

Behaviour and Discipline Policy

An effective and safe school develops and consistently enforces school-wide rules that are clear, broad based, and fair. The British International School of New York implements a school-wide policy that establishes high expectations and provides support for socially appropriate behaviour. The IB Learner Profile is at the heart of our curriculum and the values described by it are considered appropriate and achievable by children aged 3 – 15 and beyond. Mutually agreed expectations are clearly visible to all students in the hallways and in the dining hall. These expectations are linked to the attributes of the Learner Profile and the attitudes that we continuously foster throughout the school day. The Book of Achievement acknowledges and celebrates children that have consistently exhibited the expected standards of behaviour. At BIS-NY, we reinforce positive behaviour and highlight sanctions against inappropriate behaviour. In turn, the entire school community makes a commitment to behaving responsibly. School-wide rules are communicated clearly to all parties, but most importantly everyone follows them consistently.

OBJECTIVES

- To develop a school wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis.
- To ensure that the cultural values and educational goals of the community are reflected in the rules.
- To include all school stake-holders in the development, discussion, and implementation of fair rules.
- To ensure that consequences are commensurate with the offense, and that rules are written and applied in a non-discriminatory manner and accommodate cultural diversity.
- To include a zero tolerance statement for illegal possession of weapons, alcohol, or drugs.
- To provide referrals for professional help where necessary for students who have been suspended and or expelled.

CHAIN OF COMMUNICATION

The class teacher will deal with all matters pertaining to discipline in the first instance. If an incident occurs on the playground/lunchroom or in a specialist lesson, those adults will report incidents to the class teacher so that they are able to have an overview of the whole child. Such incidents in specialist classrooms should be reported to the parents directly after they have informed the class teacher.

The class teacher will be in communication with parents to discuss unacceptable behaviour.

As the result of a pattern of small incidents or one serious incident, the class teacher may decide to bring the incident(s) to the attention of the relevant Divisional Coordinator and or Deputy Head.

The Deputy Head will deal with the incident and contact the parents to discuss acceptable behaviour and expectations.

Sometimes, a child may continue to display unwelcome behaviour patterns and the Deputy Head may bring this to the attention of the Headmaster. The Headmaster will be in contact with the child's parents to discuss an appropriate way forward.

Occasionally, a single incident is serious enough to be brought directly to the attention of the Headmaster. These may include (but are not limited to) striking another child, biting, using completely inappropriate language or upon the discovery of long term bullying. Punishment for these types of behaviours is out of school suspension.

The class teacher and Deputy Head will continue the chain of communication but direct action will be called for. In most incidents the parents will be asked to remove the child from school for at least the remainder of the day.

The Headmaster will discuss arrangements for the return of the child to school and explain the arrangements for their first morning back.

The ultimate sanction for continuing bad behaviour is expulsion from the school.

A more detailed guideline for behavioural Levels and consequences is outlined below.

British International School of New York Discipline Structure				Consequences
	Headmaster	Intentional physical harm Serious intentional vandalism		Expulsion Suspension
	Deputy Head	Persistent unacceptable behaviour on the bus Truancy Persistent bullying Racist behaviour		Examples include: After-school Detention Removal of Privileges Time Out Better Choice Chew Written Reflection
Divisional Co-ordinator		Persistent classroom disruption Biting Flagrant disrespect towards staff Failure to follow school safety procedures (lock down/fire drill) Theft Consistent lateness to school		
Class Teacher		Classroom disruption Unacceptable behaviour on the bus Homework not completed Willful defiance of an adult Disrespectful Behaviour/Bullying Possession of electronic devices		

Open dialogue between staff
Parents kept informed with process

Prevention of Child Abuse

If you have any suspicions, or reasonable cause to suspect, that a child who attends BIS-NY or any BIS-NY activity has been subject to abuse, maltreatment or neglect, you are required to immediately report your suspicion to the Headmaster. If you are a member of the professional staff and you have reasonable cause to suspect that a child within BIS-NY has been subject to abuse, maltreatment or neglect, New York State also requires that you immediately report such concern to the Hotline of the New York State Child Abuse Registry. The telephone number of the Hotline is 1-800-342-3720.

As mandatory reporters under NY State Law, members of the school professional staff may be subject to criminal prosecution for failure to report such concerns. Please note that you are obligated to make such report even if you are not certain that such abuse, maltreatment or neglect has occurred, but simply if you have “reasonable cause to suspect” abuse, maltreatment or neglect. Under NY State Law you cannot be held liable for good faith reporting of your suspicions.

For more information see the Child Protection Policy on the School’s website: <http://www.bis-ny.org/about-our-school/child-protection-policy/>.

At BIS-NY every child has an **“Achievement Book”**. The achievement book is used to record individual achievements by students as a way of recognizing and celebrating the learning, and communicating with the parents. The aim of the system is to develop students’ intrinsic motivation, and reduce the desire in students to do something “for the sake of reward”. This, in turn, helps to develop long-term positive behaviours and attitudes. Staff at BIS-NY always expect high standards of excellence and these achievements acknowledge students where they have gone above and beyond expectation, be it in their attitude, work or effort. Achievement awards are given to children who

1. Consistently maintain the standards of behaviour (as outlined in classroom agreements and hallway posters)
2. Enhance the good name of the school in the wider community
3. Produce work over and above expectation
4. Exhibit an exceptional example of one of the learner profile traits or attitudes
5. Any exceptional performance in specialist subjects

Examples include a student who has made a significant amount of progress in a particular area, or has

demonstrated an excellent example of the learner profile and attitudes. Students are reminded that it is

the responsibility of the teacher to recognize when they should be awarded an achievement, and that

these will not be given “on request”.

When a student has been awarded an acknowledgement of their achievement, the teacher places a small sticker or stamp in the book. Depending on the age of the student, either the teacher or the student then records what the achievement is. Parents are asked to record their comment in the book when the student takes this home. Once the student reaches a certain number of achievements – for example upon completion of a full page of achievements in the book – they are awarded a certificate during house assembly. The design of the “Achievement Book” is specific to the class or year group, but with the same format used across the school from Y Nursery to 6. Each teacher retains his or her method for rewarding their class as a whole, but individual achievements are awarded through the “Achievement Book”.

In the middle school, such achievements are recorded by teachers in the data base and the Middle School co-ordinator informs parents of their child's achievements. Middle School students are also awarded a certificates at assemblies when there is a consensus amongst teachers that a student has consistently exhibited one of the attributes of the Learner Profile.