

# British School of Tirana

## Behaviour Policy



<b>Reviewed:</b> July 2024	<b>Due for review:</b> July 2025
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*This Policy was created and adopted in May 2021 and will be reviewed annually.*

Based on mutual trust, at the British School of Tirana we live by our three guiding values of respect, responsibility and reflection. We champion a culture of respect, good behaviour, positive values and effective influencing of behaviour right through the school and in the wider community to ensure that every member of the community feels valued and respected. In order for children to achieve their full potential, it is **vital** that they understand how to behave, play and work together in a considerate and respectful manner. Students learn best when they are in a safe, supportive community and have clear, consistent messages conveyed to them. It is important that we all work together, students, teachers, and school administration, to create an ethos of respectful, responsible and reflective working practices. Without this, effective teaching and learning cannot take place.

## School Behaviour Aims

- To create a culture of exceptionally good behaviour: for learning, for community and for life
- To ensure that all learners **and** staff are treated fairly, shown respect and promote effective working relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, respect and empathy for others
- To promote community cohesion through improved relationships
- To ensure that **excellent behaviour is a minimum expectation for all**
- To promote good behaviour by modelling positive behaviour at all times
- To encourage high standards of work - emphasizing praise, positive reinforcement, and reflection
- To ensure that all adults and children treat each other and property with respect and consideration
- To prepare students for the wider world by promoting an understanding of teamwork, collaboration, and consequence

## Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions
- Inform students and parents of the consequences of poor or inappropriate behaviour

**At The British School of Tirana, it is important that:**

## Students

- Learn what good behaviour is
- Learn to care for one another
- Learn to value friendship
- Develop self-confidence
- Learn to reflect on their behaviour
- Learn respect
- Learn that poor or inappropriate behaviour cannot be tolerated as it is a barrier to learning

## Teachers and other staff

- Treat each other, students and parents with respect

- Model positive behaviours and the 3 R's
- Use visible recognition throughout every lesson e.g. - stickers, stamps
- Never ignore or accept poor or inappropriate behavior
- Have a consistent and fair approach
- Insist on standards expected by the school
- Communicate behavior issues with school leadership team and parents

### **Middle and Senior Leaders**

- Be a visible presence whenever possible to encourage appropriate conduct
- Share good practice and celebrate good behaviour and/or exceptional effort
- Encourage use of positive messaging
- Keep parents informed
- Support school staff and students experiencing poor or unacceptable student behaviour
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provisions for learners who fall beyond the range of written policies

### **Parents**

- Feel confident that their children are developing not only academically, but also personally, emotionally and socially
- Encourage their children to take responsibility for their actions, to be respectful, responsible and reflective and to appreciate the time, care and professional expertise they are receiving from teachers
- Know that their children will receive support when they need it
- Are able to discuss issues openly in a positive and supportive atmosphere
- Be responsive and supportive to school communications regarding behaviour issues and to support teaching staff in their efforts to promote good behaviour and to create a positive learning environment

### **What we mean by good behaviour**

Good behaviour means that everyone in school follows the 3 Rs (Appendix A):

- Respectful
- Responsible
- Reflective

### **We expect students:**

- To take care of themselves; to be responsible for their own personal safety; to take pride in their own achievements
- To value others, their similarities and differences; to empathise with and respect their feelings; to care for and cooperate with others and to enjoy and respect their achievements
- To develop a feeling of responsibility by learning to care for their school environment and develop an understanding of and concern for the wider environment and the world
- To reflect on their behaviour and think about how their actions affect others
- To respect the people who are concerned with their academic progress and wellbeing
- To abide by school rules and policies and behave respectfully **at all times**

This behaviour is expected in every area of the school both inside and outside, when representing the school on external visits. Children are expected to behave appropriately at all times.

## How we encourage Good Behaviour

At the start of each year, the school rules are discussed and teachers enforce class rules to reflect these. The school rules (3Rs) must be displayed in the classroom. It is also important to discuss rewards and sanctions to celebrate and reinforce positive behaviour and deter inappropriate behaviour. Visual and immediate rewards are given to individual students and in teams (school houses), to promote positive behaviour, teamwork and effort.

## Consistency in practice

- Consistent language; consistent response: referring to the whole school behavioural training and school expectations
- Consistent follow up; restorative conversations and building relationships. Never simply passing problems up the line, teachers taking responsibility for behaviour interventions; seeking support instead of delegating.
- Consistent positive reinforcement: encouraging and celebrating appropriate behaviour with school reward system
- Consistent consequences: following the established behaviour key for both classroom level and more serious behaviours.
- Consistent and simple rules, agreements and expectations
- Consistent responses from adults, in line with the school policy
- Consistent models of emotional control: emotional restraint that is modelled by all teachers
- Consistently reinforced routines for behaviour in all areas of the school
- An annual review of this policy

## Rewards and Sanctions

At The British School of Tirana we praise and reward effort and achievement

This is recognized through rewards and privileges. These may include:

- Awarding star of the week, student of the month certificates, rewarding vouchers notes etc.
- Sending positive messages/letters home
- Learning about examples of good behaviour in assembly

## DURING LESSONS

Students will wait silently for their teachers on time and completing the “do now” task. This helps to make sure that the start of the lesson is calm and that the climate for learning is purposeful from the beginning of the lesson.

### Expectations of students

- Listen and follow instructions.
- Raise your hand before speaking or leaving your seat.
- Keep your hands and feet to yourself.
- Respect your classmates' right to learn
- Respect your teachers' right to teach.
- Your behavior is your responsibility
- Being equipped is your responsibility
- Be where you should be

### Actions to be taken

**Step 1:** Students are reminded of the school expectations- verbal warning. They will be given a ‘chance’. This is a chance to improve their behaviour. [Student name], this is your ‘chance’....

“You have a chance to [describe how to improve behaviour]. Teacher notes student’s name and sanction in a private place”

**Step 2:** If the student repeats the behaviour or a different example of disruptive behaviour, they will receive a ‘choice’- “The process will be repeated exactly as above, but with the phrase”

‘This is your ‘choice’. “I need you to [state the behaviour you would like to see] or your behavior will result in an exit.” You made a choice to [state why student received the ‘choice’]

**Step 3:** If there is further disruption, the student will be removed from class and collected from a member of staff and discussed further with Behavior Lead under the assistance of the school psychologist and if needed involving SLT team.

This should be done by saying the following to a student:

[Student name] Your behaviour has now reached ‘exit’. Please continue to complete your work/listen until a member of staff comes to collect you.

The Subject teacher fills up the Behavior concern in the Behavior Report Sheet (BRS). The Subject Teacher informs the parent/career via the edupage platform copied form tutor, behavior Lead and School Director in the informative message.

1. Chance - Verbal Warning. Teacher notes student’s name and sanction in a private place.
2. Choice - (Students makes a right choice)
3. Exit - Removal from the lesson- removed from Behavior Lead or Director (based on availability)

**A list of disruptive behaviors inside the classroom will include:**

**Chance (C1):**

- Talking and distracting others (low level disruption)
- Failing to start work promptly
- Calling out
- Off-task chatter
- Talking over a teacher (or after a countdown)
- Bickering or unkindness
- Rudeness
- Refusal to follow instructions immediately
- Not 'tracking' the teacher when asked
- Refusal to work
- Leaving seat without permission
- Swinging on chair
- Turning around on seat

**Choice (C2):**

- Repeat of C1 (chance) behaviour
- Walking around the classroom without permission
- Throwing an object
- Inappropriate response to a warning

**Exit:**

- Defiant behaviour by persistently refusing to follow instructions
- Inappropriate language/comments to other students or staff
- Homophobic or prejudicial language/comments to other students
- Walking out of a lesson without permission
- Constant disruption in lesson e.g. continued talking, turning around, failure to focus after C1/2
- Any physical contact
- Damaging equipment or property

Behavior resulting in an Exit, means students are attending a Reflection session (30min) in the Reflection Room, removal from social time (lunch break time /running every day). Students failing to attend reflection room, it will be scheduled for the next day. If a student fails to attend a rescheduled reflection, student will not be allowed to attend the class session of that subject until parents meeting takes place the following day. Its student's responsibility to attend the **Reflection Room on Time**.

**The importance of Building Relationship**

A restorative conversation will be required from subject teachers to resolve disagreements with their students and to help them taking ownership of their behavior into rebuilding a positive relationship in the classroom. This restorative phase might be assisted by the school psychologist or Behavior Lead (BL).

**Step 4:** Unless there is no improvement in one week with a considered number of reflections and reports from subject teachers, an email will be sent home from the Behavior Lead to parents who shall be invited for a conference meeting to arrive at some support plan or action under the assistance of a psychologist.

**Step 5:** As a final resort, or in the case of persistent disruption, the students may be suspended up to 3 to 5 school days. This course of action would only be considered after all possible avenues have been explored. Very careful arrangements would be made to monitor the situation to ensure that a child returning to school after suspension period is helped to behave appropriately.

**Step 6:** If after suspension, the students continues to not be compliant to school rules, the school has the right to review the clause 18.1 in the student contract file and permanently exclude the student.

- **At no point will physical or corporal punishment be used in dealing with inappropriate behavior.**

Working in partnership with parents to support pupil learning and behavior is the key to BST’s approach. All staff should endeavor to develop positive, mutually respecting relationships with parents and students as a priority. Parents should be regularly consulted about any learning or behavior issues their child has. Good parent – teacher relationships allow children to feel supported in school. Equally, it is an expectation that students will engage fully with lessons, follow the school rules and show respect to the adults who care for them at all times and that parents will fully support the school’s efforts to provide the best learning experience possible for their child(ren).

**Behavior Outside the Classroom**

Corridor expectations

- Staff must be in corridors and/or at classroom doors monitoring behavior to and from lessons.
- Students wait calmly inside classes for their subject teacher.
- Students must have a Restroom Pass when in the corridors. If they are not in possession of a pass, they will be sent back to their lesson.
- Students must not eat or drink between lessons or at any time other than designated break and lunch times and in designated areas.
- Staff members must deal with any misbehavior in accordance with the Behavior Policy.

**The Communication Flow Chart for Behavior Issues is outlined below:**

<b>INSIDE THE CLASSROOM</b>	<b>OUTSIDE THE CLASSROOM</b>
<p>Structure of Support is offered through</p> <pre> graph TD     A[Structure of Support is offered through] --&gt; B[Subject Teacher C1]     B --&gt; C[Form Teacher C2]     C --&gt; D[Behavior Lead Exit]     D --&gt; E[School Director Exit]                     </pre>	<p>Structure of Support is offered through</p> <pre> graph TD     A[Structure of Support is offered through] --&gt; B[Duty Teacher]     B --&gt; C[Behavior Lead]     C --&gt; D[School Director]                     </pre>
<p>Examples of negative behavior include:</p> <ol style="list-style-type: none"> <li>1. Rudeness or lack of respect to staff</li> <li>2. Disrupting learning i.e. talking, calling out</li> <li>3. Fighting or dangerous behavior</li> <li>4. Abuse of or vandalism to equipment</li> <li>5. Repetition of inappropriate conduct, i.e. continually arriving late to lessons/ chewing/ lack of equipment/ lack of effort/ no homework</li> <li>6. Refusal to do as requested</li> <li>7. Major offences</li> </ol>	<p>Examples of negative behavior include:</p> <ol style="list-style-type: none"> <li>1. Rudeness or lack of respect to staff</li> <li>2. Fighting or dangerous behavior</li> <li>3. Abuse of school premises</li> <li>4. Truancy</li> <li>5. Smoking (vaping)</li> <li>6. Bring in banned substances</li> <li>7. Refusal to do as requested</li> <li>8. Poor uniform</li> <li>9. Poor corridor etiquette i.e. shouting, running</li> <li>10. Major offences</li> </ol>

## **Form Teacher Responsibilities:**

Tutors:

- should communicate and address poor behavior to their form student where they have reason to be concerned
- to get to know pupils in the form tutor group as individuals and so establish a positive relationship in order to exert a constructive influence
- to actively promote the expectation and values of the school

The tutor may decide to request that the Behavior Lead issues a cause for concern on the student. The Behavior Lead should be informed of such action.

## **GENERAL CLASSROOM MANAGEMENT**

We are here to learn. Positive praise has been shown to be most effective in dealing with disruptive behavior. Be Positive and praise the behavior you want to see.

- Set class rules and expectations and always be clear and consistent
- Teachers shall communicate expectations clearly and address properly the issues in the class. Lessons must be planned effectively to establish a routine inside the classroom, which creates a calm and harmonious environment and effective communication.

## **DEVELOPING COMMON LANGUAGE**

Whole school

To support students with consistency a common, language towards behaviour management has been implemented. This allows all students to understand the situation that they are in and gives them an opportunity to correct their behaviour.

C1 – Chance

The student receives a 'chance' in response to poor behaviour. Privately remind the student of the expectation. E.g. "This is a 'chance'. I need you to complete the "Do Now" or task in silence. You have a chance to do the right thing."

C2 – Choice

The student receives a 'choice' in response to further poor behaviour. Privately remind the student of the expectation. e.g. 'This is a 'choice'. You made the choice to talk whilst I was talking. I need you to listen in silence.'

C3 – Exit

Staff contacts "Edupage chat for teachers" to remove the student, ensuring that a brief description of the behavior is given (allowing that the Behavior Lead and School Director to analyze the seriousness of the incident).

School Director or BL (or a member of staff available) will go to the room to support the member of staff. In private, instruct the student to continue to complete their work/listen until a member of staff comes to collect them.



## Appendix A

### The 3 Rs:

**Respectful**  
**Responsible**  
**Reflective**

The 3 Rs should be discussed and memorized with your class. At BST we are respectful, responsible and reflective.

You should ask what these mean to students and break them down further for your class. Each one will mean something different to each class and teacher.

An example is shown below.

At BST we are:

<b>Respectful</b>	<b>Responsible</b>	<b>Reflective</b>
<ul style="list-style-type: none"> <li>- we treat others with kindness and care</li> <li>- we put our hands up</li> <li>- we listen</li> <li>- we keep our hands and feet to ourselves</li> </ul>	<ul style="list-style-type: none"> <li>- we look after our belongings</li> <li>- bring the right equipment to school</li> </ul>	<ul style="list-style-type: none"> <li>- we think about how our behaviour affects others</li> <li>- we learn from our past behaviour</li> </ul>

### Summary infringements of School Sanctions

<b>OFFENCE</b>		<b>SANCTION</b>
<b>Disruption in Classes</b>	First offence Exit-Removal from class	Subject teacher message home/ Reflection Room (30 min/ Lunch Time) Concern written in the BRS (handed out to BL)
	Second Offence	On report Card Behavior Monitored for 1 week
	Third Offence	Internal or External Suspension (1, 3 or 5 school days)
	Fourth Offence	Permanent exclusion (reviewed each term)
<b>Uniform violations</b>	First offence	Student not allowed in class until correct uniform is worn. Parents contacted from School Director
<b>Damage to school property intentionally</b>	First offence	Email parents and charge for the value of repair/replacement

		needed
	Second offence	One day suspension, parent informed and charged for the cost of repair/replacement.
	Third offence	Three days suspension, parent informed and charged for the cost of repair/replacement. Persisting offence, longer term or permanent exclusion

### **Serious infringements of school rules**

<b>OFFENCE</b>		<b>SANCTION</b>
<b>Bullying</b>	All offences	<p>A 'Bullying Report form' will be completed: one copy will be given to Behavior Lead and one placed in the student's personal records. Apology letter written to all stakeholders (student, administration and parents)</p> <p>Meeting with Behavior Lead, School Psychologist Student on report card for 2 weeks</p> <p>Continuous bully behavior Fixed Term External Suspension Permanent exclusion</p>
<b>Physical violence or intimidation</b>	First offence	Three day suspension: parental meeting preceding return to school Students on behavior report card for 2-3 weeks
	Second offence	Permanent exclusion
<b>Cheating in exam or coursework</b>	First offence	Parents informed- Students removed from class. Student repeating the exam in an isolated area. Parents informed by Subject Teacher, cc School Director.
	Second offence	Parents informed. Two days' external suspension
<b>Use of devices without</b>		Every member of staff is

<b>permission</b>	First offence	entitled to collect phones from students in possess of them. Students respond by following instructions immediately. Phone delivered in the secretary area. Parents informed to come and collect the phone by the School Director.
	Second offence	Phone confiscated in school for 2 days. Parents informed to collect the phones in school.
	Persistent offence	1 day external suspension
<b>Smoking Use of alcohol</b>	First offence	Parents informed. Offenders may face a fixed term suspension. Review of the student school contract clause 18.1
	Second offence	Permanent exclusion
<b>Use of illegal drugs</b>	First offence	Permanent exclusion; parents and police informed
<b>Theft</b>	First offence	Fixed term or permanent exclusion, depending on value of stolen goods; parents and police informed.
	Second offence	Permanent exclusion

## OFF-SITE BEHAVIOUR EXPECTATIONS

The school may also apply the behaviour policy and may discipline and set sanctions for students for incidents that occur out of school (area around school and bus transport) beyond the examples given where these might adversely affect the maintenance of good order and discipline within the school and affect its reputation.

## COMMUNITY SERVICE

This is used for situations where students show disrespectful actions or attitude towards the school community. For example, vandalizing school property, littering or failing to uphold School values. It involves students helping to clear trays in the dining room or generally helping out other areas around the school.

## BANNED ITEMS

The following items are banned from the school premises and on school visits:

- Weapons – or any object that could be used to harm another person
- Alcohol and/or drugs
- Fireworks
- Cigarettes, smoking materials, vaping equipment, or vaping liquids
- Stink bombs and water bombs
- Lighters and matches

- Mobile phones that are seen, heard or visible
- iPods, headphones/earbuds
- Hooded sweatshirts
- Jewellery (except simple watches)
- Make-up
- Nail varnish, gels or other false nails/nail decoration
- Chewing gum

## **SEARCHING STUDENTS**

School Director/ Behavior Lead are authorized to have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items include:

- knives or weapons
- Mobile phones where staff believe that it has been used to film an incident
- Alcohol
- Illegal drugs which are illegal for under 18s.
- Stolen items
- Tobacco and cigarette papers
- Vaping equipment or liquids
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used:

I. To commit an offence

II. To cause personal injury to, or damage to the property of, any person (including the Student) School staff may also conduct a search for any item banned by the school rules. Whilst the school has a named list of banned items, this list is not finite or exhaustive list. School staff can seize any banned or prohibited item found as a result of a search or those which they consider harmful or detrimental to school safety or discipline.

Refusing to submit to a search will be treated as a disciplinary act and will be dealt with in line with the school's Behaviour Policy.

## **SUSPENSION AND PERMANENT EXCLUSION OF STUDENTS**

The Behavior Lead in compliance with School Director shall have the discretionary power to suspend or exclude permanently a student.

Suspension – this is where a student is removed from the school site for a fixed period of time which will be notified to the parent in writing.

Reasons for a suspension include (this is not an exhaustive list, but examples are illustrative):

- Defiant behaviour
- Verbally or physically threatening a member of staff or student
- Physical assault on a student
- Using derogatory or discriminative language or images against student/s or staff either verbally, visually or by social media
- Misuse of the school's IT systems, including sharing login details for the purpose of allowing "hackers" to use the system to disrupt lessons or abuse staff or students
- Bullying, including cyber bullying
- Inappropriate sexual behaviour/touching/sexual misconduct
- Poor behaviour on way to and from the school or in the community outside of School hours which brings the school into disrepute
- Making false allegations against a member of staff
- Damage to school property including graffiti

The school will provide work appropriate to the student's age and ability, taking into account any identified SEN for the duration of the suspension, up to and including the fifth day.

Reasons for a permanent exclusion include (this is not an exhaustive list, but examples are illustrative):

- Persistent and defiant misbehaviour
- Possession of, use of, distributing, supplying or selling of banned substances on site
- Verbally or physically threatening a member of staff or student
- Physical assault on a member of staff or student
- Ongoing or extreme one-off incidences of using derogatory or discriminative language or image against student/s or staff either verbally, visually or by social media
- Misuse of the school's IT systems, including sharing login details for the purpose of allowing "hackers" to use the system to disrupt lessons or abuse staff or students
- Being in possession of an offensive weapon
- Persistent bullying, including cyber bullying
- Being in possession of a pointed/bladed article
- Inappropriate sexual behaviour/touching/sexual misconduct
- Bringing a dangerous and threatening situation to the school e.g., coordinating other people to attend the school or its local area for the purpose of causing confrontation with other members of the school community
- Extreme behaviour on way to and from the school or in the community outside of School hours which brings the school into disrepute e.g., involvement in the selling or distribution of banned
- substances, involvement in violent criminal activity, fighting that creates dangerous unsafe situations for other members of the school community
- Making serious false allegations against a member of staff
- Serious damage to school property including graffiti

### **In conclusion,**

On attending British School of Tirana, students must be fully aware of, and agree to abide by, the rules and sanctions above.

BST reserves the right to add to or amend these rules and sanctions as and when necessary. In this case, parents and students will be notified as soon as possible, and the change will become effective as soon as notification has been given. Full parental support is expected. The decision of the School Director is final in all matters affecting these rules and sanctions.



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