



English International School
Moscow
an Orbital Education School

Behaviour Policy

Secondary School

Principles of the EIS Moscow Secondary School Behaviour Policy

At English International School Moscow (Secondary) we endeavour to cultivate a happy, supportive and productive learning environment, which prioritises the welfare and development of the whole school community and fosters positive relationships between staff, pupils and parents.

This policy exists to support the aims of the school by promoting high standards of integrity and honesty, where each member of our community is valued and has the right to equal opportunities. The policy has been informed by the United Nations Convention for the Rights of the Child (UNCRC)¹ and is underpinned by the EIS Values: Safe, Happy, Challenged. Its ethos is one of high expectations for standards of behaviour and respect for the rights of all members of our community.

Vision, Mission and Values

Vision

To provide an excellent British education in an international setting ensuring all students are happy, safe, and challenged in their learning.

Mission

The English International School offers the best of British education by providing high quality, innovative teaching to an intercultural community. EIS students experience a wide range of opportunities and make excellent progress, whatever their starting points. EIS ensures that every child feels safe, challenged and happy during their learning, preparing them to be confident resilient global citizens.

Values

- **Safe** - Maintaining a safe and supported environment for all students through a holistic approach to education that nurtures, moral, spiritual, social and cultural well-being.
- **Challenged** - Empowering children with the knowledge, skills and attitudes necessary to challenge themselves and to serve the local and global community through engagement in meaningful learning, now and in the future.
- **Happy** - Developing a sense of belonging and a love of learning within a diverse community of confident, resilient students where achievement is acknowledged and celebrated.

The policy is an integrated document recognising that no one area of school life is responsible for good behaviour and discipline. However, consistency by all staff in every area of school life, in the application of positive discipline is essential for the success of the Behaviour policy. Students need to be clear about behaviour expectations and the implications through rewards and sanctions of appropriate and inappropriate behaviour.

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:

¹ https://www.unicef.org/crc/files/Rights_overview.pdf

- EIS Vision, Mission and Values
- EIS Anti-Bullying Policy;
- EIS Staff and Student Handbooks;
- EIS Concerns & Complaints Policy;

Aims of the policy

At EIS 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, the Golden Rules, and expectations of students, staff and parents/guardians. Our expectations for behaviour and managing behaviour are framed by the following principles:

- Positive behaviour should be acknowledged and rewarded, where possible.
- The purpose of any sanction applied 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 student must **understand** for what offence they are being disciplined;
- Disciplinary processes should follow as **swiftly as possible** after the offence;
- The disciplinary consequences should be **appropriate** to the offence;
- Staff use their professional discretion, utilise a broad range of behaviour-management strategies, as appropriate to the circumstances and the age of the individual students;
- Authoritarian models of behaviour control are not acceptable and **corporal (physical) or humiliating punishment may never be used at EIS**;
- Consequences should always be given and taken politely and respectfully. Staff and students should ensure that appeals should always be in private.

Expectations and Conduct

Staff

EIS staff are required to:

- have **high expectations** of student's achievements, attendance and behaviour and challenge when necessary;
- **actively model** the type of behaviour considered acceptable;
- always be alert to signs of bullying and racist/sexist attitudes and deal firmly with such issues.

- deal 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;
- provide opportunities for the students to demonstrate responsibility;
- maintain a professional approach in discussions relating to students.

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 students may be experiencing at home.

Members of the EIS Moscow community are expected to:
Show respect for the rights of others.
Take care of the school environment.
Move safely around the school campus.
Arrive at school regularly and be punctual.
Be responsible for their personal property.
Take pride in their personal appearance.
Be EIS Ambassadors.

Rewards

In the secondary school, our rewards system recognises and encourages responsible behaviour as well as academic successes and other accomplishments.

Work/Star of the Week:

Each week, subject teachers and tutors nominate a student and a piece of

their work to the relevant Key stage Coordinator for display in school. Students whose work is displayed will receive a certificate and their work will be displayed in school.

House points:

Key stage 3 and 4 students' achievements are rewarded using the EIS House point system which is designed to recognise and celebrate students' accomplishments in the classroom and beyond. Teachers can award house points for a range of reasons and these should be recorded by students on the sheet available in the school library. In addition to this teachers will record positive behaviour events using iSAMS.

Staff responsible for the collocation of house points track the number of points each student has received on a weekly basis and these go towards the house points total of the week. Additional incentives will be awarded to EIS students who consistently demonstrate outstanding behaviour.

Key stage 3, 4 and 5 students will receive an email home from subject teachers for exceptional progress, academic achievement or effort in a particular subject area.

Annual Prize-giving

At the end of each academic year, prizes are awarded for academic achievement, effort and progress to each class from Years 7-13. At our Prize-giving ceremony, in addition to specific awards, all aspects of the varied life of the school are celebrated.

The 'EIS Service to the School Community Prize' is awarded an individual who has been a great ambassador for the school throughout their time at EIS. The recipient of this prize may have engaged in School Council/charity initiatives and has contributed fully to the wider life of the school. This individual is a great role model and mentor for other pupils.

House Points System

The awarding of House Points is at a teacher's discretion. There can be no real formula of when, where and for what activity House Points should be awarded. Students should recognise that the giving of House Points is for a positive reason to reward work or effort that they have put in.

Students will be awarded House Points for positive social behaviour, competitions and academic achievements. House Points may also be awarded for individual or group achievements.

To maintain equality throughout the school, a maximum of three House Points can be given for any one task, but these need to be awarded for work completed or effort displayed beyond the expectations for that child or activity, therefore one House Point at a time will be the normal award.

On no account should House Points that have been awarded be taken away.

Mobile Technology (e.g. phones, tablets, smart watches etc.)

The school acknowledges that many pupils bring mobile technology to school. However, students must adhere to the guidelines displayed around school to ensure there are no disruptions to learning, and that mobile technology is used responsibly.

Key stage 3 and 4 students

Mobile technology must be put on silent mode or turned off from the moment they arrive in school until the end of the school day at 3.20pm and kept in school bags unless permission has been given by a teacher for it to be used under supervision. Smart watches can be worn during this time, but may only be used for timekeeping. Mobile technology items which are seen or heard between these hours will be confiscated for the duration of the school day, to be picked up from the school secretary by the student. For repeat offenders, parents will be contacted.

Key stage 5 students

Students may use their mobile phones before school, at break and lunch times, as well as after school. However, on main site they should not be used in public areas of the school such as the library, the canteen, outside or in the corridors. They can be used in public areas in the annexe.

Mobile technology should not disrupt lesson time under any circumstances and students should seek teacher permission to use their phones (to record homework, for example), during a lesson. Use of mobile technology items which does not stick to these guidelines will be confiscated for the duration of the school day, to be picked up from the school office by the student. For repeat offenders, parents will be contacted.

To be absolutely clear:

- Cyber bullying is unacceptable at all times, in line with our Parent Acceptable Use Policy and Social Media Policy. This includes taking photos. We will take a strong line on this, and involve the police in our investigations if appropriate
- The school cannot accept responsibility for loss/damage to mobile phones or Smart watches at any time. Students may choose to leave such devices at home.
- In order to recognise a pupil's right to privacy the school will ensure that a pupil's personal details within their phone shall not be accessed without their permission.

Anti-bullying

Bullying is not tolerated at EIS Moscow and the school operates a zero tolerance policy. All reports of such incidents are taken very seriously by the whole school staff, please see the Anti-bullying policy for further information.

Responding to negative behaviour

The vast majority of students at EIS Moscow are polite, responsible and respectful. Negative behaviour incidents do happen, but they are not commonplace and most incidents can be dealt with by individual teachers as and when they happen. If a serious incident occurs, an Incident Report should be filled in.

Detentions should be facilitated by the teacher setting the sanction. They should be used, alongside other behaviour management strategies, as a means of ensuring any missed work is caught up on and for reflection on what has taken place. They should also be used as an opportunity for a restorative discussion between student and teacher so that both parties are able to move on from what has happened. Parents should be informed when a detention takes place, as well as the form tutor and Head of Secondary, who will keep track of the number of detentions each student is being issued, taking further action where necessary. This may include meeting with teachers to discuss alternative strategies for dealing with negative behaviour in the classroom.

For minor incidents during break or lunchtime, staff should contact the students form tutor. For more serious incidents at break/lunchtime staff are required to fill in an incident report and pass to the form tutor and Head of Secondary.

Subject teachers should always endeavour to create positive working relationships with their students. A proactive approach from the teacher is required for students whose behaviour is inappropriate. Individual teachers are responsible for dealing with low level behaviour issues, such as chatting during a lesson, note passing or general silly behaviour. If this type of behaviour persists, the form tutor should be contacted with information about **the steps that have been taken so far, along with specific details about what has been going on.** Without a clear picture of the type of behaviour that is causing problems, it is very difficult to support teachers. Please be as specific and detailed as possible.

The Head of Secondary (with the assistance of form tutors) will track reported negative behaviour on iSAMS, using the Wellbeing Module and look for patterns from particular students, intervening where necessary. They will act upon behaviour referrals and offer advice to individual teachers regarding the types of strategies that might work with particular students.

The following table explains the hierarchy for responding to behaviour incidents:

Sanctions Stage 1. *E.g. Chewing gum/dropping litter; Talking out of turn/lack of attention; Arriving late without good reason; Lack of courtesy/unkindness/unkind comments to other students/staff; Not getting on with work/poor work; Not bringing specified equipment to lesson/tutor time; Interfering with other students' work/possessions; Mobile technology visible or used in the classroom without permission or being used in corridor (see above); Homework not handed in (an extension may be given).*

Suggested sanctions:

On the spot verbal reprimand and explanation, ensuring that the student has an opportunity to reflect upon his/her behaviour and understand why it is inappropriate or unacceptable; Warning of action to be taken if poor behaviour continues. Break time detention to be administered by the teacher, where appropriate.

Stage 2. *E.g. Persistent demonstration of S1 negative behaviours; Negative behaviour in the corridor/social space (including offensive language); Not responding appropriately to staff; Not respecting other people or their property; Running shouting in corridors; Minor scuffles/repeated name-calling; Failure to attend detention; Two lates in a week to lessons; Homework not handed in after extension given.*

Suggested Sanctions:

Referral to Form Tutor – (record incident on iSAMs) for incidents that take place in the classroom; Removal of social privileges – usually a break/lunchtime detention; Where applicable, temporary isolation of pupils from a disruptive situation within the classroom; Changes to seating plans; loss of other privileges, e.g. school trips and after-school events, such as parties/discos; Behaviour 'ticket' - student and teacher write an account of what happened, which goes on file and will be shared with parents if negative behaviour continues.

Stage 3. *E.g. Further infringement of S1 and S2 negative behaviours; Negative behaviour demonstrated across the curriculum; truancy; Damage to the property of others (including the School); Persistent non-completion of homework; Persistent lateness to school or lessons*

Suggested Sanctions:

Inform parents of concerns and the possible loss of privilege to attend end of year trip; the student will be put on a behaviour report. Warning of possible Internal isolation or fixed term exclusion will be given to student and parents.

Stage 4. *E.g. Further infringement of S1, S2 and S3 negative behaviours; Smoking (including e-cigarettes) on school premises or during school hours when off site; Incident of verified bullying behaviour; Extreme rudeness to a member of staff/visitor; Unsafe behaviour; Aggressive or violent conduct; Threatening behaviour; Persistent verified bullying; Plagiarism (see the [Academic Honesty Policy](#)); Persistent poor behaviour while on report; Persistent non-completion of homework in several subjects.*

Suggested Sanctions:

Meeting with parents to discuss the sanction/strategies to be implemented. Behaviour contract with a fixed time-frame and review date. Possible internal isolation OR fixed term internal/home-based exclusion depending on the severity of the incident/s. Loss of privilege to participate in the end of year trip.

Stage 5. *E.g. Continued resistance to previous support strategies and sanctions; Criminal behaviour; Possession, supplying or under the influence of an illegal substance or alcohol; Possession of a weapon or other banned item. Abusive language towards or in direct response to a member of staff; abusive reference of a member of staff; Offensive behaviour; An arranged fight or major fight; Vandalism involving actual damage; Violence towards another student causing actual harm; Action that endangers students, staff or visitors; Bringing the school into disrepute; Serious defiance/disobedience of the SLT; Serious misuse of personal or school technology which contravenes the Acceptable Use Policy, Sexual, homophobic or racial assault/harassment; Physically attacking a member of staff; Arson.*

Suggested Sanctions:

Should poor or unacceptable behaviour persist despite the implementations of appropriate strategies as outlined above, the Head of School may use the school's terms of enrolment to permanently exclude a student from the school, this would be done in conjunction with the Regional Head of Schools. The parents and student(s) will be asked to attend a meeting to discuss the student's future at EIS. In some very serious cases, it may be necessary to proceed directly to this stage.

Whilst it is very unlikely that a serious incident resulting in suspension from school will occur it is nonetheless important that the behaviour policy covers such incidents. Suspension from school can be both internal and external:

Type	Length	With
Internal	1 – 3 days	SLT
External	Any external suspension of a student from school (temporary or permanent) will be decided upon by the Head of School, in conjunction with the Regional Head of Schools.	

- **External Suspension** (between 1 and 3 days, depending on severity). Student and parents must meet with the Head of Primary/Secondary/Senior Teacher or Head of School 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. The same rules will apply as for external suspension.
- **Permanent Exclusion** (expulsion) is the ultimate sanction.
- The Head of Primary/Senior Teacher 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 Class Teacher (and with the Designated Safeguarding Lead, if necessary). These meetings should also include the Head of School.
- 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.
- At all times the Head of School will follow the relevant section in the Delegation of Authority Manual, revised 2021.

Monitoring and evaluating the Behaviour Policy

The monitoring and evaluating of the Behaviour Policy is the responsibility of all members of the school community. A high standard of behaviour can only be achieved in the school community if all members adhere to and deliver the agreed strategies discussed above. To this end, all teachers are expected to promote, encourage and exhibit behaviour which reinforces the school's stated aims, is rights-respecting in line with the UNCRC, see appendix 1.

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APPROVED BY:

This document is to be reviewed **annually** and updated as and when changes occur.

Appendix 1 – The United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child sets out the rights of every person under 18 and how those rights should be met. It is an international statement of the civil, political, economic, social and cultural rights of children. The UN General Assembly adopted the Convention on 20 November 1989 and it was ratified by the United Kingdom in 1991 and the Czech Republic in 1991. The rights set out in the Convention imply a duty on adults to ensure that these rights are realised. If all children and young people are to fulfil their potential and learn in rights-respecting environments, then adults have a responsibility to model rights-respecting behaviour:

1. The government and its departments (including schools) need to make the Convention known to all children, young people, parents, carers and the community as a whole.
2. Everyone working with children and young people needs to be fully aware of the Convention and ensure that it informs their policies and underpins their practice.
3. Parents and carers are responsible for ensuring they model rights-respecting behaviour in bringing up their children.
4. Schools are responsible for promoting a rights-respecting environment and for developing an understanding that rights apply equally to everyone globally.
5. Children and young people should be given opportunities to learn about the wider world and understand their responsibilities to ensure everyone can fulfil their rights.

Please refer to:

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx> for the full text on the UNCRC