Positive Behaviour Policy 2026

Approved by:	Mel Hitchcocks	**Last reviewed on:**	August 2026
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Introduction

The British International School of Ljubljana is a community of resilient, respectful lifelong learners which offers a safe, supportive and stimulating learning environment where every member of the community is encouraged to strive for excellence.

At BISL we are committed to providing all learners with high quality learning experiences that lead to a consistently high level of student achievement and attitude.

This policy summarises our expectations and common working practices, which reflect the aims and objectives of the School and support its Vision Mission and Values.

Vision, Mission and Values

Vision

We aim to inspire lifelong learners and caring global citizens, in a community where everyone feels encouraged, supported and challenged.

Mission

We provide a high-quality British style international education in English, balancing tradition and innovation. Our passion is creating a positive, safe and nurturing learning environment in which everyone is valued as individuals, empowering them to be versatile, motivated and caring people. We will endeavour to create opportunities to develop creativity, collaboration and critical thinking skills through an inclusive and personalised experience.

Values

RESPECT - We learn at school by showing respect to everyone in the

community.

EMPATHY - We develop empathy for those around us. EXCELLENCE -

We strive for excellence in everything we do. CHALLENGE - We

embrace a challenge as it enriches our learning.

Learning, teaching and community well-being are enhanced when standards of behaviour are high and positive attitudes are prevalent within a school. However, they can be compromised if the behaviour and attitudes are incompatible with the school's ethos and expectations.

At BISL, we encourage high standards of behaviour through the promotion of mutual respect and student self-discipline rather than through a regime of authoritatively-imposed punishment. Students understand that high standards of politeness, consideration and behaviour are required

of them and teachers expect classes in which students are well-behaved and positive. Positive reinforcement is used wherever possible, and the balance of praise outweighs admonishment.

This Policy outlines practices to meet these expectations of high standards and the disciplinary processes which are used when circumstances make it necessary to go beyond the usual positive reinforcement strategies. It should be considered in conjunction with, and with reference to:

- BISL Vision, Mission and Values
- BISL Anti-Bullying Policy;
- BISL Staff and Parent Handbooks;
- BISL Concerns & Complaints Policy;
- BISL Terms & Conditions.
- Respectful Language Policy

Aims

At BISL, we aim to:

- promote high standards of behaviour and an atmosphere where all members of the school community feel valued;
- ensure an environment in which the students feel safe, secure and respected, and in which effective learning can take place;
- develop a moral framework within which initiative, responsibility and sound relationships can flourish;
- enable students to develop a sense of self-worth and a respect and tolerance for others;
- develop intercultural understanding by recognising and, where applicable, celebrating the ethnic, religious, cultural and linguistic diversity of our school community and promoting these aspects aspositive features; foster equality of opportunity and a sense of fairness;
- encourage all students to always give their best, be it in the classroom or in other school activities and life opportunities.

We are supported in reaching these aims by a clear code of conduct and expectations of students, staff and parents/guardians. Our expectations for behaviour and managing behaviour are framed by the following principles:

- The purpose of sanctions is to require **reflection** upon the consequences of inappropriate behaviour or attitudes, with a view to ensuring that the likelihood of arepeat offence is reduced;
- The offender must **understand** for what offence they are being disciplined;
- Disciplinary processes should follow as **swiftly as possible** after the offence;
- The disciplinary sanctions should be **appropriate** to the offence;
- Staff using their professional discretion, utilise a broad range of behaviour-management strategies, and the step programme as appropriate to the circumstances and the age of the individual students;
- Militaristic or authoritarian models of behaviour control are not acceptable and **corporal (physical) or humiliating punishment may never be used at BISL**;
- Sanctions should always be given and taken politely and respectfully. Staff and students should ensure that appeals should always be in private

Expectations and Conduct

At BISL, staff, students and parents/guardians are all expected to share a collective responsibility for the promotion of positive behaviour.

Staff

BISL staff are required to:

- Have **high expectations** of student's achievements, attendance and behaviour and challenge when necessary;
- Spend time explaining and **reinforcing positive behaviour and routines** so that students are clear on what is expected from them, including for new students who may not be familiar with the expectations and routines.
- **actively model** the type of behaviour considered acceptable in their interactions with allmembers of the school community.
- **Be alert** to signs of bullying and racist attitudes and deal firmly with such issues.
- **Display the classroom rules,** including appropriate use of technology, and reward charts and/or House points system for promoting positive behaviour.
- **Address concerns regarding misbehaviour** with children in a calm, quiet and fair manner, while dealing sensitively with children in distress, by listening to them and dealing with any incidents appropriately;
- **Actively establish positive relationships** with students, parents and the wider community;
- **Recognise the students' achievements,** academic or otherwise, and use positive reinforcement.
- Provide opportunities for the students to demonstrate responsibility;
- Maintain a professional approach in discussions relating to students.

Students

We expect the students at BISL to be respectful to each other and to the property and to be:

- honest,
- caring and kind,
- helpful,
- sensible and hard-working,
- tolerant of others' opinions and differences
- proud to be a member of our school community,

To meet these expectations, our students are encouraged to:

- conduct themselves around the building in a safe, sensible, manner and show regard to others;
- be polite, well behaved and courteous at all times;
- treat others as they would like to be treated themselves (i.e. fairly and with tolerance and respect for other's views and rights)
- follow our BISL values, the school rules and accept responsibility for their own choices and actions;
- try his/her best at all times to join in lessons fully and complete tasks set forhomework
- actively participate in assemblies that are used as an opportunity to promote academic and cultural diversity, to foster a sense of pride within our

community and to acknowledge achievements;

- look after his/her own belongings and school property and bring the appropriateequipment for each lesson;
- be aware of who they are able to talk to if they are upset or have anything they wish to discuss;
- understand that rewards and sanctions are given for specific reasons and are equally applicable to all.

Students will be educated on the following regarding the school's behaviour culture:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the school's positive behaviour policy and the school values.
- The school's key rules and routines, including in the classrooms, after-school programmes and on school trips.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard. This includes the House system and other class or individual rewards used by the teaching staff.
- The pastoral support that is available to them to help them meet the behaviouralstandards.
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

The school will ensure that all new students are briefed thoroughly on the school's expected standards of behaviour. We work closely with all students from the day they start at BISL and support them with transition all the way from Early Years to Primary, Secondary and Sixth Form,until students leave school. Recognising and coping with changes and possible challenges of transitioning to a new school or year group is part of the PSHE curriculum and form/class-timemorning sessions, where students learn about the meaning and benefits of living in a school community and how to demonstrate respect in the community; the importance of and strategies for building positive and healthy friendships and tackling bullying; about school rules and people whocan help with transition; how to develop skills such as organisation, team-work, setting personal goals and what it means to be a global citizen.

Parents/Guardians

Parents/guardians have a vital role in promoting good behaviour in school and at home. Weconsider liaison with the school very important.

We encourage parents to:

- work actively in partnership with staff and follow school policies;
- ensure students come to school properly dressed, correctly equipped and prepared towork;
- respond to concerns raised by members of staff in a supportive manner;
- inform us of any distress which may affect their child's performance or behaviour at school (e.g. a loss in the family, separation, moving home, parents traveling, illness, etc.)
- inform us of any behaviour difficulties they may be experiencing at home.
- Inform the Class Teacher (Primary) or Form Tutor (Secondary) of any concerns they may have about their child's welfare at school in a responsible and calm manner.

- Encourage their child to report any incidents of bullying behaviour that they have experienced and/or witnessed, by reporting it to a teacher who is caring for them at the time. Reporting an incident at the time makes it easier for teachers to deal with the incident there and then and this prevents escalation.
- Students can also report the incident anonymously via the QR code or worry box (see below).
- **Parents should understand that advising a child to use physical violence, even in retaliation, is not acceptable. Any such incident will be dealt with as a step 5 offence.**
- It is important that parents encourage their child to talk to a teacher as soon as possible after the event so that the school can act swiftly. Parents reporting the incident on their child's behalf, often days or weeks later, means that details are lost, including who may have witnessed the incident, it makes it difficult for the school to investigate what has happened and prevents a swift resolution.
- In addition, the school reserves the right to take disciplinary action against students who are found to have made malicious accusations, whether against other students, staff or other individuals, which mightinclude any of the actions/sanctions listed below.

The School Behaviour System

We ensure that the behaviour system is delivered in an age-appropriate way: Primary and Secondary follow the systems outlined below.

Positive Behaviour is rewarded and celebrated in different ways:

1. **The House System** is used across the school to encourage positive behaviour and promote an inclusive culture, a caring and supportive environment, at BISL. There is a vertical and even split of students of all ages, as well as staff, in each of our four Houses - Emerald, Hessonite, Sapphire, and Zircon. House points are collected on a weekly/end-of-block/termly basis and announced in assemblies.
2. Star of the week and term certificates and rewards are given to individual students.
3. Parents informed via email, or in person.
4. Positive attitudes and behaviour are included in the school report and parent-teacher progress meetings.
5. Attendance rewards.
6. Badges for Student Leaders.
7. Through additional class rewards systems organised by the teachers (e.g. 'golden time' etc.) and teacher feedback (e.g. stamps, stickers, written and verbal feedback)

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. Where student's misbehaviour may be linked to them suffering, or being likely to suffer significant harm, we will follow our Safeguarding and Child Protection policy, and consider whether pastoral support, an early help intervention or a referral to social services is appropriate.

Recognising the impact of SEND on behaviour

The school recognises that a student's behaviour may be impacted by a special educational need or disability (SEND). Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis and any preventative measuresput in place which take into account the specific circumstances and requirements of the student concerned.

Inclusion

All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. This may require communication with Secondary Form Tutors, Primary Class Teachers, Phase Leaders (who take a lead on behaviour management across KS1-5), Heads of Department and/or the SENCO and in some cases, thePrincipal. There can be a number of reasons for students to struggle with positive engagement such as understanding, language, culture, previous experiences, disabilities, family context, and self-concept. Therefore, a tailored approach is used to support students who present recurring negative behaviour, which involves teachers, parents, and, where necessary, outside agencies (e.g. counselling, therapy). When students are struggling with challenging behaviours, it is essential for parents to work with the school and outside agencies to address it.

Use of reasonable force

Under Slovene law, teachers are not allowed to apply reasonable force. Teachers can insert themselves between two students who look like they may fight. Using a calm tone, the teacher will ask both parties to walk away. On the rare occasion that a fight does break out between students, the school reserves the right to call the security guard to apply reasonable force to stop the fighting.

Managing Unacceptable Behaviour

Unacceptable Behaviours may include (but are not limited to)

1. persistent lateness;
2. not wearing the appropriate school uniform;
3. leaving school without authorization;
4. not co-operating with staff, parents or peers;
5. use of inappropriate language (See Respectful Language Policy)
6. inadequate equipment to access the relevant lesson;
7. inappropriate use of technology or accessing inappropriate sites.

The following unacceptable behaviours are considered as 'serious':

- Dishonesty (including cheating and plagiarism);
- Making offensive or insulting comments, including about race, religion, gender, sexuality, age, ordisability (see Respectful Language Policy)
- Being confrontational, rude or aggressive;
- Intimidating or bullying others (including by electronic media - knownas cyber-bullying);

- The threat or use of physical violence;
- Stealing or damaging belongings or property;
- Abuse of alcohol, drugs and other psychoactive substance;
- Any action that may bring the school into disrepute.

Process and Sanctions

When a student's behaviour does not meet the school's expectations, i.e. it is unacceptable, a range of strategies and/or sanctions may be used to correct this. infringements of the school's behavioural expectations are dealt with on a progressive scale:

Secondary Behaviour Steps Guide for Teachers

	Examples	**Who?**	**Action**	**Step on iSAMs and/or CPOMs**
"Your room, your rules"	Establishing Routines: Behaviour for Learning,Uniform, Equipment.	Teacher	Teach, don't tell.	N/A
Verbal Warning	This is a signal that a student's behaviour isunacceptable and needs to be changed. Also used as a reminder to complete homework if it has not been done. Students should receive a 24hrreminder.	Teacher	**Teacher will:** Issue a verbal warning directly, indicating thebehaviour that has led to that decision.	N/A
Step 1 Second Warning	Behaviour has continued or escalated.HW not handed in after 24 hours. Late to class when in school. Uniform (FT to enter on iSams – no need to emailall staff). Lack of equipment needed to access the lesson: • Laptop/charger • Exercise book • Assessment folder • Calculator • PE kit	Teacher	**Teacher will:** Issue a verbal warning directly, indicating the behaviour that has led to that decision, letting thestudent know that the behaviour will be recorded.	**Step 1** entered onto iSAMS Include the incidentthat occurred in the description box

Step 2	Above behaviour continues (does not includemissed homework). • Step 2 also covers the use of inappropriate language if it is deemed by the school that the student is genuinely unsure of the impact or meaning of what has been said a step 2 will be issued. • Inappropriate language refers to the following: any language that is blatantly prejudiced towards races, sexes, genders, sexualities, ethnicities, religions, ages, abilities, languages **All inappropriate language incidents as detailed above will be treated as a Safeguarding issue.**	Teacher	**Teacher will:** Issue the step 2 to the student and record oniSAMS. Issue detention to the student that will takeplace at break or lunchtime with the teacher who has issued the detention. If behaviour related, student spends the timereflecting. Teacher to lead a restorative conversation. If the student has used inappropriate language/gestures, the detention will be led by a member of the Respectful Language Working Group who will guide the student through the reflection process. In addition, the student will also attend a restorative justice session led by a member of staff. If the behaviour relates to inappropriate language/gestures, the Teacher will log an inappropriate language incident (as detailed in the second column) on CPOMs – the school's safeguarding system.	**Step 2** entered onto iSAMS Include the incident that occurred in the description box.

Step 3 Thursday Detention (3pm-3.40pm) Parent Teacher Conference	Repeated steps, missed detention/refused step 2 consequence. Repeated behaviour: • 2 missed homework in a row in one subject (teacher tomonitor) • 3 different missed homework in 1 week (FT to monitor) • 3 step 1's or higher in 5 school days. If student does not show up to HW detention, they will be placed into behaviour detention next week. Detention supervisor should email the Phase Leader regarding a lack of attendance, who will email home.	Head of Department	**HW detention - Teacher/FT will:** 1. Email PTU, copying in KSC or HOD, that student should be put into HW detention. 2. Enter step 3 into iSAMS 3. PTU will email home. BISL Detention Ideas.docx **Behaviour detention - FT will:** 1. Email Phase Leader to let them know the student has got 3 steps in thelast 5 school days. 2. Phase leader will email home and enter intodetention spreadsheet. It may be deemed necessary by the school to hold a meeting between parents and teacher (and potentially student), in order to address patterns in behaviour. In which case the Phase Leader will contact home to arrange a meeting and ensure that the class teacher/form tutor is copied into such communication. Rationale for meetings would include: • Step accumulation (using above policy + Phase Leader judgement) • Serious incidents • Sustained poor behaviour in one particular subject.	**Step 3** entered onto iSAMS Include the incident that occurred in the descriptio n box.

Step 4 Report Card (Subject teacher/ Form Tutor or Phase Leader	A student will be issued a STEP 4 and be replaced on a 1-week ReportCard to the Phase Leader if: - Student's behaviour issues are persistent in one subject. A student will be issued a STEP 4 and be replaced on a 1-week ReportCard to the Form Tutor if: - Student's behaviour is persistent across subjects. **Persistent, as judged by Phase Leader, HOD and FT** After one week the student will come off the report. If behaviour continues whilst on report (2 negative days in a row),internal exclusion is issued (Phase Leader to coordinate) and student will be placed on Phase Leader report.	Tutor and Phase Leader	**Subject Report:** **Class teacher will**: Pass information to Phase Leader. **HOD will**: Issue report to the student, discuss targetsand meet with the student at break, lunchtime or after school to review the report. **Tutor Report:** **Tutor will:** Issue report to the student, discuss targetsand meet with the student at break, lunchtime or after school to review the report.	**Step 4** entered onto iSAMS Include the incident that occurred in the description box.
Step 4 Report Card (Phase Leader)	A student will be issued a STEP 4 and be replaced on a 1-week ReportCard to the Phase Leader if: - Students above behaviour is **persistent, as judged by Phase Leader and/or HODand FT** - Student misses 2 behaviour detentions. After one week the student will come off the report. If behaviour continues whilst on report (2 negative days in a row),internal exclusion is issued (Phase Leader to coordinate).	KSC	**Report:** **Phase Leader will:** Issue report to the student, discuss targetsandmeet with the student at break, lunchtime or after school to review the report.	**Step 4** entered onto iSAMS Include the incident that occurred in the description box.

Step 5 Report to Principal. Internal Exclusion External Exclusion Permanent Exclusion	A student will be issued a STEP 5 and be replaced on a 1week ReportCard to the Principal if: - Student's behaviour issues are persistent and report to Phase Leader wasnot successful. In some cases, bullying will be treated as a step 5 incident as the behaviour is often repeated. - To be issued if the student's behaviour is severe, even if it is a one-off incident. - Incidents which affect the health, safety and wellbeing of students can also be treated as a step 5 incident. This includes the use of inappropriate language as stated in the Respectful Language policy, particularly relating to the following: - Any hand gestures or body language that is blatantly prejudiced towards races, sexes, genders, sexualities, ethnicities, religions (for example, making monkey gestures) - Any sexualised language or gestures - Commonly known hate symbols or gestures (such as Nazi salutes) - Any language that is stereotypical which is clearly known to not be true and is harmful ('all women are unintelligent and should be subordinate') - Any dehumanising or threatening language - Any targeted harassment. The Principal has the right to issue an internal, external or permanent exclusion depending on the severity and/or frequency of incident(s). See below for further information regarding exclusions.	SLT	**Principal may:** Issue report to the student, discuss targetsand meet with the student at break, lunchtime and after school to review the report. Issue an internal or external exclusion (see below) and communicate these steps to parents. During an internal or external exclusion, the student is expected to complete a restorative reflection using the material provided. **Internal exclusion**: Student will be guided through this process by a member of staff. **External exclusion**: Student should be guided through the process with a parent. Re-admittance to the school will not be granted until this is completed and a **re-admittance meeting** is held. All of the above consequences will include a restorative justice session to be led by a school leader or member of the working group. If the behaviour relates to inappropriate language/gestures, the incident will be logged on CPOMs – the school's safeguarding system and a referral made to social services.	**Step 5** entered onto iSAMS and, if appropriate, onto CPOMs. Include the incident that occurred in the description box.

Primary Behaviour Steps Guide for Teachers

Step	Category	Examples	Who?	Action/Strategies and Consequences	ISAMs/behaviour tracker
Classroom/ Teacher Rules	Minor (low level)	Establishing Routines: Behaviour for Learning.	Teacher	EY and KS1: teachers move students down and up the behaviour chart in classrooms. Specialist teachers report the behaviour to the class teachers. If a student reaches the bottom of the behaviour chart, or is consistently near the bottom, an email is sent home. Teachers and parents form strategies to improve the situation. KS2: Students receive a verbal warning which clearly specifies the behaviour that needs to change. Teachers do not input students' name in tracker for the verbal	**N/A**

				warning. All other steps need to be inputted onto the behaviour tracker. Specialist teachers must inform the class teacher when student gets a step. These must also be inputted in the behaviour tracker. 5 minutes taken off break time that day if the student gets to 2 steps. Class teacher must monitor students during this detention time. Physical violence and inappropriate language - teachers need to deal with this immediately and email sent to parents through iSAMs. This is the same for EY, KS1 and KS2. Following physical violence, student must spend their breaks on that day with the KS Coordinators. If students takes part in more than 3 acts of physical violence, the Phase Leader will call parents and organise a meeting with parents. If parent meeting takes place, Principal will be informed. Repeated use of inappropriate language could result in suspension from school and a referral to social services. Reflection and a restorative justice meeting must always take place after an incident of inappropriate language. Inappropriate language includes; Any language that is blatantly prejudiced towards races, sexes, genders, sexualities, ethnicities, religions, ages, abilities, languages **Teacher will:** Remind the student/s of the rules (verbal or written e.g. iPad rules;posters).	

1. Warning	Minor	Student's behaviour is not acceptable and needs to be brought to their attention in orderfor them to change it. Apathetic towards their own learning Ignoring/ not following instructions Disrupting others' learning Calling out or talking back to the teacher Not cooperating with teachers or peers Disrespecting others Inappropriate language Running/being noisy in the corridor Inappropriate use of technology (Eg. accessingsites not linked to the class lesson)	Teacher	**Teacher will:** 1. Speak to the student privately within the classroom setting(verbal warning): E.g. Why shouldn't you do that? How is this impacting your ownand others' learning? What would help you right now? What can you do in the future tobe effective/helpful?	

		Disrespecting property (e.g., not tidying upafter yourself) OTHER			
Step 1	Minor	If the above behaviour continues after a verbal warning, a step is issued.		1. Apply relevant consequences/sanctions e.g. class reward system, reduced golden time, tidying up during break etc. 2. Record the behaviour on the Behaviour Tracker and **inform the Class Teacher of this.** 3. Praise the student when their behaviour improves. **Class teacher will:** Monitor steps and have restorative conversations with the student. If after a step the behaviour persists, the student will be issued a second step. If behaviour continues to be poor, a third step will be issued. If the student receives three steps in one day, they must attend an after-school detention.	**Behaviour Steps Tracker**

Step 2	Continuing-Major	**Repeated steps** or involves behaviour such as: **Refusal** to work Refusal to follow instructions/co-operatePersistent invading of personal space Persistent lack of effort with presentation/work **Deliberately** provoking others **Deliberate** unkindness to others	Teacher, Class Teacher.	Teachers should continue to use their own behaviour management strategies to deal with low-level behaviour issues BEFORE issuinga second step. **Teacher will:** 1. Explain to the student why their behaviour will be recorded, and what they can do to improve and avoid such behaviour in the future. 2. Log the behaviour on the Behaviour Tracker and on iSAMS(incident). **3.** Inform the Class Teacher. **4. Class teacher will:** 1. Inform students that they have a step 2 and talk to them aboutthe consequences/sanctions (e.g. banning of iPad, apology note,tidying up etc). 2. Keep the student in for 5 minutes reflection at break time 3. Inappropriate language - guide the student through a reflection session and hold a restorative justice meeting between the perpetrator and victim. As the use of inappropriate language is a safeguarding issue, any incidents must be logged on CPOMs. Inappropriate language can include, but is not limited to; Any language that is blatantly prejudiced towards races, sexes, genders, sexualities, ethnicities, religions, ages, abilities, languages	Behaviour Tracker and on iSAMS (incident) Inappropriate Language – incident logged on CPOMs.

				3. Email home about the incident, the reflection exercise and any consequences/ sanctions to be applied at school/home. 4. Continue to monitor if the behaviour persists.	

Step 3 **Time-Out/ internal suspension**	Continuing - Major	A student will be issued a STEP 3 if: - They get continued steps (three steps in one day will result in an afterschool detention) - If the action by the student represents aMAJOR breach of the values of BISL, for example: **Consistent** refusal to work/follow instructions Fighting in the playground Physical or verbal aggression directed towardsan adult or pupil Use of inappropriate language – see above.	**Teacher, Class Teacher, Phase Leader and DSW (if applicable)**	**Teacher will:** 1. Talk to the student about the next steps/consequences. 2. Record on Behaviour Tracker and on iSAMS (incident). 3. Inform the Class teacher and the Phase Leader. **Class Teacher will:** 1. Talk to the student, stressing the seriousness of the situation. 2. Send an email home via iSAMS clearly outlining the steps received and the detention date The student will serve an afterschool detention with the Phase Leader. In the case of a serious incident: 3. Inform the **Director of Student Welfare and/or Principal** and agree on thesanction. **DSW and/or Principal will**:	Behaviour Tracker and on iSAMS (incident) Inappropriate Language – incident logged on CPOMs.
		Blatant intolerant actions/remarks with theintent to hurt or mock Intimidating others/Bullying of any kind, intentional vandalism of school property, persistent use of inappropriate language, unreasonably high level of disruption thatsignificantly disrupts learning		1. Call home informing the parents of the decision. If inappropriate language has been used for a second time, parents will be warned of social services involvement if the behaviour continues. 2. The Phase Leader will supervise any time-out or detention. DSW/Principal may supervise the internal suspension if deemed necessary. **Class teacher and DSW will:** - Assess if there are triggers and whether there needs to be a support plan in place; whether SENCo should be involved for additional	

				interventions needed. If this is the case, parents and thestudent should also be informed and involved. - Continue to monitor the behaviour.	

4. Behaviour Support Plan/ Report Card	**Serious**	STEP 4 will apply when: - Misbehaviour is consistent and/or escalating. - If, following a conversation between ClassTeacher and DSW, the action is deemed appropriate. - At the Principal´s discretion. ***Students can only be placed on BehaviourSupport Plan/Report Card following a conversation between Class Teacher, Phase Leader, DSW and Principal. The Class Teacher must presenta valid and evidenced case for such an action.**	**Teacher, Class Teacher, DSW, Phase Leader, Principal (if applicable)**	**Class Teacher will:** 1. Meet with the Phase Leader, DSW and Principal (if applicable) to decide if a student is to beplaced on Report Card or needs Behaviour Support Plan. 2. Call the parents to inform them and arrange a meeting. 3. Monitor the Report Card twice daily in form time and haveappropriate conversations with the student. **DSW/Phase Leader will:** 1. Put together the Behaviour Support Plan with additionalinterventions, together with the Class Teacher and SENCo. 2. Inform and involve the parents, the student and the teachers. 3. Monitor/meet with the student as required during the week. 4. Evaluate progress and review the BSP. 5. A reflection session and restorative justice meeting may also be necessary, depending on the behaviour. **Class teacher, Phase Leader and DSW will:** 1. Work closely with the parents and other teachers tosupport the student. **If inappropriate language has been used for a third time, social services will be informed.**	Behaviour Tracker and iSAMS (Incident)- **Discipline.** Inappropriate language will be recorded on CPOMs.

5. Meeting with Principal/DSW. Internal Exclusion External Exclusion Permanent Exclusion	**Most Serious- Zero Tolerance**	A student should attend an **immediate meeting with the Principal** if the action is deemed serious, for example: - Serious/continued bullying incidents - Inappropriate language as stated above. - Stealing - Use of objects/weapons to hurt others - Physical violence towards an adult or pupil causing serious injuries. - Inappropriate use of the Internet as per the Online Safety Policy.	**Teacher, Class teacher, DSW or Principal**	**Teachers and/or Class teacher/Phase Leader will:** 1. Immediately report the incident to the Principal and DSW. **DSW will:** 1. Organise a meeting with parents (teachers or staff involved maybe asked to attend). 2. Liaise with the Principal to decide on consequences. 3. Meet with the student to discuss next steps. 4. In the case of inappropriate use of the internet (via any electronic device), the school reserves the right to ask the student to hand over any devices. If the student refuses to comply, the school reserves the right to search the student´s bag, locker, coat/jacket (the coat/jacket must be removed from the student before the search). The school does not have the right to search a student. 5. In the case of inappropriate language, the incident will be reported to social services and logged on the school's safeguarding system CPOMs. The Principal reserves the right to issue an internal, external or permanent exclusion depending on the severity and/or frequency of incident(s). See below for further information regarding exclusions.	DSW responsible for updating student Incident Report on iSAMS. Inappropriate language will be entered onto CPOMs.

If the offence is committed after the strategies above have been applied to help reflection and ownership of their actions, or if a serious offence has taken place even if it is a one-off event), the Principal may issue one of the following sanctions:

Exclusion from lessons or from school. Exclusions include:

- **Internal Exclusion** (between 1 and 3 days, depending on severity); During an internal exclusion the student will be expected to complete a guided reflection and, depending on the nature of the incident, a restorative justice meeting.
- **External Suspension** (between 1 and 3 days, depending on severity). Student and parents must meet with the Principal on the day of return, prior to the student being permitted back in class. The student and parents must complete a guided restorative reflection sheet.
- **Re-admittance Meeting following external exclusion** – following any external exclusion, the student and their parent(s) will be invited to attend a meeting before being allowed back into school. The student should bring the completed restorative reflection sheet with them to the meeting. Failure to attend the meeting will result in the student not being re-admitted to school. The student may also be expected to attend a restorative justice meeting once they are back in school.
- **Indefinite Suspension** is an exclusion from school for an unspecified period. This is usually used to enable further investigations into serious incidents to take place;
- **Permanent Exclusion** (expulsion) is the ultimate sanction.
- The Principal will contact the parents/guardian, by telephone or e-mail, toinform them of the situation or incident and will arrange a meeting with the student and parents.
- The appropriate sanction will be explained at the meeting and subsequently implemented.
- Some offences, where it is the duty of the school to report particular incidents, may lead to Police and/or social services involvement in order to safeguard the school community.
- The school may deem it necessary to inform or even insist that the student undergoes a form of regular counselling. The school will provide details of relevant counsellors/psychologists.

Please note: The school operates a zero-tolerance policy regarding bullying.

IF AN EXTERNAL OR PERMANENT EXCLUSION IS REQUIRED, THE PRINCIPAL WILL CONSULT WITH HEAD OFFICE BEFORE MAKING A FINAL DECISION.

Further Offences

- Further repetition of offences or an offence of an extreme degree of seriousness will be dealt with directly by the Principal and may result in the parents being required to find alternative arrangements for the education of their child, possibly at short notice, in accordance with the school's published Terms & Conditions.
- In such cases, the Principal will inform Head Office and discuss options with the Director of Education.

In all cases of external and permanent exclusion or if the Principal requests that parents find an alternative provision, the Principal will follow up any meetings with a letter/email to the parents/guardians outlining the sanctions discussed.

Residential and Day Trips

BISL has a duty of care to uphold the safeguarding regulations of Slovenia and the UK and to protect the health and safety of all students when they are on a school trip. Therefore, the school reserves the right to exclude students from one day and residential trips (including Adventure Days trips) if a

student's behaviour in school is deemed dangerous (including refusing to follow the instructions of adults) or disruptive to others, this includes the use of inappropriate language. The right to exclude students from the above trips will also be appliedif the school has received information regarding a student´s inappropriate or dangerous behaviour outside school. The school will inform parents as soon as possible if a decision to exclude a studentfrom a trip is made. The decision of the Principal is final.

Review and Appeal

The review and appeal process for serious disciplinary matters is outlined in and governed bythe Concerns & Complaints Policy.

Unacceptable Punishment

Corporal (physical) punishment may not be used at any time. It is against the law to strike a child.

- Staff may not humiliate students and should avoid shouting at student. They should also discourage students from shouting, so that everyone shows respect and fosters high quality relationships, both between staff and students and between students and their peers.
- Class-wide punishments should be avoided. The behaviour of Individuals should be addressed, rather than treating all students - some of whom may not have been involved - in the same way.
- Students should not be sent out of the class and left there unsupervised for more than afew minutes. If a teacher uses such a dismissal to give an agitated student a moment to'cool down' or to give instructions to the rest of the class before dealing with the student, the teacher should, as soon as is practical, go out to have a quiet and discreet word with the student (leaving the door open so as not to leave the class unsupervised) and then invite them back into the lesson. More than one student from a class should not be so dismissed at any given time.

Review and Evaluation

Prepared by: SLT with amendments made in conjunction with Phase Leaders and the Leads of the Respectful Language Policy in May 2026.

Reviewed by: Mel Hitchcocks, Principal.

This policy is to be reviewed and evaluated in June 2027.