



Oporto British School

Established 1894

Merits and Consequences Policy

The school provides a disciplined and stimulating learning environment, which fosters creativity, independence of thought, and an enduring love of learning. The school puts the individual's needs, fulfilment of potential, and experience of success at the core of its aims, thus raising self-esteem.

Fundamental to our operation is the forging of good relations between all members of the community. Pupils are encouraged to become aware of their responsibilities as kind and thoughtful individuals, mindful of the needs of others, in order to become valued and caring members of the school, local and global communities.

Aims:

- To prepare our pupils for adult life and enable them to become responsible, reliable, valuable and valued citizens, being kind and thoughtful individuals, mindful of the needs of others
- To develop our pupils' ability to function as contributing members of co-operative groups and teams
- To enable our pupils to work independently and with self-discipline
- To enable our pupils to develop satisfactory personal relationships

Values: The School recognises and promotes the values of:

- Honesty
- Trust
- Co-operation
- Tolerance
- Respect for oneself, others and the environment
- Service

All students must manage and be responsible for their own behaviour. We believe that the development of self-control and self-discipline and an acceptance of responsibility are essential to maintain a happy atmosphere. These qualities also enable individuals to grow. We value greatly the need to develop politeness, good manners and punctuality. The choices that students make decide the outcomes that follow - there are merits as recognition of positive behaviour and consequences as a result of negative behaviour.

The school will maintain a fair and consistent system with clear expectations and boundaries. High standards of behaviour are important for the school to run smoothly and safely and for the benefit of all members of the school community. The school's good reputation hinges on maintaining the rules of the school and we expect our students to abide by them and for parents to support us in ensuring the rules are kept.

Staff should treat pupils with consideration and respect. As a result, we believe that they will learn to respect themselves, each other and the environment. We strongly believe in the promotion of tolerance for every individual's race, gender, religion, age, lifestyle and point of view.

It is important that all staff maintain a clear, consistent and diligent approach in encouraging positive attitudes and acceptable standards of behaviour. We recognise the importance of rewarding positive behaviour as well as the need to effectively follow up behaviour which is unacceptable.



Merits and Consequences in the Primary Section

It is important that all staff maintain a consistent approach in encouraging acceptable standards of behaviour in pupils.

Pupils are encouraged to be honest, responsible, cooperative, tolerant and considerate.

Pupils need to be made aware of school rules and routines in order to provide a safe and positive environment. Staff should enforce the rules and routines whilst treating pupils with respect and consideration. *Staff should bear in mind that a reprimand, particularly if it is public, may have a greater adverse effect on some pupils more than others.*

Praise and encouragement are often sufficient reward for a child.

Primary Section Rules

Children should be encouraged to follow the rules below and positive behaviours should be reinforced using the IB learner profile traits and attitudes through clasdojo.com.

Primary Pupils should:

- Be respectful and caring at all times
- Wear the correct school uniform every day
- Keep the school tidy
- Let a teacher know if someone is being unkind or doing something dangerous and won't stop
- Only play in those areas where they are allowed to play
- Not bring to school any item that is harmful to themselves or others
- Not bring to school any item that needs to be kept secure (unless authorized)
- Be outside at playtimes unless they are supervised. They should use the outside bathrooms
- Walk on the right hand side of the corridor in the building and on all outside paths
- Have no chewing gum, glass containers, money, mobile phones or other expensive items may be brought into school except BYOD iPads
- Not bring fizzy drinks and sweets as part of their break or lunch

Primary Pupils are not allowed to play:

1. In the adventure playground area until a member of staff is supervising
2. Anywhere other than the Primary playground before morning school
3. Behind the huts
4. Around secondary classrooms
5. In the area by the science labs
6. In the toilets
7. Ball games before or after school
8. Football anywhere, except on the AstroTurf



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Merits

House points are used to recognise and reinforce positive behaviours. E.g. for following classroom rules, demonstrating the IB Learner Profile Traits and Attitudes. Where possible these should be recognized through the Learner Profile Traits and Attitudes to promote these as a common language of recognising positive behaviour across the school.

The IB Learner Profile consists of the following traits: Balanced, Caring, Communicator, Inquirer, Knowledgeable, Open-minded, Principled, Reflective, Risk-taker, Thinker

These should be displayed in every classroom.

The IB Attitudes are: Appreciation, Commitment, Confidence, Creativity, Cooperation, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance

Teachers should use the following scale:

1 house point: good

2 house points: excellent

3 house points: outstanding

No more than three house points can be rewarded to an individual pupil at a single time.

House Point Certificate

In each class the pupil with the most House points in the week receives a certificate in assembly.

Over the course of a year it is desirable for all pupils to receive at least one award. Stars or stickers can also be given.

Each week house points are reset.

Class Cup

Each week the Primary Head Boy and Girl choose a class to receive the Class Cup. They award it for good behaviour at lining up time, tidiness in the corridor and classroom. The cup is presented in assembly and the class receives an extended break that week.

Recognition from the Head of Primary or Headmaster

For exceptional work or behaviour a pupil can be sent to the Head of Primary/ Headmaster for a suitable reward.

Consequences

Consequences are a result of poor behaviour and choices made by a student that has a negative impact on his/her or others' experience at school. These can vary in seriousness and this will determine the consequences.

This system is designed to suit the majority of students and incidents that occur in school. It is accepted that some incidents and students will require specific consequences at the discretion of the Pastoral Coordinator, Head of Pastoral or Head of Primary that the below structure will not meet.



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Minor Incidents of Misbehaviour

It is expected that minor incidents of misbehaviour are dealt with by the member of staff responsible at that time. Minor incidents should be reported to the class teacher as soon as possible.

Minus House Point – (two strikes and you're out)

After two warnings a minus house point is registered on Dojo. This could be for repeated poor classroom behaviour in a session, persistent ignoring of the classroom rules, minor incidents at break/lunchtime which cannot be dealt with through a simple 'time out' during the break session.

Break time detention

A student will receive one of these for three negative house points in a week, incidents at break/lunchtime which cannot be dealt with using a 'time out' or talking with at the time and need to be recorded on SIMS. Parents should be informed via Class Dojo. **Repeated Break time detentions** will result in a meeting with the parents and the option of the student to go **on report** for a week to monitor the specific behaviour that needs improving.

Removing Students from the Classroom

For a designated period of time send the student to a colleague's class, to undertake their work. They can also be sent immediately to the Pastoral Coordinator, Head of Pastoral or Head of Primary to explain their actions.

Principles to Consequence Procedures

It is imperative that the following principles are applied to the consequence procedures outlined above.

No pupil should be left unsupervised in a classroom.

The arrangement for sending a pupil to a colleague's class must be by prior agreement.

The pupil must be sent directly to the Head of Pastoral or Head of Primary's office.

A pupil must not be left to wait for the Head of Pastoral or Head of Primary.

Where a formal meeting with the pupil's parents has been requested or arranged, the teacher is expected to notify the Academic or Pastoral Coordinator (depending on the reason for the meeting) and the Head of Primary. Any Parent/Teacher should have minutes completed after the meeting and copied to the relevant Coordinator and the Head of Primary.

The relevant Coordinator and the Head of Primary must be informed of any decision to place a pupil 'on report'.

Please note that no pupil should be sent to stand outside a classroom as punishment as this means they are effectively being left unsupervised.

A teacher should complete the appropriate section in SIMs to enable effective tracking of all merits, consequences and concerns.

Serious Incidents of Misbehaviour

Examples could include:

- Bullying
- Verbally abusing a member of staff
- Stealing
- Racism
- Physically abusing a peer or member of staff
- Drugs/alcohol/weapons on school site



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These incidents must be dealt with immediately by the teacher and should be referred directly to the Head of Pastoral with a formal explanation of the nature of the incident. In such instances the teacher or Head of Pastoral must write up the incident on SIMs and follow the school's Disciplinary Policy. The consequence given to the pupil will depend upon the nature of the incident and should be agreed after consultation between the Form Teacher, Primary Pastoral Coordinator and the Head of Pastoral. In certain circumstances the matter may be referred to the Headmaster. In these situations, parents should always be involved in the process. All cases of serious disciplinary offences will be recorded by the Head of Pastoral. The Serious Disciplinary Log is kept in the Head of Pastoral Office.

Merits and Consequences in the Secondary Section

Merits

Merits are used to recognise ALL secondary pupils for examples of excellent or outstanding work, attitudes or behaviours that reflect the IB learner profile and the school ethos. Where possible these should be recognized through the Learner Profile Traits and Attitudes to promote these as a common language of recognising positive behaviour across the school.

The IB Learner Profile consists of the following traits: Balanced, Caring, Communicator, Inquirer, Knowledgeable, Open-minded, Principled, Reflective, Risk-taker, Thinker

These should be displayed in every classroom.

The IB Attitudes are: Appreciation, Commitment, Confidence, Creativity, Cooperation, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance

Merits may be awarded for examples such as:

- Outstanding Class work
- Outstanding Homework
- Excellent Contributions to Group work
- Excellent Leadership of Group tasks
- Proactive Engagement with the School Community / Events
- Significant Progress
- Excellent Effort
- Demonstration of Excellent Responsibility and Initiative
- Excellent House Spirit / Attitudes

These may be awarded by the any member of staff through the register on SIMS, or by accessing the SIMS student profile.

M1	M2	M3	M4	M5
25 Merit points	50 Merit points	75 Merit points	100 Merit points	125 Merit points
€10 FNAC voucher	€10 FNAC voucher	€10 FNAC voucher	€20 FNAC voucher	€30 FNAC voucher



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In accruing **Merits** pupils, will work towards **Merit Milestones** resulting in rewards being handed out in House Assemblies approximately every 5 weeks.

The number of accrued **Merits**, per House member, will be part of the monthly report sent to **Heads of House** and the **House Tutor Team**.

Heads of House will collect the vouchers from a stock held by the **Head of Pastoral** before the house assemblies.

Heads of House will send personal postcards to the home of students who may not have reached a **Merit Milestone** but are accumulating merit points and/or avoiding negative points.

Types of Misbehaviour and levels of Consequences

Negative SIMS points awarded for:

- Disruptive behaviour
- Lack of equipment
- Punctuality
- Missed homework
- Lack of effort
- Insufficient work produced
- Mobile phone in class
- Inappropriate use of BYOD

Level	Accumulated total SIMS Behaviour Points	Examples of Behaviour Warranting Automatic Detention at this Level	Consequence	Intervention
C1	3	<ul style="list-style-type: none">• Repeated low-level disruption• Repeated uniform/equipment infringements• Repeated lateness• Repeated unexplained absences• Missed departmental detention	Lunchtime detention with Head of House on rotation (3 week cycle)	
C2	9	<ul style="list-style-type: none">• Truancy from lessons• Minor vandalism/damage to property• Swearing• Insolence	After school detention with Tutor/Teacher on rotation (18 week cycle)*	Tutor Report
C3	18	<ul style="list-style-type: none">• Fighting• Verbal abuse of peers• Physical/Threatening behaviour towards peers.	After school Head of House detention on rotation (3 week cycle)*	HoH Report
C4	36	Intervention at these stages shall be discussed between staff, and the	After school Head of Pastoral detention	HoP Report



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		consequences assigned according to the Disciplinary Policy.	(when required)*	
C5	72	Examples of behaviour infringements at this stage include	Saturday Morning Headmaster detention (when required)*	Headmaster Report
C6		<ul style="list-style-type: none"> Bullying Verbally abusing a member of staff Stealing Racism Physically abusing a member of staff Drugs/alcohol/weapons on school site 	Internal Suspension	
C7			fixed-period exclusion up to 3 days	
C8			fixed-period exclusion between 4 and 12 school days	
C9			Agreed change of school	
C10			Permanent exclusion from school	

**NB If a pupil is to be detained outside the normal School day, a letter must be sent informing parents of the sanction giving at least twenty-four hours' notice. Each case of misbehaviour must be taken in context and the individual(s) concerned considered carefully. The scale of the misbehaviour must be judged carefully.*

Staffing C2 detentions

Each member of teaching staff will be required to supervise a C2 detention once every eighteen weeks.

Monitoring detentions by the Pastoral Team

- All detentions are recorded on SIMS
- Detentions will be monitored and reviewed by the Heads of House and the Head of Pastoral
- In serious matters the Head of Pastoral will consult the Head of Section and Headmaster(Head of House and School Counsellor may also be consulted)
- The Heads of Houses and Head of Pastoral will regularly review and evaluate the number and pattern of consequences issued

Other Consequences Available

- Letter of apology
- Time out in a pre-arranged classroom
- Target report card
- Pastoral Support Plan (PSP)
- Short term internal suspension (at the discretion of the Head of Pastoral and Head of Section who will consult the Headmaster and notify the pastoral representative from the Board of Governors)
- Internal suspension (at the discretion of the Head Pastoral and Head of Section who will consult the Headmaster)

NB The Headmaster must be kept informed of all serious disciplinary issues.



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*The Headmaster or in his absence the Head of Pastoral, is the only individual with the authority to suspend or exclude a pupil and at all times in accordance with correct procedure. The Chair of the Board should also be notified in cases of fixed-period exclusion.

*Only the Headmaster (in consultation with Heads of Section and Head of Pastoral) may withdraw a pupil from the school. The Chair of the Board must be consulted in cases of withdrawal.

All cases of serious disciplinary offences will be recorded by the Head of Pastoral. The Serious Disciplinary Log is kept in the Head of Pastoral Office.

Uniform

Our pupils are our ambassadors and it is therefore essential that they convey the highest possible standards of work, behaviour and appearance. In a community every individual bears significant responsibility. Setting a good example is a major part of this responsibility and ultimately this is a hallmark of good leadership. Good discipline should come from members of the School themselves and should not always have to be imposed by the School. At OBS we expect high standards to be set and maintained. Our appearance, therefore, should be in accord with our role; our position within the pupil body; the standing of the School; and the expectation of our parents.

Pupils are expected to be in full school uniform at all times. Pupils can be given an automatic 15-minute detention for not wearing full school uniform by the Form Tutor on the same day at morning break or in the first part of lunchtime. Form Tutors should check uniform during registration. Subject teachers should also enforce correct standards of uniform in each lesson.

SLT and the Heads of Houses will support staff by:

- Reinforcing uniform message in assemblies and around school
- Carrying out spot checks
- Reinforcing standards to pupils during breaks, lunchtimes and at the change of lessons

The Headmaster/ Head of Pastoral/ Head of Section reserve the right to send pupils back to their home to change if they are inappropriately dressed/ presented.

Review and Evaluation

In the first instance the Head of Pastoral and the Pastoral Team will be responsible for the monitoring and review of this Policy on a biennial basis; they will then provide recommendations to the SLT and Headmaster.

Related Policies:

Behaviour Policy
Disciplinary Policy
Equal Opportunity Policy

Last Reviewed May 2019