

SECONDARY SCHOOL

BEHAVIOUR POLICY

OUR VALUES AND LEARNER QUALITIES

Cambridge International School is a community for effective teaching and learning. We seek to develop a lifelong love of learning in a safe and supportive environment.

Our Learner Qualities and Values outline the characteristics we aim for all our students to develop in their journey towards the summit of their learning mountain. Learner Qualities apply across both Primary and Secondary, with specific values for both schools:

CIS Learner Quality We are:	Secondary Learner Values We are:
Creative	Collaborative Flexible
Curious	Risk takers Inquisitive
Kind	Inclusive Compassionate
Independent	Responsible Knowledgeable
Reflective	Communicators Thoughtful
Respectful	Sustainable Principled
Resilient	Optimistic Hard-working

At Cambridge International School, we use a positive behaviour management approach and actively look for ways to reward positive behaviour.

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EXPECTATIONS

Students will be expected to:

- Arrive on time to lessons
- Bring the correct equipment for the lesson
- Follow reasonable instructions given by any member of staff
- Follow the routines for entering and exiting the classroom and using the correct staircases for ascending and descending in the main building
- Behave in a responsible, respectful and polite manner to all members of our community
- Complete all class work and homework in the manner required
- Show respect for the school environment
- Refrain from behaviour that could harm either themselves or anyone else at all times and in all locations in the school building
- Speak in English to ensure we are an inclusive community
- Refrain from chewing gum as is not allowed anywhere on the school premises or during school trips
- Refrain from using mobile phones as these are not allowed during school hours. There may be exceptional circumstance where phones are permitted and authorised for a specific educational purpose by a member of staff.
- Maintain regular channels for monitoring behaviour with the support of middle and senior leaders.

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THE POSITIVE REWARD SYSTEM

As a school we value and celebrate the achievements of our students. There are many different forms of success and academic success is only one example of it. Success is shared and rewarded in different ways:

- Verbal praise from a member of staff
- Positive Green Note in EduPage– Staff will award green notes to send positive praise home and these will contribute to the Green Note Award on a monthly basis.
- Email home from subject teacher, Form Tutor, Phase Coordinator, Subject Coordinator or the Head of Secondary
- Celebration of other success in assemblies
- Sharing success in school communications, such as the website and newsletters
- Letters of commendation
- Accelerated Reading achievements and awards
- Awards in celebration assemblies at Christmas and the End of Year

DEALING WITH NEGATIVE BEHAVIOUR

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Teachers will deal with most low-level incidents in their classrooms. Most happen without the need for a record or a sanction and will involve discussion, reminders or warnings.

Managing behaviour is the responsibility of all teachers, following the ladder outlined in the next section. Sanctions could include:

- Red Notes on EduPage to inform you of an issue (this will usually be the first notification)
- Community service
- Detention at break, lunch or afterschool
- Parent meeting
- Loss of privileges, such as attending events, representing the school or going on school trips
- Behaviour contract
- Academic contract
- Exclusion from lessons or break times or lunch times: this may be internal or external exclusion
- Class Teacher warning
- Restorative meeting with the member of staff/individuals affected
- Director's warning
- Lowering of the behaviour grade on a students' Vysvedčenie at the 1st or 2nd half year point
- Permanent exclusion from CIS

Our Special Educational Needs team and Wellbeing Coach may also have a role and should be consulted where relevant. Effective strategies for promoting positive behaviour of specific SEN students may be shared with teachers and parents.

The following is a guide to how we might manage behaviour, but is not prescriptive and where necessary we will use professional judgement and follow a different approach to dealing with student behaviour:

For minor issues, teachers will speak to students first and give them a warning. This is the first step in the process and, unless an incident is more serious, no sanction will usually be given without a warning to give the student the chance to modify their behaviour.

Subject teacher

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- Note to parents on EduPage or email. Teachers may choose to move a student to prevent further disruption from taking place.

If the issue continues another red note should be issued and the incident should be referred to the Subject Co-ordinator who will issue a detention at lunchtime

Form Tutor

If the Form Tutor receives a number of reports of students not meeting expectations, they can act as follows:

- Break time meeting with student and note to parents on EduPage or email.
- Form Tutors may also invite parents in to discuss concerns.

Phase Coordinator

If the Form Tutor notes that the issue is ongoing, they should consult the Phase Coordinator.

The Phase Coordinator may act as follows:

- Lunch time or break time detention
- Note or email home
- Loss of privileges
- Behaviour monitoring card
- Application of a range of sanctions/responses to negative behaviour above

The Phase Coordinator, in most cases, will automatically invite parents for a meeting if a student is referred to them.

Head of Secondary

The Head of Secondary and Director can apply all the above strategies and may also exclude a student from lessons or school as required. In most cases, any student who is referred to the Head of Secondary will attend a meeting with the HoS, which parents will be invited to attend.

As far as possible, staff will follow this guidance. However, if a serious incident occurs, staff may escalate the matter.



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