



Primary behaviour policy

Chartwell International School

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Introduction

Chartwell International School is a family school, aspiring to function in a warm, friendly environment, and to do our utmost to help our students excel as learners. We wish to assert a positive vision of good behavior, but in creating this we should be aware that sanctions will be used as necessary.

The Primary School and Secondary School have separate codes of conduct.

The primary school operates a positive behaviour system. This system contains rules by which the class and indeed the school function. Additionally, each primary teacher has their own rewards system in the classroom to reward positive behaviour. These systems range from beans to smiley faces.

Generally speaking, the behaviour in Chartwell International School's primary school is extremely good, and we all wish to keep it that way.

No-bullying policy

We strongly believe that school should be a safe and nurturing environment for all students. Therefore, bullying and aggressive behaviour do not have a place at our school and will not be tolerated.

Bullying is defined as repetitive negative actions targeted at a specific victim. Bullying can be verbal, or it can include exclusion from groups and activities, or physical aggression.

If the staff member has concerns, please consult the pupil's classroom teacher for assistance. We will certainly take appropriate action in all cases involving bullying.

In case of any inappropriate incidents, it is important that the pupils inform the teacher on duty in a timely **manner to ensure a clear recall of events from everyone. Pupils should not take matters into their own hands, but instead, notify a teacher as soon as possible.**

Behaviour guidelines

It is the main goal of Chartwell Primary to make each member of our community feel respected and valued and to ensure that everyone is treated fairly. In order to maintain a caring environment where individuals can grow, work and live together feeling happy and secure, we will support the students to be respectful, responsible and safe.

Chartwell tries to enforce positive discipline in the first place. Students are expected to behave in a friendly and polite manner throughout the school day both to their peers and staff. Furthermore, they must respect the school, classroom and playground rules. Good behaviour is recognised and rewarded in various ways:

- at the whole school level (e.g. filling up a marble jar to win a free period for the whole class)
- in class (e.g. deserving a golden hour or a free period)
- individually – for behaviour, academic achievement, etc. (e.g. collecting stickers, receiving 'star of the week' awards, private and public appraisal, notifying parents of good work etc.)

Some of the guidelines we encourage and promote are:

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Respect others

- Speak politely to adults and other students
- Respect school property
- Use appropriate language at all times
- Solve problems without fighting.

Be responsible

- Be prompt - students should arrive at school at 8:15 a.m. and once in their classroom, get prepared to start the day by 8:40 a.m.
- Bring all needed materials to class
- Help keep your classroom and our school clean
- Leave toys or valuable items at home unless your teacher has given you permission to bring them to school.

Be safe

Never carry items that can be used as weapons, or be perceived as weapons.

Sanctions for unacceptable behaviour

There are consequences for unacceptable behaviour. Students are never publicly humiliated or shamed. Teachers keep behaviour records for each student and fill in the Incident/accident/concern form (see Appendix 1). Parents will be contacted immediately or after three negative Incident/accident/concern form entries, depending on each particular situation and the level of disruption.

The Primary School has a list of interventions (below) so that both teachers and students have shared expectations for appropriate student behaviour. These interventions are not exhaustive but cover the most serious issues that the Primary School may have to address. Please note that repeated failures to manage behaviour will automatically raise the level of concern.

Level 1: Minor concern

Minor demonstration of disrespect towards people, property or school rules; mischievous behaviour that may potentially be harmful (teasing others, excluding children from friendship groups, disrupting line-ups, running in the hallways, not following instructions, being disruptive during meal times, etc.).

Intervention: class teachers have a quiet word with the student, and give a verbal warning; teachers may request 'time out' away from the situation, until the pupil calms down and is able to work/play sensibly with others.

If parents are informed about the incident, **incident/accident/concern form** must be completed by the subject teacher/teacher on duty; class teacher is informed and takes the next steps that are recorded on the same form (see Appendix 1).

If the incident does not need reporting to parents, incident/accident/concern form could be completed at the discretion of the subject teacher/teacher on duty, if they feel it is important to have a record of the incident.

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Level 2: Moderate concern or repeated Level 1

Clear demonstration of disrespect to people or property; taking other people's possessions to play or misuse them; intentional damage to property; willful disrespect for community members or rules; demonstration of violence/aggression, bullying, using foul language or threatening; passive acceptance of bullying (a student who knowingly chooses not to protect a victim or seek help for a victim of bullying).

Level 2 moderate concern may be recorded on **Safeguarding concern form** and sent to safeguarding@chartwell.edu.rs

We have identified certain behaviours that we have dubbed 'Bottom Line Behaviours' which are unacceptable in school. The consequences for 'Bottom Line Behaviours' include parent notification, detention, possibly parent meeting with the school counselor and suspension.

These behaviours are not acceptable:

- Defiance/Disrespect - student repeatedly refuses to follow instructions, creates a significant disruption to the learning environment, disrespects school staff, not stopping when asked ("Please stop, I don't like what you're doing!"), taking other people's possessions to play or misusing them, etc.
- Inappropriate/Abusive language including tone (rude, aggressive, threatening); student makes obscene gestures at another student or staff member.
- Bullying – improper behaviour by one or more students, which is directed at another student, offensive and interferes with their well-being. It includes teasing, threats, excluding children from friendship groups, etc.
- Harassment - improper behaviour that is offensive to another student or to a member of staff that the student knows (or ought to know) would be unwelcome. It includes objectionable conduct, comments that cause humiliation or embarrassment; harassment that is based on grounds of discrimination which are prohibited - race, national or ethnic origin, color, religion, physical appearance and disability.
- Physical Aggression/Fighting - student initiates /engages in actions involving serious physical contact where the intent is to hurt someone/something. There should be no unwanted physical contact between students. This applies to fighting and friendly wrestling around. 'Pretend fighting' or inappropriate physical contact is not allowed and will be handled as if it were real fighting.

Intervention: incident is registered on **the Safeguarding concern form** (Appendix 2) and parents are informed, as well as the Head of School; class teacher asks the student to miss out playtime (go to detention) and complete a reflection sheet (see Appendix 3)/do an assigned task; class teacher may send the student to the school counsellor; school may call in parents for a meeting with the Head of School and the School counsellor; it may lead to suspension.

Suspension (also known as temporary exclusion) is a mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to several weeks, during which time the student is not allowed to attend regular school lessons. While absent from school, the student is responsible for making up the missed lessons, by doing the work assigned by the class teacher.

Level 3: Serious concern or repeated Level 1, 2

Bringing any weapon, or potential weapon to school or any dangerous substances; serious physical assault, bodily harm; physical/sexual harassment.

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School has a zero-tolerance policy to physical aggression. Immediate suspension will follow.

Intervention: incident is registered in the **Safeguarding concern form**, parents are informed and called in for a meeting with the Head of School and the School counsellor; student is suspended for a day or period of days; this type of behaviour may lead to immediate expulsion.

In general, all students are expected to adhere to conventions of proper behaviour, e.g. greetings in the halls, use of school property, cleanliness. In case of noticeable disregard of behaviour conventions, parents will be notified. In case of persistent misbehaviour even upon this, student's eligibility to remain in school will be reconsidered and taken into consideration. All school rules and disciplinary measures apply to school trips, outings, celebrations, that is, to all events organised by the school.

We rely on supportive parents to help reinforce appropriate student behaviour.

The above list of rewards and consequences is intended as a guideline and does not limit the school to these measures.

Rules about detention for Upper Primary

Outside detention during snack/lunch playground

- 1 outside detention (15min) – student warning
- 2 outside detention (15min) – 2nd student warning
- 3 outside detention (15min) – Parents informed

Inside detention

- 1 inside detention (30min) – student fills Reflection sheet+ Parents sign
- 2 inside detention (30min) – student fills Reflection sheet + Parents sign
- 3 inside detention (30min) – 1st DOT (Class teacher + school Counselor + parent meeting)
- 4 inside detention (30min) – 2nd DOT (Class teacher + Counselor + Head + parent meeting)
- 5 inside detention – Suspension

For any intentional physical attack, injuring other student and similar – IMMEDIATE SUSPENSION

Playground behaviour guidelines

At the beginning of each school year, students are reminded of the Chartwell's Golden Rules and informed of the expectations for the playground behaviour. There are supervising teachers at the playground for each snack and lunch period and in the cafeteria room, while students eat lunch.

- Students are to remain on the playground during any recess or outside activity and must ask the supervising teacher for permission to leave; they will receive a card of dismissal (T- toilette, F – fetch, I – injury);
- For health and safety reasons, students are expected to wear appropriate clothing and shoes while on the playground (caps, sunscreen lotion protection during summer periods, mittens, snow suits during winter/snow periods, etc.);
- Students are to play in areas designated by teachers, must not hide behind the school building, climb on school fences, surfaces of wooden annex or any off-site areas to avoid putting themselves in danger;
- Students are expected to solve disagreements in ways other than fighting;

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- Students must inform the playground supervisor if they have a problem or if anyone is hurt or doing something dangerous;
- The playground supervisor can remove any student from a game or stop any activity, which they feel is dangerous or inappropriate;
- Records of the playground incidents, accidents and injuries are kept and reviewed on a regular basis.

Should any of the above-mentioned events occur frequently and involve the same students, parents will be notified and the school will act accordingly.

A verbal warning will be given by any staff member should any inappropriate behaviour occur. All teachers and staff members are in charge of students' safety and well-being. Therefore, students must respect all staff members and follow all instructions.

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Appendix 1: Incident/accident/concern form

Incident/Accident/Concern form

Name of students/adults present or involved	
Date and time of incident/accident/concern	
Location of the incident/accident/concern	

Description of the incident/accident/concern

Condition of the child following the incident/accident

Who was informed (class teacher/Head of School, school counselor, parents)	
Report made by	
Date	

Follow up by class teacher

Investigation by class teacher

Intervention (detention, meeting with parents (describe outcomes of the meeting), verbal warning, referral to school counselor)	
Date and time of intervention	
Class teacher (print name)	

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Appendix 2: Safeguarding concern form

Safeguarding concern form

Please complete this form if you have a concern about a pupil and send it to the following email address safeguarding@chartwell.edu.rs

Pupil's name			Class teacher		Class	
Date of referral			Time of referral			
Body chart attached	Yes	No	Name of DSL/ADSL			
Have you already contacted parents about your concerns?				Yes	No	
Staff name						

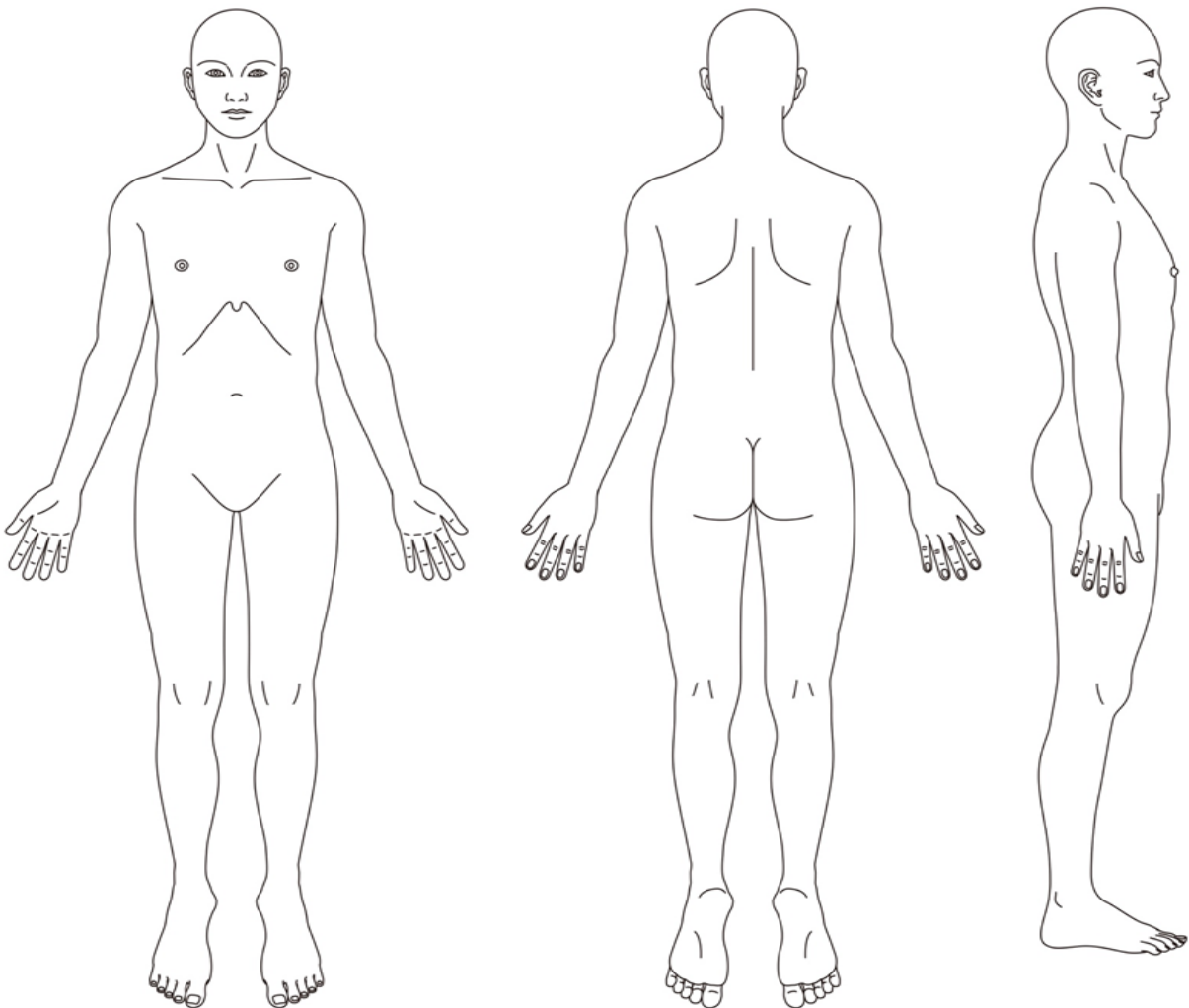
Reason for referral (check all that apply)			
<input type="checkbox"/> Anger management	<input type="checkbox"/> Honesty	<input type="checkbox"/> Mental health concern	<input type="checkbox"/> Self-esteem
<input type="checkbox"/> Bullying	<input type="checkbox"/> Health (family or self)	<input type="checkbox"/> Grief (Loss/Death)	<input type="checkbox"/> Personal hygiene
<input type="checkbox"/> Social skills/Friends	<input type="checkbox"/> Adjustment	<input type="checkbox"/> Uncooperative/ Defiant	<input type="checkbox"/> Theft/Vandalism
<input type="checkbox"/> Negative attitude	<input type="checkbox"/> Family Conflict	<input type="checkbox"/> Child protection concern (abuse, neglect, exploitation)	
<input type="checkbox"/> Withdrawn/Shy	<input type="checkbox"/> Attendance	<input type="checkbox"/> Issues with achievement	<input type="checkbox"/> Other: _____

Concern (provide as much detail as possible)

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This chart must be attached to the concern form. Clearly mark the location of your concern and label each concern with a number for referencing purposes.

Pupil's name	
Observations made by	
Signed	
Date	



Appendix 3: Student behaviour reflection sheet



Behaviour Reflection

Date and time: _____

Name of student(s) involved: _____

What was my behaviour? _____

What were the reasons for me behaving like this?

How did my behaviour affect others?

What could I have done differently?

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What's my plan to improve my behaviour? _____

Is there anything else I need to do?

What have I learnt?

Who was Informed (class teacher(s), Head of School, school counselor, parents):

Report made by: _____

Date: _____