



Since 1982

# El Alsson

British International  
School - NEWGIZA

## **British International School**

### **Primary School Behaviour Policy**

2019-2020

**OUR VISION**  
**DEVELOPING SUCCESSFUL 21<sup>ST</sup> CENTURY CITIZENS**

**OUR MISSION**  
***To achieve our goals through 'Thinking, Learning & Caring'***

**Aims:**

To create a caring, family atmosphere in which thinking and learning can take place in a safe and happy environment. To work co-operatively with parents to enable our pupils to develop:

A sense of self-discipline and responsibility for their own actions

A sense of identity, achievement and self worth

An empathy for other children's feelings

An awareness of and a desire to care for their environment

**School Rules:**

We will achieve these aims by teaching and encouraging children to observe Golden Rules and School Rules and Regulations at all times. Children are also required to abide by the school regulations in order to create and maintain a safe and structured learning environment (see appendix).

**THE GOLDEN RULES**

**We are gentle, we don't hurt others.**

**We are kind and helpful, we don't hurt anybody's feelings.**

**We play well, we don't spoil each other's games.**

**We are honest, we don't cover up the truth.**

**We work hard, we don't waste time.**

**We listen to people, we don't interrupt.**

**We follow all adults' instructions, we don't argue.**

**We look after property, we don't waste or damage things.**

**The staff responsibilities are:**

To look for, encourage and reward good behaviour

To treat all children fairly and with respect

To raise children's self-esteem and develop their full potential by recognizing that each child has individual needs

To provide an environment that is conducive to learning

To be good role models

To form a good home – school link with parents so that the children can see that the key adults in their lives share a common aim

To implement and practise the school rules and involve children in the creation of classroom expectations

To use rewards and sanctions clearly and consistently within a supportive atmosphere

**The parents' responsibilities are:**

To be aware of the school rules and expectations

To support the school in the implementation of this policy

To encourage pupil self-discipline in partnership with the school

To show an interest in all that the child does in school by valuing personal and social achievements alongside academic achievements

Please see appendix for parental advice.

**The children's responsibilities are:**

To be proud of their school and represent it positively

To maintain the highest standards of behaviour possible both in and out of school

To learn to make independent choices, not blaming others and learning from mistakes

By following The Golden Rules & school regulations the children will achieve this

**Good behavior leads to good learning**

## **PSHE & Resolving Conflict:**

Part of our curriculum addresses the Personal and Social Aspects of Learning and strives to help children learn how to interact with others in a positive way including useful skills such as conflict resolution.

Please note that it is our aim to reinforce positive behaviour in order to create a positive learning environment.

Sometimes breaches of discipline happen when a child is having a conflict or a problem in class, in this case we will encourage the children to:

Talk with their class teachers if they have any problems that they want to discuss. Or talk generally about their feelings if they are experiencing any problems.

If they feel that they cannot talk to their teachers they can go to a Senior Manager and talk with her.

We need the children to know that we are there for them and that we can help them overcome their problems.

**Our system of rewarding achievement in behaviour, work, effort and progress is clarified below:**

### **Weekly Achievement Award**

Each week the teachers will award a weekly achievement award. This is the child/children that have made the most progress across the week in any area of their learning. This can be awarded for academic progress and achievement or progress in social and emotional development. This award is based upon individual progress.

### **Termly Certificates**

At the end of each term each teacher will choose 3 students, each receiving one award linked to our mission and vision; 'Thinking, Learning and Caring'. These certificates will be awarded to the students who have shown the greatest progress across the term linked to one of the areas. These are great achievements and are held very highly amongst the teachers and leadership team. This is a proud achievement and great recognition for their efforts.

### **The Reading Cookie**

Awarded twice a month to a child in each class who has demonstrated effort / achievement in reading.

### **Housepoints**

Children are constantly rewarded housepoints to work towards a team effort. Every child belongs to one of our school houses: Siwa, Memphis, Thebes and Karnak. As the year progresses children can earn housepoints for anything positive throughout the school day. This could be work, behaviour, presentation, manners – anything throughout the school day that shows respect, hard work or good behaviour.

Children will also earn points in team events, including, Sports Days and Library quizzes and trivia. As the houses develop there will be more opportunities for children to compete in different areas on behalf of their houses.

We will continue to update our reward system on a yearly basis. We welcome any feedback you may have.

## **Sanctions**

**Staff:** As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a safe, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers will follow these three over-riding rules:

**Be calm** – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

**Logical consequences** – A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits and teaches alternative behaviours.

**Fresh Start** – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is imperative that any sanction is applied fairly and at the earliest opportunity and the consequences are fully explained.

### **Students:**

Children are encouraged and expected to follow both The Golden Rules and the School Rules & Regulations. These rules and regulations are explained and discussed at the beginning of and throughout the year along with classroom expectations.

Despite positive responses as a means to encouraging good behaviour in El Alsson School, it may be necessary to employ a number of sanctions to reinforce these expectations / rules, and to ensure a safe and positive learning environment.

Each case is treated individually depending on the circumstances involved. Children are made aware that they are responsible for their own actions and that breaking rules will lead to the following consequences:

# Daily Discipline Procedure: Early Years & Key Stage 1

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## Golden Sun

All children begin EACH day with their name on the 'GOLDEN SUN'.  
They are required to self-register by clipping their peg on the 'Golden Sun' each morning.

Children are made aware that they are responsible for their own actions and that breaking rules (Golden Rules or Classroom Rules) will lead to the following sanctions.

### 1 – 1<sup>st</sup> Offence

**Verbal reminder:** The teacher or TA will talk to the child about the rule that has been broken & establish that he/she understands why the behavior was unacceptable and how he/she could choose to do things differently next time. (This will happen at each stage of the Sanction process.)

## Sun & Cloud

### 2 – 2<sup>nd</sup> Offence

**Peg is moved to the Sun & Cloud:**

(The child has the opportunity to return to the 'Golden Sun' if he/she follows the Golden Rules for the remainder of the lesson / following 30 mins & then has a fresh start)

### 3 – 3<sup>rd</sup> Offence

**Time-out:** The child is removed from the activity to sit and consider his/her behaviour choices and is warned that a 4<sup>th</sup> offence will result in moving to a Yellow Card.

## Yellow Card

### 4 – 4<sup>th</sup> Offence

Peg is moved to the Yellow Card

The teacher records the reason in the Class Behaviour Log & completes a Yellow Card behaviour card which is sent home in the student planner.

One copy is kept in the Head's Incident log & one in the child's academic file.

The child may miss all or part of next break (to sit & consider how they could have done things differently)

Yellow Cards to be entered into the online behaviour log.

## Persistent Misbehaviour

Persistent offenders will be referred, by the class teacher and Head, to the Learning Support department for an Individual Behaviour Plan.

A parent-meeting will be arranged to discuss the strategies being used in school and to involve the parents in the process.

## RED CARD

**1<sup>st</sup> Red Card:** Any child who receives 3 yellow cards in a short space of time (eg 1 month) will be taken to the Head of Department, who will issue a RED CARD.

The Head completes a 'Red Card for Bad Behaviour' card which is sent home in the red student planner.

One copy is kept in the Head's Incident log & one in the child's academic file.

(The teacher will also record that the child has received a 'Red Card for Bad Behaviour' in the Class Behaviour Log)

A parent-meeting will be arranged to discuss the implications (ie possible suspension) with the Head

The child will miss all of next break (to sit & consider how they could have done things differently)

## AUTOMATIC RED CARD

Major breaches of discipline such as physical assault, extreme bad language, rudeness to staff or deliberate damage to property will result in the child being taken to the Head, who will issue an AUTOMATIC RED CARD.

### **Referral to Head of Primary**

Subsequent Red Cards: Any child who receives a 2<sup>nd</sup> Red Card, in a short space of time (eg 1 month) will be taken, by the Head, to the Principal.

A written warning or immediate suspension may be given depending on the specific circumstances

A parent-meeting will be arranged with the Head and Principal.

All details will be logged in the EY Incident File and the child's academic file.

### **SUSPENSION**

Immediate suspension may occur if, in the opinion of the Principal, an incident merits this sanction.

Suspension will also occur if a student, who has already received a written warning of suspension, continues to misbehave.

All details will be logged in the EY Incident File and the child's academic file.

# Daily Discipline Procedure: Key Stage 2

Steps	Consequence	Follow-up
<b><u>Fresh Start - All On Green</u></b>		
1 – Verbal reminder: Refer the child back to Golden Rule broken		
2 – Name on board & Time - Out: Child reflects... then explains his/her mistake and what he/she could do better next time		
<b><u>Yellow Card</u></b>		
<b>3 – YELLOW CARD</b>	Child changes their card to a yellow card  Teacher writes reason in student planner (Y3)  Child writes reason in student planner (Y4-6)  LOSS of part of break	<ul style="list-style-type: none"> <li>• Parents to sign student planner for next day</li>   <li>• Teacher records yellow card &amp; reason in class log folder</li> </ul>
Yellow Cards to be entered into the online behaviour log.		
<b><u>Persistent Misbehaviour</u></b> <ul style="list-style-type: none"> <li>• The Head will discuss with relevant teacher and then refer to Learning Support Coordinator for counselling and for a Behavioural Modification Plan to be set</li>   <li>• Parents will be informed and involved in this planning</li> </ul>		

<b><u>RED CARD</u></b>		
<b>4 – 1<sup>st</sup> RED CARD</b>	<ul style="list-style-type: none"> <li>• Student sent to the Head with red card and note</li> <li>• The Head records red card in student planner &amp; counsels student</li> <li>• LOSS of ALL of the next break - even if on next day</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher records red card &amp; reason in class log folder</li> <li>• The Head records red card in department incident log</li> <li>• Parents sign student planner</li> </ul>

<b>Subsequent RED CARD/s</b>	<p>Immediate referral to Senior Management</p> <p>Written warning or a suspension may be given depending on the specific circumstances</p>	<p>Parent conference arranged</p> <p>Logged with Senior Management</p>
<b>SUSPENSION</b>	<p>May occur if the incident merits this sanction either due to another occurrence of the type of behaviour student has already received written warning of suspension for or if the incident is of such a nature that immediate suspension is warranted.</p>	<p>Logged with Principal and child's school file. Parent (and student depending on age) conference with the Senior management.</p>

**Short term and / or Permanent Exclusion** may result if an inability to respond positively to the sanctions of the school despite support is evident or in the event of an incident of severe misconduct. This will be applied at the discretion of the Principal or Director.

**This Behaviour Policy / Procedure applies at all times, before and after school, on the school buses and on school trips.**

# Guidelines of reasons for sanctions

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This is simply a guideline as all teachers are to use their professional judgement:

## Yellow cards may be given for the following:

- Choosing not to follow instructions after reminder
- Persistently calling-out/talking in class
- Persistently interrupting teacher
- Throwing objects
- Drawing on others' work/tables or damaging things
- Repeatedly out of seat and refusing to sit down when told to
- Rolling around / poking disrupting others on carpet
- Swearing at other students / bad language
- Not being truthful to adults
- Play-fighting in class
- Not being prepared for class / having equipment or books (regularly)
- Refusing to line-up appropriately / lining up late
- Walking to end of lines to talk to friends – delaying the class
- Play-fighting / repeatedly talking while waiting in line
- Shouting / running when moving around school in lines
- Not packing-up / refusing to line up appropriately when leaving for buses
- Playing / running around when walking to buses
- Disrespecting a teacher or adult on buses

## Immediate Red Cards for the following incidents:

- Arguing with / challenging or rudeness to any teacher or staff member
- Refusal to work or cooperate with staff
- Deliberate disruptive behaviour
- Physical or verbal abuse
- Fighting
- Swearing at staff
- Stealing / perpetual dishonesty
- Vandalism / damage to property

## **Homework:**

Reason for not doing homework should be investigated – not a yellow card.

At El Alsson we strive to make the children more independent, in both their learning and as part of their individual personalities. However, homework is the responsibility of the parent to ensure that children are completing it. We expect parents to be aware of the homework that is given out, that the children are completing it and handing it in to their teacher.

Parents have an input role in supporting children's efforts. They need to be aware of what homework is set and provide both encouragement and an appropriate environment for completion. However, if a child struggles with his/her homework this should be referred to class teacher via a note in the student planner or an email directly to the class teacher.

It is the responsibility of both the child and parent to ensure that homework deadlines are met.

# Good Behaviour on the playground and around the school

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Students, who demonstrate good behaviour and are courteous and polite around the school, will be recognised and complimented by teachers and other members of staff who witness their behaviour. They may be awarded housepoints or stickers as appropriate.

The policy in the playground will follow three basic principles:

- Clearly defined rules
- Encouragement and rewards for appropriate behaviour
- Sanctions for inappropriate behaviour

**The playground rules are again based on The Golden Rules.**

**The following types of behaviour are unacceptable:**

- Rough games / play fighting
- Hitting, kicking and punching
- Spoiling somebody else's game
- Bullying
- Verbal abuse
- Name calling
- Swearing
- Rudeness to staff
- Answering back

**At break times the children must remember that:**

Primary children will eat in the playground and plaza area during break times. If a child has forgotten their lunch / water a teacher will sort this out and will put a note in the student planner to remind the parent to check on this in future. If a child forgets their food, we will provide a cheese sandwich and water from the staff canteen and this will need to be paid for the following day. **Food will not be provided from Beanos and children should not bring money to do this.**

Parents visiting or older siblings from the Secondary school are not allowed to bring / send food to classrooms for Primary children. Teachers will not allow this and the food will be sent back to the school office.

No hard footballs are permitted, as they are dangerous.

No football on the playgrounds before assembly.

## **Playground Sanctions**

Breaking any of the rules will result in the child being asked to stand out along the playground sidelines for five minutes. When five minutes have passed they must wait for the teacher who placed them there to give them permission to leave.

A second offence will result in the child being sent to duty leader who may inform their class teacher or the relevant Head depending on the incident and the steps listed above followed. The usual sanctions also apply to playground behaviour.

The duty leader must record any major incidents in the departmental incident log.

# Parental Advice

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When dealing with children's behaviour that we do not wish to see repeated whether at school or outside of school, it is important to stress that it is the behaviour we do not approve of, not the child. Positive reinforcement when a child is displaying good behaviour will always work better and faster than negative reinforcement. If parents could also reinforce this practice at home it would be greatly appreciated.

Always try to ensure that there is a 'united front' between home and school and between all care givers (parents / guardians) at home so the child is not confused by different approaches. Be firm, fair and consistent.

Should a note be placed in your child's student planner regarding an incident of poor behaviour - rather than 'just telling them off' - please discuss the incident with your child to see if they now recognize the mistake they have made and how they could do better in future / avoid getting into the same situation. This will help us to see if they have processed and understood what the member of staff has discussed with them, which may need reinforcement at home.

Please note that the home- school link works both ways. Please do inform us if you are aware of an incident that you do think has not been reported to us by the child. Also, whilst we very much appreciate your support with behaviour at school we are also here to help should you need any advice on strategies regarding behaviour out of school. We thank you for your support.

# School Regulations

	Rule	Consequences
<b>ABSENCES</b>	A letter from the parents is required for one or two days' absence due to illness. For three days or more a doctor's note must be given to the teacher. Absences for sports tournaments must be sought in advance. Absences for any other reason are not encouraged and permission must be sought from the Head in advance.	The school will request the appropriate note for the length of absence. Student will have unauthorized absences recorded in their file and excessive absence could affect their progression / promotion.
<b>ARRANGEMENTS FOR THE END OF THE DAY</b>	The class teacher and bus line helper teacher take pupils to their buses. The class will walk in a quiet, orderly line.	Pupils will receive a verbal warning or be given a note depending on the incident.
<b>ASSEMBLY</b>	Pupils must be lined up on time and should be silent during assembly.	If pupils are not silent during assembly they will be sent to the Head.
<b>BREAKTIMES</b>	All pupils will go outside unless they have permission to go to the library or are being kept in by a teacher.	Pupils will be asked to return to the playground either by staff or prefects who will record their names and pass them on to the relevant Head.
<b>BUS</b>	Pupils may drink water but not eat on the bus. Pupils will sit sensibly and be polite and courteous to the driver and matron at all times. Pupils will sit where the bus matron tells them to and should move seats if asked to either by a member of staff or by the bus matron. Once a pupil is on the bus, they must not get off until it arrives at their stop. Children are not allowed to change from bus to car unless they have written permission from their parents, which must be forwarded to the school secretary by the student or class teacher depending on age. <b>Students are not allowed to change buses.</b>	Pupils will be warned on the first occasion. If they persistently disobey either a member of staff or the bus matron, they will be reported to the relevant Head, who may place the pupil on bus report for one week. Pupils who misbehave whilst on bus report will have the bus service withdrawn.
<b>COURTESY</b>	Pupils must be courteous and polite to adults and each other at all times. They may not answer back or contradict teachers.	Pupils will be sent to the relevant Head who will apply the relevant sanction and make a note in the pupil's student planner.
<b>DRINKING</b>	Pupils should not bring glass bottles to school. Pupils should only bring water or juice cartons. No fizzy drinks please.	Where possible a suitable container will be exchanged for the bottle.
<b>EATING</b>	Students will eat during their breaktimes outside in the plaza area or on the playground. <b>They should bring healthy food to eat</b> and clear up after themselves.	The supervising teacher will remind pupils. A note will be sent to the parents if a child brings unhealthy food.
<b>ENGLISH</b>	Pupils should use English throughout the school day except when speaking to staff that teach their subject in Arabic.	Pupils will be encouraged to use English if they are able to but if they choose to ignore the teacher they will proceed through the normal sanction system.
<b>EXAMS</b>	Students who are unwell should not come to school and then be collected after the exam. Exams can be rescheduled.	Pupils will be returned home before the exam starts.
<b>HAIR</b>	Girls - hair must be tied back neatly for safety and hygiene reasons. Boys- no long or 'big' hair is permitted. Pupils are not permitted to attend school with dyed hair.	A note will be written in the pupil's student planner informing the parents of the breach of school rule. Long or 'big' hair for boys must be cut or trimmed within two days of a reminder being given.

	<b>Rule</b>	<b>Consequences</b>
<b>INAPPROPRIATE ITEMS</b>	Children must not bring items to school that would be unsafe or deemed inappropriate. If they are unsure, they should ask the teacher beforehand.	Children who bring any items (toy guns, knives, pets etc.) into school which are deemed inappropriate by the class teacher will have them confiscated and returned to them at the end of the day. Should they bring the item again, the item/s will be sent to the Head, who will see the child at the earliest opportunity. The item will be returned to the parent.
<b>JEWELLERY</b>	Jewellery may not be worn except small, stud earrings. Hooks and dangling earrings are forbidden, as they are extremely dangerous.	Pupils will be told to remove the item of jewellery themselves and will be responsible for it until the end of the school day.
<b>LATE LEAVERS/ CAR CHILDREN</b>	Late leavers or car children waiting for older brothers and sisters must wait at the designated primary school car point where they will be supervised by a primary member of staff. They must not play games on the playground or the field.	Students will be reminded to wait at the correct car point and sent to their Head if necessary. Parents will be informed through a note in the pupil's student planner.
<b>LEAVING EARLY</b>	A letter from parents is required, which may or may not be approved by the Head.	The school will contact the parents if permission is not granted.
<b>MONEY</b>	Pupils may only bring money to school to pay for special events/ school visits or books during the Book Fair. Please place money in a sealed envelope.	Any other money will be confiscated and returned to the parent by the Head.
<b>MOVEMENT</b>	Pupils must walk quietly around the school building. Pupils must keep to the right at all times.	Pupils will be reminded and sent to their Head if necessary.
<b>PERSONAL BELONGINGS</b>	Pupils are responsible for their own bags, flasks, books and clothing. All personal belongings <b>must be clearly labeled with the child's full name and class.</b>	They should inform their class teacher about any items that are missing and will check in the Lost and Found room near Miss Hala Hosny's office.
<b>PERSONAL ITEMS</b>	Students bringing any expensive personal items to school (Ipods / I pads – no Internet chips - /Gameboys, etc) should be aware that such items are their responsibility and that they may be lost or damaged.	We do not encourage children to bring these items and take no responsibility for their loss or damage.
<b>STUDENT PLANNERS</b>	Must be signed regularly by parents and teachers.	The teacher will write in the student planner asking the parent to sign on a weekly basis. If the student planner remains unsigned the relevant Head will write to/ contact the parents.
<b>SWEETS</b>	No sweets or chocolates including chewing gum and bubble gum are permitted in school.	The pupil will be asked to put uneaten sweets etc. in their bags. If the pupil does not do as they are told the sweets will be thrown away. All forms of gum will be thrown away.
<b>TELEPHONES</b>	Pupils may not use the school phone unless it is an emergency. If they have forgotten to inform their parents about after school events they must see their head who will contact their parents if possible or send them home as normal if the parents cannot be contacted. <b>No mobiles are allowed in the primary school.</b> <b>Primary aged students should never be in a situation where they are unsupervised by a responsible adult (who is contactable by phone).</b>	Mobile phones will be confiscated and returned to the parent or a Senior school sibling by the Head.

	<b>Rule</b>	<b>Consequences</b>
<b>UNIFORM</b>	All pupils are required to wear school uniform at all times. The uniforms are casual and flexible but are not open to interpretations or additions. <b>All items of clothing should be clearly labeled with their name and class.</b>	Where possible the pupils will be asked to remove the item of clothing. If the pupil does not have suitable alternative clothing then a note will be written in the pupil's student planner informing the parents of the breach of school rule.
	PE kit (Y2-6 or G1-5) is also standardised and pupils should wear the full correct kit in P.E lessons.	A note will be written in the pupil's student planner informing the parents of the breach of school rule.

**Parents - Please note that if it is your child's birthday and you wish to invite some friends from school to a party please do not send invitations through the school unless you are inviting the whole class as this leads to upset. If you wish to send cupcakes (not a large cake) in for the occasion please feel free to do so.**

# Welcome to El Alsson British International School

*Developing Successful 21<sup>st</sup> Century Citizens*



Since 1982

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*Primary School 2019-2020*