



We Instill Today ..
You Reap Tomorrow..

GHERAS INTERNATIONAL SCHOOL

Behaviour Policy

2022 - 2023





GHERAS INTERNATIONAL SCHOOL

BEHAVIOUR POLICY

2022-2023

1. Purpose

The purpose of the Behaviour for Learning Procedure is to:

- provide a positive system to manage behaviour so it is optimal for learning.
- define acceptable standards of behaviour;
- encourage consistency of response to develop optimal behaviour for learning.
- ensure that the school's expectations and strategies are widely known and understood.
- encourage the involvement of both home and school in the implementation of this procedure and in support of pupils attaining expected behaviours;
- develop behaviours associated with the GIS character traits.

2. Scope

This procedure applies to all pupils across all Gheras International Schools.

The codes of behaviour include those that apply while in the care of the class teacher and those that apply during break times.

The behaviour policy outlined in this document is expected all times during the school day including Extra-Curricular Activities (ECAs).

3. Policy statement

The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies. Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour. We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships. We aim to provide care and support for our learners and to support them to learn how to manage their behaviour appropriately. We give learners choices and are clear about the consequences of the choices that they make. Learners have the right to be safe, treated politely and to learn without disruption. Learners have the responsibility to care for themselves, other people, and their school.

4. Behaviour Report

If a student's behaviour continues to be a barrier to their or another student's learning, then the Social worker or Assistant teacher will issue a behavior report. A student who is on a behavior report must improve their attitude to learning to pass the report. A report cycle lasts 2 weeks. If a student fails that report, the report will be escalated to a 4-week report. If a student, then fails they will progress onto the SLT report.



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5. Expectations in the classroom

- Arrive on time, fully equipped, in full school uniform and ready to start the lesson in silence with the books open on the desk.
- Listen carefully (without talking) when a member of staff or another pupil is talking to the class.
- Do as you are told by a member of staff without discussion.

6. Fixed Term Exclusions

The school endeavors to provide a range of provision in order to support the different learning needs of students and in order to ensure that where possible students are included within the school community. However, at times it may be necessary to remove students from lessons who seriously violate the school rules, or where the continued presence of the student is a serious threat to the safety and/or learning of others.

GIS implement an escalation exclusion system that includes:

- 1 day Fixed Term exclusion
- 2 day Fixed term exclusion
- 3 day Fixed term exclusion
- 5 day fixed term exclusion

The fixed term exclusion will also depend upon the severity of the offence. This will be at the discretion of the Principal/Social Worker.

7. Rewards system and incentives

GIS rewards "efforts" not only "results". Incentives and awards for student behaviour, achievements, and actions. GIS believes that a reward is not only a sticker or a present since presents can usually be misused as bribes.

GIS school rewards and incentives include certificates, reward charts, pins, honorable mention in in social media, medals, trophies, gifts and vouchers, pick a game, monitor the class, sit with a friend, teach the class a favourite game, be the teacher's helper for the day, draw on the board, choose any class job for the week, use the teacher's chair, etc.

Merits are awarded with varying levels of reward according to the number of accumulated merits based on positive actions. Gheras strives to ensure that rewards are consistently and promptly delivered so that students perceive the link between behaviour and response.

Students look to teachers for approval and positive reinforcement and are more likely to be enthusiastic about learning if they feel their work is recognized and valued.



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Teachers' Responsibilities

For GIS the student discipline is the responsibility of all teachers and therefore:

- Any teacher has the authority to correct any misbehaviour of any student.
- Teachers must listen to the students.
- Teachers ensure that no student leave the school crying.
- Ask a student to leave the classroom in not an accepted disciplinary strategy unless they are sent to the Social Worker's office with an escort and with material to work.
- Students should be sent to the Social Worker office once the teacher exhausted disciplinary strategies.
- It is the teachers' responsibility to encourage the student's good behaviour. Therefore, they inform the parents about the student's good actions.

Role Model

It is the school commitment that the students see all staff members as worthy role models; genuine, trustworthy, hard-working and professional. The school members are accessible and patient, tolerant and fair. It is members of GIS responsibility to exemplify a positive attitude, and expect and facilitate success, by developing in the community the main values of the school.

When recruiting staff and within professional training, the importance of teachers demonstrating exemplary behaviour is always emphasised. Gheras staff have a responsibility to behave in accordance with local and international professional teacher standards and most importantly treat students with respect. A teacher acting as good role model promotes a harmonious classroom and learning environment, encourages positive responses from students and fosters a spirit of cooperation thus enabling students to achieve school objectives and goals.

Gheras teachers are encouraged to exhibit positive behaviour and values, professional classroom conducts and management as well as commitment and discipline. It is important that when teachers initial convey their expectations of students, they should also ensure that students are aware that they also have expectations from their teachers. A Gheras teacher is expected to be punctual, deliver well prepared and interesting lessons, instruct, and evaluate students appropriately and deal with any issues fairly, without showing favouritism.

Teachers must respect agreements and regulations in terms of their contractual obligations such as signing in, holidays, absences as well as working as part of a team in a positive and productive way. Gheras teachers are also encouraged to be good learners and listeners, ensuring that they are willing to develop and adapt themselves around the learning environment and school culture.

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Students' behaviour

Indicators and scale to grade the student's behaviour

Behaviour occurs within a particular context and therefore the student's behaviour is also report per subject, the below achievement scale must be used by all teachers:

Excellent

This student does not disturb the orderly functioning of the classroom or the school, demonstrates self-control and understanding of the established rules and norms. The student puts into practice the institutional values in their actions. The student does not require reminders of the code of ethics, perfectly understands the boldness or unacceptable actions. The performance of the very well-behaved student creates a safe learning environment and reduces the interruptions of the educational process.

Good

This student occasionally disturbs the orderly functioning of the classroom or the school. The misconduct may not be considered as serious because the student is able to change the attitude and accepts its consequences by understanding that his/her actions are unacceptable. However, the misconduct may be repeated. The student requires occasional reminder of the code of ethics. The teacher can deal with these conducts and establish strategies suitable for the students, most of the time it is enough to make agreements between the teacher and the student to reignite the acceptable and expected behaviour.

In progress

This student disturbs the orderly functioning of the classroom or the school. The student's behaviour or attitude significantly interfere with the learning and well-being of others; lack of respect is one of the attitudes that these students may have. The student seems to be not aware of the unacceptable conduct and the same acts of misconduct are repeated. The student requires a constant reminder of the code of ethics and the school core values do not seem to be understood. The teacher requires the support of the school Social Worker or School Authorities to establish strategies and consequences. A plan is followed to help the student be aware of the disturbance that his/her attitude or actions cause, parents are aware of the situation, are committed with the school and support the established plan and strategies. The student shows signs of wanting to change his attitude.

Support is required

This student behaviour endangers the health, safety or well-being of others, the classroom or school.

This student damages property or causes serious disturbances in the learning environment. The serious acts of unacceptable conduct are repeated. Teachers require the support of the school Social Worker or School Authorities; a behaviour plan is established by the authorities, but the consequences established by the school are insufficient to make the student understand that his actions are unacceptable. The student does not show a sense of understanding the code of ethics or intention to follow it. The student does not show signs of changing the unacceptable conduct or attitude.

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VERY IMPORTANT: to assign a grade IP or SR the teacher must necessarily have previously contact with parents informing about the behaviour or ensure that the social worker has informed the patents about the incidents happen during her lessons. Low behaviour grades are not a surprise for parents.

GIS Behaviour Zones System

Gheras International school follows uses a behaviour Zone system which allows students and teacher to have control and responsibility of their own behaviour.

THIS BEHAVIOUR ZONES SYSTEM IS DESIGNED FOR USE BY ANY MEMBER OF TEACHING OR MANAGEMENT STAFF IN THE SCHOOL, AND PROVIDES:

A CONSISTENT, FAIR APPROACH TO DISCIPLINE THROUGHOUT THE CLASS/SCHOOL.

A SIMPLE AND VISUAL SYSTEM FOR PUPILS TO UNDERSTAND.

A SYSTEM THAT IS TIME EFFICIENT, SIMPLE TO OPERATE AND MAINTAIN.

RECOGNITION FOR THOSE CHILDREN WHO CONSISTENTLY BEHAVE WELL.

FOUR ZONES HAVE BEEN ESTABLISHED: GREEN, YELLOW, RED, AND BLACK ZONE. THE MAIN PRINCIPLE IS THAT BEHAVIOUR CAN BE CHANGED, AND THE EXPECTATION IS THAT THE MAJORITY OF CHILDREN REMAIN IN THE GREEN. PUPILS WHO HAVE HAD THEIR NAMES MOVED TO ANOTHER CAN WORK THEIR WAY BACK UP THE ZONE SYSTEM TO GREEN BY ADDRESSING THEIR INAPPROPRIATE BEHAVIOUR AND RECTIFYING THE SITUATION. IF THEY ARE SEEN TO BE BEHAVING WELL, WORKING HARD, AND MAKING AN EFFORT, THE TEACHER MOVES THEIR NAME BACK UP TO THE NEXT ZONE. EACH CLASSROOM HAS A SPECIAL MAGNETIC ZONE CHART WITH THE NAME OF ALL STUDENTS DISPLAYED, IN ORDER TO PROMOTE OWNERSHIP OF THE SYSTEM.

CRITERIA AND DEFINITION OF THE ZONE BEHAVIOURS ARE LISTED BELOW. THIS IS NOT AN EXHAUSTIVE LIST, AND MANY HAVE BEEN SUGGESTED BY THE PUPILS THEMSELVES.



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Green Zone – Minor Misconducts

Definition:

Minor misconducts are contrary to the rules of coexistence but do not endanger the physical, moral or emotional integrity of any of those involved. Not allowed behaviour but inconsequential consequences.

Minor Misbehaviour examples:

- * Not following the teacher's instructions.
- * Stand without permission during class.
- * Eating or drinking in class without permission.
- * Leaving/entering the room during the case without permission.
- * Arriving late to lessons or assembly point after break or prayer time.
- * Talking during class.
- * Take things from others without permission.
- * Hide the belongings of others.
- * Damaging own or other's work while playing.
- * Make sounds that distract the class.
- * Not caring for personal supplies.
- * Not keeping classroom clean.
- * Goofing around during lessons.
- * Laugh about classmates' comments or participation.
- * Pushing on lines.
- * Inappropriate gestures.
- * Disturbing classmates.
- * Accusing a classmate with the intention of causing a harm.
- * Frequent tiredness or sleeping in class.

Who gives solution and monitors:

The teacher in turn is responsible for establishing the consequences of this behaviour.

Procedure:

1. Make the student realize that his/her attitude is not acceptable and explain why.
e.g. You are talking while I am explaining, and you are distracting your classmates. This will make you and them to miss what I am saying so please be quiet.
2. Give the student the opportunity to change the behaviour.
"This is the second time I am requesting you to be quiet. Next time I will request you to change your seat, please understand that you are distracting the class."
3. Carry out the consequence you said was going to proceed.
"Please come sit here."
4. Make agreements with the student. Make him/her understand his/her misconduct. The student must understand that if this behaviour is repeated, he will go to the next zone.

If the behaviour is repeated in several lessons and agreements are not respected:

Remind the student of the agreement and make him/her know that next time he/she will go to the next zone. This is also informed to the parents. If agreements are not respected, it is time to go to the next zone and Inform parents.

Some viable consequences that will help to change the inappropriate behaviour:

- Perform break guard with the teacher on duty.
- Carrying out tasks that contribute to improved academic performance.
- "Time out" (you are asking him or her to take a few minutes to regain self-control and to think over what just occurred.)
- Change the place where the student sits.
- Losing extra points like Dojo points.
- Getting negative points in Dojo.
- Loss of Privileges. (e.g. a student dumps out all the glitter on purpose. Therefore, loses the privileged of using the material)
- Getting serious with the student and say that until he/she changes the attitude or behaviour you will not communicate with he/she.
- Losing the complete or partial break time.
- Ask for an apology.
- Repair the injury or damage. *You Break It, You Fix It*. The consequence is that the one responsible for the problem takes responsibility for fixing it.
- Written reflection signs a commitment.
- Written agreement with the student.
- Note in the planner for the parents.

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Yellow Zone – Intermediate Misconducts

Definition:

Intermediate misconducts are contrary to the rules of coexistence and threaten the physical, moral or emotional integrity of those involved.

Intermediate Misbehaviour examples:

- * Minor misconducts accumulation.
- * Uncooperative attitude with bad manners or faces toward teachers.
- * Repeatedly perform a different activity than indicated which disturbs the class.
- * Shout to someone during teamwork or class.
- * Skipping lessons, hiding to miss class.
- * Gossiping about a classmate.
- * Make comments disapproving a classmate.
- * Damage the furniture or class materials on purpose.
- * Show aggressive reactions throwing or hitting objects or furniture.
- * Constantly disturbing a classmate.
- * Answering a teacher coarsely.
- * Cussing during class.
- * Heavy physical games between students causing or not any physical harm.
- * Any activity outside the proper conduct of basic etiquette.
- * Saying disturbing comments to their classmates.
- * Using bad words while talking.
- * Damaging another people's work.
- * Calling a classmate by nickname.
- * Steal material or belongings.

Who gives solution and monitors:

When intermediate misconducts happen, teachers cannot impose any consequence. The teacher should immediately contact the school Social worker.

Imminent consequences:

- Student will immediately go to the next zone.
- Directly and automatically affects the behaviour grade.
- Parents must be informed by the Social worker.

Some viable consequences that will help to change the inappropriate behaviour:

- Losing extra points like Dojo points.
- Getting negative points in Dojo.
- Losing the complete break time (several days can be possible) in order to write a reflection about the misconduct.
- Prepare a presentation about the misbehaviour consequence and disadvantages in life.
- Losing PE or Art time lesson in order to write a reflection about the misconduct.
- Ask for an apology in a formal way.
- Repair the injury or damage.
- Be assigned to various activities with responsibility like break guard.
- Being the behaviour monitor during break.
- Miss field trip.



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Red Zone – Mayor Misconducts

Definition:

Mayor misconduct are contrary to the rules of coexistence and are very harmful affecting the physical, moral or emotional integrity. Conduct that causes serious harm to whoever is involved.

Mayor Misbehaviour examples:

- * Intermediate misconducts accumulation.
- * Breaking furniture on purpose during a fit of range.
- * Making fun of a teacher.
- * Damaging severely other's work during a fit of range.
- * Yelling at a teacher.
- * Conspire against a classmate or school member.
- * Challenging a teacher or any authority.
- * Mocking: by physical appearance or characteristics, skin colour, economic status, etc.
- * Insult the parents of a classmate.
- * Defame someone affecting their moral or emotional integrity.
- * Pull someone's pants down.
- * Obscene sign to classmates or school staff.
- * Hit or punch severely a classmate causing visible physical harm.
- * Masterminding acts that endanger the physical, moral or emotional integrity of those involved.
- * Conspire to cause harm to someone else.
- * Insulting with bad words.
- * Forged signatures of teachers or parents.
- * Threats with attacks if they do not get something.

Who gives solution and monitors:

1. When intermediate misconducts happen, teachers cannot impose any consequence. The teacher or person who witnesses the incident should immediately contact the School Authority.

(The School Social Worker cannot impose any consequence; she must report immediately to the school authority who will impose the proper consequence).

Imminent consequences:

- Directly and automatically affects the behaviour grade.
- Meeting with parents and school authority.
- Students remain in red zone. A positive behavioural change must be substantially demonstrated to get out of this area.

Some viable consequences that will help to change the inappropriate behaviour:

- According to the criteria of the School authority.

In this area Suspension is possible.

The school authority only authorized school member who can inform the parents about these consequences.



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Black Zone – Extraordinary Misconducts

Definition:

Extraordinary misconducts are contrary to the rules of coexistence and are very harmful affecting the physical, moral or emotional integrity of those involved.

This misconduct puts in real danger the life, health, or moral integrity of those involved in the incident.

Extraordinary Misbehaviour examples:

*Major misconducts accumulation.

Who gives solution and monitors:

When extraordinary misconducts happen, teachers cannot impose any consequence. The teacher should immediately contact the school authority.