



**British International School**  
of Ljubljana  
an Orbital Education School



# Positive Behaviour Policy

Updated January 2025

## **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.
- BISL Online Safety 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 celebrating the ethnic, religious, cultural and linguistic diversity of our school community and promoting these aspects as positive 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 a repeat 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 all members 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 for homework
- | 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 appropriate equipment 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 in regard to 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 behavioural standards.
- | 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 6<sup>th</sup> 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-time morning 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 who can 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. We consider 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 to work;
- respond to concerns raised by members of staff;
- 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.

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 might include 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. EYFS have their own behaviour policy and follows a simpler version of the system.

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 might include any of the actions/sanctions listed 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, post-card/note sent home 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 the 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 measures put 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 work with Tutors, HOD, SENCO and in some cases, the Principal. 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;
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 or disability;
- | Being confrontational, rude or aggressive;
- | Intimidating or bullying others (including by electronic media - known as 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.

**Please note: The school operates a zero tolerance policy in regards to bullying.**

### **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
"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 is unacceptable and needs to be changed. Also used as a reminder to complete homework if it has not been done. Students should get a 24hr reminder.	Teacher	<b>Teacher will:</b> Issue a verbal warning directly, indicating the behaviour that has led to that decision.	N/A
<b>Step 1</b> 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 email all staff). Lack of equipment needed to access the lesson: <ul style="list-style-type: none"> <li>• Laptop/charger</li> <li>• Exercise book</li> <li>• Assessment folder</li> <li>• Calculator</li> <li>• PE kit</li> </ul>	Teacher	<b>Teacher will:</b> Issue a verbal warning directly, indicating the behaviour that has led to that decision, letting the student know that the behaviour will be recorded.	<b>Step 1</b> entered onto iSAMS Include the incident that occurred in the description box
<b>Step 2</b>	Above behaviour continues (does not include missed homework).	Teacher	<b>Teacher will:</b> Issue the step 2 to the student and record on iSAMS.  Issue detention to the student that will take place at break or lunchtime with the class teacher.  If behaviour related, student spends the time reflecting. Teacher to lead a restorative conversation.	<b>Step 2</b> entered onto iSAMS Include the incident that occurred in the description box.

<p><b>Step 3</b></p> <p>Thursday Detention (3pm-3.40pm)</p>	<p>Repeated steps, missed detention/refused step 2 consequence.</p> <p>Repeated behaviour:</p> <ul style="list-style-type: none"> <li>• 2 missed homework in a row in one subject (teacher to monitor)</li> <li>• 3 different missed homework in 1 week (FT to monitor)</li> <li>• 3 step 1's or higher in 5 school days</li> </ul> <p>If student does not show up to HW detention, they get placed into behaviour detention next week. Detention supervisor should email KSC about lack of attendance, who will email home.</p>	<p>Head of Department</p>	<p><b>HW detention - Teacher/FT will:</b></p> <ol style="list-style-type: none"> <li>1. Email PTU, copying in KSC or HOD, that student should be put into HW detention.</li> <li>2. Enter step 3 into iSAMS</li> <li>3. PTU will email home.</li> </ol> <p><b>Behaviour detention - FT will:</b></p> <ol style="list-style-type: none"> <li>1. Email KSC the student has got 3 steps in the last 5 school days.</li> <li>2. KSC will email home and enter into detention spreadsheet.</li> </ol>	<p><b>Step 3</b></p> <p>entered onto iSAMS</p> <p>Include the incident that occurred in the description box.</p>
<p><b>Step 4</b></p> <p>Report Card (Subject/Tutor)</p>	<p>A student will be issued a STEP 4 and be replaced on a 1 week Report Card to the Head of Department if:</p> <ul style="list-style-type: none"> <li>- Students behaviour issues are persistent in one subject.</li> </ul> <p>A student will be issued a STEP 4 and be replaced on a 1 week Report Card to the Form Tutor if:</p> <ul style="list-style-type: none"> <li>- Students behaviour is persistent across subjects.</li> </ul> <p><b>Persistent, as judged by KSC, HOD and FT</b></p> <p>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 (KSC to coordinate) and KSC report.</p>	<p>Tutor and HOS</p>	<p><b>Subject Report:</b></p> <p><b>Class teacher will:</b> Pass information to HoD.</p> <p><b>HOD will:</b> Issue report to the student, discuss targets and meet with the student at break, lunchtime or after school to review the report.</p> <p><b>Tutor Report:</b></p> <p><b>Tutor will:</b> Issue report to the student, discuss targets and meet with the student at break, lunchtime or after school to review the report.</p>	<p><b>Step 4</b></p> <p>entered onto iSAMS</p> <p>Include the incident that occurred in the description box.</p>
<p><b>Step 4</b></p> <p>Report Card (KSC)</p>	<p>A student will be issued a STEP 4 and be replaced on a 1 week Report Card to the Key Stage Coordinator if:</p> <ul style="list-style-type: none"> <li>- Students above behaviour is <b>persistent, as judged by KSC, HOD and FT</b></li> <li>- Student misses 2 behaviour detentions.</li> </ul> <p>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 (KSC to coordinate).</p>	<p>KSC</p>	<p><b>Report:</b></p> <p><b>KSC will:</b> Issue report to the student, discuss targets and meet with the student at break, lunchtime or after school to review the report.</p>	<p><b>Step 4</b></p> <p>entered onto iSAMS</p> <p>Include the incident that occurred in the description box.</p>

<p><b>Step 5</b> Report to Principal</p>	<p>A student will be issued a STEP 5 and be replaced on a 1 week Report Card to the Principal if:</p> <ul style="list-style-type: none"> <li>- Students behaviour issues are persistent and report to KSC was not successful.</li> <li>- Students behaviour is severe, could be a one-off incident.</li> </ul> <p>An incident which affects the health, safety and/or wellbeing of students may also be considered a step 5, this includes bullying.</p>	<p>SLT</p>	<p><b>Principal will:</b> Issue report to the student, discuss targets and meet with the student at break, lunchtime and after school to review the report.</p> <p>In cases of bullying or incidents which affect the health, safety and/or wellbeing of other students, the Principal may consider internal or external exclusion. The decision regarding consequences for these types of incidents are made at the discretion of the Principal (in some cases, in conjunction with Orbital Education – see below) and are final.</p>	<p><b>Step 5</b> entered onto iSAMS Include the incident that occurred in the description box.</p>
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## 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	<p>EY and KS1: teachers move students down and up the behaviour chart in classrooms. Specialist teachers report the behaviour to the class teachers.</p> <p>KS2: When students get the first warning (this warning is a verbal one) students write their name on behaviour step chart in classroom. Teachers do not input students' name in tracker for first warning, but need to input the names when students get second warning.</p> <p>Specialist teachers must inform the class teacher when student gets a second warning. They input the second warning in the behaviour tracker.</p> <p>5 minutes taken off break time that day if the student gets to 2 warnings. Class teacher must monitor students during this detention time.</p>	N/A

				<p>Physical violence- 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.</p> <p>If students takes part in more than 3 acts of physical violence, the KS Coordinator will call parents and organise a meeting with parents. If parent meeting takes place, principal needs to be informed.</p> <p><b>Teacher will:</b> Remind the student/s of the rules (verbal or written e.g. iPad rules; posters.</p>	
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1. Warning	Minor	<p>Student's behaviour is not acceptable and needs to be brought to their attention in order for them to change it.</p> <p>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. accessing sites not linked to the class lesson)</p>	Teacher	<p><b>Teacher will:</b></p> <ol style="list-style-type: none"> <li>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 own and others' learning?  What would help you right now? What can you do in the future to be effective/helpful?</li> <li>2. Apply relevant consequences/sanctions e.g. class reward system, reduced golden time, tidying up during break etc.</li> <li>3. Record the behaviour on the Behaviour steps tracker and <b>inform the Class Teacher of this.</b></li> </ol>	<p><b>Behaviour Steps Tracker</b></p>
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		Disrespecting property (E.g., not tidying up after yourself) OTHER		3. Praise the student when their behaviour improves.  <b>Class teacher will:</b> Monitor warnings and have restorative conversations with the student.	
Second Warning	Minor				
2. RTT	Continuing - Major	<b>When behaviour, such as those listed above PERSISTS despite warnings</b> (3 warnings in one day/continuous warnings throughout the week) or involves behaviour such as:  <b>Refusal</b> to work Refusal to follow instructions/co-operate Persistent invading of personal space Persistent lack of effort with presentation/work <b>Deliberately</b> provoking others Deliberate unkindness to others	Teacher and Class Teacher	Teachers should continue to use their own behaviour management strategies to deal with low-level behaviour issues BEFORE issuing an RTT.  <b>Teacher will:</b>  1. Explain to the student why their behaviour will be recorded, why they need RTT time given and what they can do to improve and avoid such behaviour in the future.  2. Log the behaviour on Behaviour Tracker and on iSAMS (Incident).  3. Inform the Class Teacher.  <b>Class teacher will:</b> 1. Inform students that they will have RTT and talk to them about the consequences/sanctions (e.g. banning of iPad, apology note, tidying up etc).  2. Email home about the incident, the RTT exercise and any consequences/ sanctions to be applied at school/home.  3. Continue to monitor if the behaviour persists.	Behaviour Tracker and on iSAMS (Incident )

<b>3. Time-Out/ internal suspension</b>	Major	A student will be issued a STEP 3 if: - They receive a <b>second RTT</b> in a single week OR - If the action by the student represents a MAJOR breach of the values of BISL, for example: <b>Consistent</b> refusal to work/follow instructions Fighting in the playground Physical or verbal aggression directed towards an adult or pupil	<b>Teacher, Class Teacher, DSW</b>	<b>Teacher will:</b> 1. Talk to the student about the next steps/consequences. 2. Record on Behaviour Tracker and on iSAMS (incident). 3. Inform the Class teacher. <b>Class Teacher will:</b> 1. Talk to the student, stressing the seriousness of the situation. 2. Inform the <b>Director of Student Welfare</b> and agree on the sanction. <b>DSW will:</b>	Behaviour Tracker and on iSAMS (incident)
		Blatant intolerant actions/remarks with the intent 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 that significantly disrupts learning		1. Call home informing the parents of the decision. 2. DSW will supervise the time-out/ internal suspension  <b>Class teacher and DSW will:</b> - 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 the student should also be informed and involved. - Continue to monitor the behaviour.	

<p><b>4. Behaviour Support Plan/ Report Card</b></p>	<p><b>Serious</b></p>	<p>STEP 4 will apply when:</p> <ul style="list-style-type: none"> <li>- <u>Misbehavior is consistent and/or escalating</u> .</li> <li>- If, following a conversation between Class Teacher and DSW, the action is deemed appropriate.</li> <li>- At the Principal 's discretion.</li> </ul> <p><b>*Students can only be placed on Behaviour Support Plan/Report Card following a conversation between Class Teacher, DSW and Principal. The Class Teacher must present a valid and evidenced case for such an action.</b></p>	<p><b>Teacher, Class Teacher, DSW, Principal</b></p>	<p><b>Class Teacher will:</b></p> <ol style="list-style-type: none"> <li>1. Meet with the DSW and Principal to decide if a student is to be placed on Report Card or needs Behaviour Support Plan.</li> <li>2. Call the parents to inform them and arrange a meeting.</li> <li>3. Monitor the Report Card twice daily in form time and have appropriate conversations with the student.</li> </ol> <p><b>DSW will:</b></p> <ol style="list-style-type: none"> <li>1. Put together the Behaviour Support Plan with additional interventions, together with the Class Teacher and SENCo.</li> <li>2. Inform and involve the parents, the student and the teachers.</li> <li>3. Monitor/meet with the student as required during the week.</li> <li>4. Evaluate progress and review the BSP.</li> </ol> <p><b>Class teacher and DSW will:</b></p> <ol style="list-style-type: none"> <li>1. Work closely with the parents and other teachers to support the student.</li> </ol>	<p>Behaviour Tracker and iSAMS (Incident)- <b>Discipline</b></p>
<p><b>5. Meeting with Principal/DSW</b></p>	<p><b>Most Serious (Zero Tolerance)</b></p>	<p>A student should attend an <b>immediate meeting with the Principal</b> if the <u>action is deemed serious</u>, for example:</p> <ul style="list-style-type: none"> <li>- Serious/continued bullying incidents</li> <li>- Racism</li> <li>- Stealing</li> <li>- Use of objects/weapons to hurt others</li> <li>- Physical violence towards an adult or pupil causing serious injuries.</li> <li>- Inappropriate use of the Internet as per the Online Safety Policy.</li> </ul>	<p><b>Teacher, Class teacher, DSW or Principal</b></p>	<p><b>Teachers and/or Class teacher will:</b></p> <ol style="list-style-type: none"> <li>1. Immediately report the incident to the Principal and DSW.</li> </ol> <p><b>DSW will:</b></p> <ol style="list-style-type: none"> <li>1. Organise a meeting with parents (teachers or staff involved maybe asked to attend).</li> <li>2. Liaise with the Principal to decide on consequences.</li> <li>3. Meet with the student to discuss next steps.</li> <li>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.</li> </ol>	<p>DSW responsible for updating student Incident Report on iSAMS.</p>



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 will be informed and may be consulted with regard to appropriate sanctions, which may be:

**Exclusion** from lessons or from school. Exclusions include:

**Internal Suspension** (between 1 and 3 days, depending on severity);

**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;

**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 Director of Student Welfare will contact the parents/guardian, by telephone or e-mail, to inform them of the situation or incident and will arrange a meeting with the student, the parents, and the Principal.
- 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 involvement in order to safeguard the school community.
- The school may also offer support to the student in terms of outside counselling.

**AT ALL TIMES THE PRINCIPAL WILL FOLLOW THE RELEVANT SECTION IN THE DELEGATION OF AUTHORITY MANUAL (Orbital Education).**

### **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 Orbital Education and discuss options with the Regional Head of Schools (RHoS)
- The Principal will notify the parents/guardians of the sanctions by letter.

### **Cyberbullying**

PSHE lessons, assemblies and Internet Safety Days regularly reinforce to students the necessity of being careful what information they share online with others and what constitutes online bullying. Incidents of online bullying are taken very seriously by the school as they affect the safety and wellbeing of students. The sending of inappropriate images or text will be dealt with by the Principal and could result in either an internal or external exclusion (see above).

### **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. The right to exclude students from the above trips will also be applied if 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 student from 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 by the 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 a few 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**

**26.05.2023 - with amendments in November 2024.**

Reviewed by: Karl Wilkinson, RHoS – August 2024.

This policy is to be reviewed and evaluated in June 2025.