生行为达到第四步时，事件就会记录在 iSAMS 系统上，并传达给小学校长、年级组长和班主任。

如果这种情况在半学期内发生三次或三次以上，小学校长或关键年级组长将联系家长，请家长来校。学校将为该学生设定行为目标，并通过行为报告卡监控其行为表现。

### 中学课堂行为政策：教师文件

#### 第一步

如果学生无法遵守课堂指示，班主任会给予他们第一次口头警告。

#### 第二步

如果学生继续，他们将再次被要求遵守指示，并向学生发出第二次口头警告。此时，他们的名字被写在黑板上作为记录。

#### 第三步

如果学生不遵守老师的指示，继续心不在焉，扰乱了自己或他人的学习，老师会调整他们在教室里的位置，这样他们就可以继续学习，远离其他同学。教师在 iSAMS 系统上记录达到此步骤的原因。

#### 第四步

如果不当行为继续发生，学生会被带着作业转移至附近的另一间教室，并被留在那里直到课程结束。学生应该把作业交给班主任，继续上下一节课。该事件再次在 iSAMS 系统上记录/更新，学生也会因其行为不当而失去课间闲暇时间。

#### 第五步

如果学生无在另一间新教室中遵循指示，并扰乱其他同学的学习，老师将在 iSAMS 系统上进行更新，并应向中学校长发送电子邮件，由其进行干预，并决定适当的下一步行动。中学部校长将与班主任就此沟通，班主任将相应地通知家长。

#### 持续存在的问题

每次学生达到或超过第三步时，都应将其记录在 iSAMS 系统上。中学部校长和班主任将收到通知。如果这种情况在半学期内发生三次以上，中学校长将联系家长开会，并设定行为目标，且将在很长一段时期内继续密切监测进展情况。

## 中学部例程

更新于 2018 年 9 月 28 日

以下清单供中学教师使用，以确保班级标准的一致性

### 这就是我们在这里做事的方式：例行检查表

这个简单的工具不用于总结。它只用于帮助教师改进常规工作。这与汤姆-贝内特（的指导方针是一致的：即学校应尝试将任何他们希望一致执行的行为常规化。

#### 强劲开局

6) 书籍和标题/链接已准备好供学生开始阅读	
7) 老师在门口，一只脚在教室内，另一只脚在教室门外。学生无需排队。	
8) 学生到达时会受到热情的点名欢迎，必要时老师会帮助学生整理校服。	
9) 策略性选择的积极因素很快就会得到认可，例如，大多数学生已经开始学习了，我正在等待两名学生开始。	
10) 老师会帮助任何没有开始进入状态的学生都会收到坚定、友好、迅速进行调整，例如“请给内森标题。”	

可行动（如适用）

#### 有纪律组织地下课

4) 全班同学都在桌子后，还有 30 秒的时间，把椅子推进桌子下面。	
5) 学生们安静地一排排地退场。如不符合要求，则要求他们重复。	
6) 战略性选择的积极因素会强化预期行为。“请前排迅速准备好，谢谢。”	

可行动（如适用）

#### 提问/随机点名

5) 大多数提问都是为了最大限度地提高参与度。举手时间很短，要谨慎利用。	
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6) 针对学生个人能力的问题就附在名字旁边。如果老师还不知道学生的名字，可查看手边座位表。	
7) 问题是封闭式问题和开放式问题的结合形式，具体内容取决于上下文。	
8) 首先，以最不具侵入性的方法，坚定不移、迅速、冷静地解决大喊大叫的问题。例如，可以先使用强烈的表情或停顿的语言。个人反复违规会导致警告。	

可行动 (如适用)

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<b>当老师给出指令时：</b>	
6) 尽可能用最少的词语解释任务 (节约用语)	
7) 如果需要，根据需要对任务进行建模	
8) 告诉学生他们有多长时间	
9) 和学生明确这是一项无声的任务还是合作的任务	
10) 学生会得到口头提示，告诉他们可以开始执行任务	

可行动 (如适用)

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<b>让学生从作业过渡到讨论/教师谈话</b>	
6) “3,2,1”的指令用于将学生注意力从作业转移到老师 (或使用类似的有效方法) 。	
7) 在数字指令之间使用停顿，来强化期望值。	
8) 数到“1”后，老师对教室进行观察扫视。在扫视过程中停顿 3 秒，以确保在继续扫视前教室完全安静。老师会对仍在说话的个别人会使用侵入性最小的干预措施进行筛选。而个人重复违规会导致收到警告。	
9) 老师提醒学生们放下笔，看着老师，坐端正。	
10) 在学生完成讨论/教师谈话后，老师会给出诸如“可以了”之类的口头提示，让学生重新回到一项任务。	

可行动 (如适用)



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**静默任务的执行：**

7) 这项任务是在静默中完成的，并设定好了一段时间，且使用了“开始吧”等口头提示。	
8) 老师在教室前方停留至少 45 秒，观察扫视教室，需特别留意可能违反静默规则的行为。首先使用侵入性最小的干预措施，例如“我希望看到大家都在动笔写。”	
9) 在达到静默规则要求的情况下，学生提出的任何最初问题会被老师拒绝。如果问题超过 3 个了，老师则需要重新解释或模拟任务。	
10) 一旦学生们开始写作业，采用“抓早抓小”的原则，一旦出现说话且多人加入的情况，即刻解决，首先采用坚定友好、侵入性最小的干预措施。比如：“杰登，请动笔写字”。在帮助学生时，老师身处教室中，如果学生开始说话，要抓住机会及早打断。	
11) 如果学生开始说话，老师会回到教室前面，重新设定期望值，并重复上述第 2 项。个人重复违规会招致警告。	
12) 老师随身携带一支笔，以便在他们走动时为学生提供实时反馈。	

可行动（如适用）

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