BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

BRITANNICA BEHAVIOUR MANAGEMENT POLICY

Updated September 2026

A. 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.

B 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.

<u>Housepoints/Certificates</u>

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 card 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 28th 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.

Strong Start	
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

Disciplined Dismissal	
1) The class are behind their desks with 30 seconds to go and push their chairs in	
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

Questioning/Cold Call	
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

When giving instructions:	
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

Transition from students working to discussion/teacher talk	
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

Enforcing silent work:	
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
