



OPORTO BRITISH SCHOOL

Knowledge • Vision • Humanity

Behaviour Policy

This policy is an overview of the school's approach to promoting positive standards of behaviour throughout the school community. The related policies listed at the end of this document should be referred to for more specific information when necessary.

Aims:

- To be an inspirational institution of thinking and learning, promoting excellence from all our pupils, developing the responsible and valued citizens of the future.
- To prepare our pupils for adult life and inspire them to become thinking, learning, compassionate and responsible leaders of the future
- 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 IB learner profile, and would wish our students to be:

- Curious
- Knowledgeable
- Caring
- Creative
- Open minded
- Responsible
- Reflective
- Risk Takers
- Balanced
- Communicators

These values and the School Mission Statement provide the ethos for the standards of behaviour we aspire to throughout the School.

We believe that the development of self-control and self-discipline, and an acceptance of responsibility are essential to maintaining a happy atmosphere. These qualities also enable individuals to grow. We value greatly the need to develop politeness, good manners and punctuality.

Staff should treat pupils with consideration and respect and set a good example in conduct and appearance. As a result, we believe that our students will learn to respect themselves, each other and the environment. We strongly believe in the celebration of every individual's race, gender, religion, age, sexuality and the right to self expression.

It is important that all staff maintain a clear, consistent and diligent approach in encouraging positive attitudes and acceptable standards of behaviour. It is the duty of all members of staff to set a lead in promoting fruitful behaviour patterns both through the way in which they conduct relationships with pupils and in their capacity as role models.



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In all that we do we reject humiliation and degradation as fruitful ways of correcting pupil behaviour, accept the spirit and principles of the schools' Equal Opportunities Policy and recognise that the skilled teacher works to avoid confrontation and to de-escalate those situations of potential or actual conflict which inevitably arise.

It is the duty and responsibility of each teacher to resolve infringements of rules in the first instance. The imposition of sanctions should be done with care, thoughtfulness and prudence. It is essential that this exercise is one in which learning as well as reflection occurs. Sanctions, therefore, should be seen to be fair, appropriate and worthwhile.

In Short:

- 1 We focus on rewarding and encouraging positive behaviour and responses from pupils.
2. We, as adults, accept responsibility for setting standards for pupil behaviour in classrooms and throughout the school.
3. We make our expectations clear and apply them consistently.
4. We seek to involve parents in promoting good standards of behaviour and commitment to study.
5. We ensure that the taught curriculum is stimulating and inclusive.
6. There is quick intervention should the quality of relationships be compromised.
7. We make it clear that as individuals and as a school we support all forms of protected characteristics and would discourage negative and discriminatory behaviour. There are nine protected characteristics:
 - Age
 - Disability
 - Gender
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Should a teacher be experiencing problems of behaviour with a class or a particular pupil, help from a trusted colleague ought to be sought. The class teacher or tutor should be consulted and/or informed in the first instant. Should the incident of misbehaviour be more serious, a Primary pupil ought to be referred in the first instance to the Primary Pastoral Coordinator and thereafter to the Head of Pastoral. A Secondary Section pupil should be referred in the first instance to the Head of House and/or Head of Department (copied to tutor for information as appropriate) and thereafter to either the Head of Pastoral / Head of Section. In the most serious cases, the Head of Pastoral/Head of Section would refer the matter to the Headmaster.



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Types of Misbehaviour and levels of Sanction

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. As professionals, staff should apply judgment, wisdom and act in as cool and controlled a manner as possible. Staff must be careful not to use physical means to punish a pupil, whatever the circumstances.

The most serious cases of misbehaviour must be reported to the Headmaster. These may include publicly bringing the name of the School into disrepute; serious bullying; stealing; bringing alcohol/drugs into School; verbally or physically abusing a member of staff etc. In these circumstances, parents would be informed. Consequences may include those similar to the ones imposed by Heads of Section. When the Headmaster feels that the misbehaviour is a serious disciplinary offence and therefore requires severe sanction(s), he will invoke the procedures for suspending a pupil or give notice of withdrawal to the parent/ pupil. These cases must be referred to the Chair of the Board of Governors.

*The Headmaster or in his absence the Head of Pastoral, is/are the only individual(s) with the authority to suspend a pupil and at all times in accordance with correct procedure. Euan Mackay, the Pastoral Governor should also be notified in cases of external suspension.

Merits

It is a truism that, while unacceptable behaviour should have consequences, good work and behaviour should result in reward. A word of praise from a teacher acts as a great motivator. Congratulations and words of encouragement should be used constantly. Positive gestures, smiles and body language send messages of affirmation to the pupil. Acknowledgement of good pieces of work is also very important and can be strengthened by the award of House points or merits. Positive reinforcement by well-worded report comments and feedback at parents' evenings are also useful, as are positive e-mailed communications to parents from tutors.

Review and Evaluation

The Head of Pastoral, in conjunction with Heads of Houses and the Primary Pastoral Coordinator, will be responsible for the monitoring and review of this Policy; they will then provide recommendations to Headmaster.

Related Policies: Anti-Bullying
Disciplinary
Equal Opportunities Policy
Merits and Consequences
Cyber Bullying

Last Reviewed: September 2021