



**INTERNATIONAL
SCHOOL OF
BUDAPEST**

Smart Education.
Smart Life.

ISB Secondary Behaviour Management Policy (2024-25)

Philosophy

- Our school is committed to providing a warm, caring and safe environment for all our students so that they can learn and grow in a relaxed and secure environment.
- We understand that students thrive best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.
- We believe that everybody has the right to be treated with respect and dignity.
- All adults are required to act as a positive role model and to treat others with care, respect and courtesy at all times.
- By providing students with positive role models, we are also able to encourage positive behaviour.

Aims and Objectives of this Policy

- To ensure that students feel safe and respected at school.
- To protect each student's right to learn, work, play and grow in a secure and respectful environment.
- To teach students to take responsibility for their actions and to understand the consequences of acceptable and unacceptable behaviour.
- To encourage students to respect themselves, others and their environment.
- To ensure the use of positive reinforcement to highlight and promote good behaviour.
- To provide a clear set of rules, expectations and consequences for behaviour at ISB which all students, staff and parents are aware of.
- To promote independence and self-discipline so that each student learns to accept responsibility for his/her own behaviour.
- To provide opportunities to develop character and leadership skill.

Our Approach

School Values

At ISB our school values feed directly into expectations of behaviour of pupils at the school and these expectations are consistently communicated throughout the school, modelled by teachers and reinforced by the SLT and Principal.

I. Inquiry – I am curious about the world and have a growth mindset

The pupils at ISB want to know more about people and the world around them and approach everything with a growth mindset. Having a growth mindset means believing that your abilities, intelligence, and performance can be developed and improved through hard work, persistence, and dedication. During their learning journey at ISB pupils understand that mistakes allow them to learn and ask themselves: how can I improve?

II. Motivation – I am ready to learn

At ISB pupils are motivated to learn new things and participate in their classes. They are prepared for the lesson and show respect to their peers and teachers in the classroom, which facilitates learning.

III. Respect – I respect myself, my peers, my teachers and the school

Pupils treat themselves with respect by dressing appropriately and look after their things. Pupils respect all their peers through their words and actions. Pupils are polite to teachers and move around the school in an orderly fashion. All pupils treat school property with care and a sense of responsibility.

IV. Community minded – I am kind and helpful to everyone around me

At ISB pupils are aware that we are a community and as such, our actions can affect others. Therefore, we strive to be kind, fair and empathetic to everyone in our school community.

V. Responsible – I choose my actions which have consequences

At ISB we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences). We believe that pupils should self-manage their behaviour and reflect on behaviour choices made and be aware that there are always different behavioural options. We encourage pupils to be responsible for their own behaviour for a sense of collective responsibility.

School values will be communicated and reinforced during ethics classes using activities appropriate to tell children what positive learning behaviours look like and to discuss how to deal with certain situations.

Assemblies are based on the school values where class performances explore a particular value in depth and students are given 'Value Champion' certificates which highlight school values and reward behaviour over academic achievement.

Our Formal System

Rewards

When praising or rewarding students the goal in the first instance is to encourage more of the desired behaviour for which they are being rewarded, and in the longer term, to foster an intrinsic motivation to behave in the desired way. Equally important, is that the wider community sees what is being celebrated as this may motivate others to behave in a comparable way.

The following mediums are used to 'reward' positive behaviours:

- **Verbal and non-verbal praise:** Every opportunity is taken to praise students for their work, behaviour, effort, and commitment. This is seen through instant class and school verbal feedback and through the marking feedback process.
- **Communication with home:** teachers are proactively encouraged to call home whenever possible to introduce themselves and to provide positive feedback to parents about how their child is doing at school.
- **House Points and Certificates:** House points are awarded for academic and non-academic behaviours and achievements. Certificates are awarded to recognise students that have accrued 25, 50, 100, 150 and 200 house points within the academic year.
- **Attendance Rewards:** at the end of each term, all students will have excellent attendance rewarded through the presentation of Attendance Certificates.
- **Scholar of the Week:** each week a different department will be asked to select a scholar that has stood out from the rest in their subject area either for their effort or their academic acumen.

- **Appreciation Cards:** Appreciations can be completed by any student or staff member at any time during the academic year. An appreciation card is completed when someone wants to share a reason why they appreciate another. Three appreciation cards will be shared publicly each week in the Secondary Assembly.
- **Termly Learner Profile Awards:** At the end of each term, each Year Group will have certificates awarded according to the Learner Profile attributes. Students will be nominated and then voted for by their teachers for each of the Learner Profile attributes.

Sanctions

The approach to sanctions is built on the behaviourist idea that negative stimuli can discourage negative behaviour. There are two components to the tiered sanction system at ISB:

1. Component A involves the consistent logging and tracking of level 1 behaviours and is aimed at supporting students to improve their low level (mis)behaviours; and
2. Component B consists of levels 2-4 of the tiered behaviour system and addresses behaviour incidents deemed to be more significant.

The whole system is underpinned by the following principles:

- ‘The punishment should fit the crime’ – we have a scaled approach to addressing behaviour incidents.
- Certainty rather than severity is what has impact – having in place a system that is transparent and consistently applied is hugely important, more so that the size of the sanction.
- Consistency is key – students need to know that if they do X then the consequence will be Y, regardless of whose classroom they are in.
- Consequences affect everyone, even students that are not the recipient – the threat of consequences for poor actions sends a signal to would be misbehavers.
- The system offers redemption and the opportunity for growth – all sanctions need to come with a conversation about what the offending student can do to make amends and improve their behaviour in the future.

A Four-Tiered/Levelled System: Logging and Addressing Undesirable Behaviours

In the Secondary School we use a four-tier/level approach to behaviour management. Behaviours classed as moderate to extreme fall within Levels 2 and 4 and are, hopefully, less common place within school. As a result, Level 2-4 misbehaviours are generally treated as one-off incidents with levelled consequences and actions but are recorded so that patterns can be monitored. Examples of Level 2 to 4 behaviours, consequences and actions can be found in Appendix A.

Logging Level 1 Behaviours

In a busy flourishing school, Level 1 or low-level misbehaviours are those most likely to be observed in its day-to-day running. At ISB we use a system to track and address these incidents in the belief that doing so will allow us to systematically address patterns of (mis)behaviour without excessively penalising students.

The level 1 logging system:

- Provides students with feedback about actions that are deemed to be low-level but inappropriate or negative.
- Means that issues are never logged in isolation but always alongside an attempt to clarify and redirect behaviour via a corrective conversation.
- Is tiered with increasingly severe sanctions issued as patterns of behaviour develop.
- Logs all incidents using the rewards and conduct manager on Edupage.
- Offers students opportunities to get it wrong BEFORE a sanction, with a sanction being issued once a student has reached 5, 10 and 15 logs.
- Moves repeat offenders through a staged system (see Appendix B).

- Offers students redemption and the opportunity to 'grow' - demerits are reset at the start of each term with each student getting a clean slate.

Appendices

Appendix A: Four-Tiered System: Logging and Addressing Undesirable Behaviours

| Behaviour Level | Examples of offense | Intervention | Consequence | Action |
|--|---|---|---|--|
| Level 1 | <ul style="list-style-type: none"> • Low level disruption. • Off task behaviours. • Late arrival to class. • Distracting others. • Lack of respect to each other and staff. • Having iPad or laptop out without being asked. • Non-educational websites being open including messaging, gaming websites or social media • Failure to wear correct uniform. • Using the elevator • The wearing of make-up that is not compliant with the uniform policy • Not bringing school card 3x a week. • being unprepared for the lesson | Addressed by staff member that is present. | <ul style="list-style-type: none"> • Logged as an L1 on Edupage. • Teachers may also choose to initiate in-class management strategies such as moving seat. | <ul style="list-style-type: none"> • Logged as an L1 on Edupage. • Any L1 behaviour should initiate a 'corrective conversation'. See Appendix D for examples. |
| Level 2 Note: if a student displays an L2 behaviour for a second time it will be addressed with L3 consequences. | <ul style="list-style-type: none"> • Moderate issues related to health and safety • Internal truancy. • Defiance. • Swearing targeting another student. • Use of discriminative hate language or other discriminatory language in a non-targeted or malicious way. • Caught with a phone between 08:15 am and the end of the school day. • Deliberate academic misconduct. • The use of AI for graded assignments and tests • Damage due to careless behaviour | <p>Addressed in the first instance by the present staff member.</p> <p>Shared with homeroom teacher/Pastoral lead</p> | <ul style="list-style-type: none"> • Follow-up conversation by homeroom teacher. • Differentiated breaktime • Loss of further privileges. • Potential differentiated learning | <ul style="list-style-type: none"> • Logged as an L2 on Edupage. • Corrective conversation should take place immediately. • Form homeroom to discuss the incident with the student in form time. |
| Level 3 Note: if a student displays an L3 behaviour for a second time it will be addressed with L4 consequences. | <ul style="list-style-type: none"> • More serious health and safety breaches. • Moderate reactionary violence towards another pupil following provocation e.g., aggressively shoving another student. • External truancy. • Deliberate and targeted poor behaviour or unkindness towards each other and/or staff. • Accessing or sharing of explicit or inappropriate (but legal) material with others in the community. • Repeated academic misconduct. • Caught with any form of smoking/vaping paraphernalia. | VP Secondary/IB coordinator | <ul style="list-style-type: none"> • VP report card and support plan. • Loss of further privileges. | <ul style="list-style-type: none"> • Logged in edupage • Recorded in e-kreta by VP or pastoral lead teachers • VP contacts parents to arrange parental face-to-face meeting. • Teacher/VP to meet with Principal to discuss actions prior to parental meeting. |
| Level 4 Note: if a student displays an L4 behaviour for a second time the students place at ISB will be reviewed with the significant possibility of expulsion. | <ul style="list-style-type: none"> • Bullying of any form. • Significant violence towards another community member i.e., punching a fellow student. • Deliberate and malicious damage of the school environment. • Targeted and vindictive abusive behaviour. • Use of discriminative hate speech discriminatory language or behaviour with malicious intent. • Severe health and safety breach i.e., intentionally setting off the fire alarm. • Theft. • Bringing the school into disrepute. • Accessing or sharing of illegal material with others in the community. • Identity fraud. • Hacking of school computer systems. • Smoking or vaping on site. • Alcohol or drug consumption on school ground or any school events and trips | Principal | <ul style="list-style-type: none"> • Principal Report card and support plan. | <ul style="list-style-type: none"> • Logged as an L4 on Edupage. • Recorded in e-kreta by pastoral lead or VP • Parental meeting with Principal. |

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| | • Adult content | | | |
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Appendix B: Level 1 Behaviour Logging System

| Stage | Behaviour Logs | Sanction |
|-------|----------------|--|
| 1 | 5 | Sanction in the form of an extra 25 minute learning support class during school. |
| 2 | 10 | Sanction in the form of an extra 45min after classes learning support class staffed by a school leader. Parents will receive an email from the Pastoral lead. |
| 3 | 15 | Sanction in the form of an extra 45min after classes learning support class staffed by a school leader. Parents will also be called in for a face-to-face meeting with the VP Coordinator. |
| 4 | 15+ | Automatic move to Level 3 sanctions as per Appendix A. |

Note: every time a teacher issues a demerit it is essential that a corrective conversation takes place with the student to explain why the demerit was issued and what the student might do next time to meet expectations.