



9a – Behaviour and Discipline Policy

1.Statutory Policies	Part 2
ISI	Part 3: Welfare, Health, and Safety - Safeguarding
Author Led	Headmaster
Date of Review	March 2026
Next Review	February 2027
Comment	Annual Review
Website	Yes

Purpose

We consistently promote the school's values and vision in a respectful manner, reacting positively towards each other and working together. We promote the highest standards for educational success, within a caring, encouraging, and positive environment, enabling students to thrive. We are committed to developing the full potential of each individual student, regardless of culture, race, religion, disability, or special needs within a safe environment, where all members of the school community work diligently, in a spirit of co-operation and always treat each other with courtesy and respect.

We expect all students to be aware of their responsibilities as being members of a community. It is essential that everyone's lifestyle is as comfortable, relaxed, and free from pressure as possible. Children need to be aware that an acceptable standard of behaviour is in the interests of everyone in the community.

Part of the learning process of growing up involves the acceptance of other people's individual traits. Tolerance is a social skill which needs to be emphasised. Kindness to those needing a helping hand, the harm that can be done by a hasty word, awareness of the whole community, all need to be emphasised.

The school spells out what is not permitted in its Golden Rules in the Junior School and in Student Code of Conduct in the Prep & Senior School. School Rules are common sense and are designed to prevent accidents and for the smooth running of the school day.

Maintenance of Good Behaviour

The overall tone of the behaviour patterns of the school is set by the Headmaster, The Heads of School and The Deputy Headmaster. Good manners, rules and the acceptable code for community living are constant themes in our school and we do our utmost to promote them every day.

Staff are asked to keep uniform standards in relation to this code. Points which need improving or emphasising are made by the Headmaster from time to time. There are also occasional staff forums to discuss individuals and concerns. Staff also have an opportunity on such occasions to make their own observations. Children who may be showing signs of erratic behaviour are also discussed at this time. Reasons are sought why this may be so (worries over work, problems at home, etc.).

Staff who have a special responsibility for the pastoral care of the children or who have one-to-one contact through such activities as EAL or SEN sessions, have a particularly valuable input here. Clearly the school takes into consideration any underlying issues (e.g., those students with SEN and/or disabilities) and so will make reasonable adjustments accordingly. However, the school still expects all its students to be well behaved and disciplined at all times.

Code of Conduct

Students at BISC are expected to take responsibility for their own actions, to cultivate an atmosphere that is conducive to learning; to celebrate achievement; to develop positive relationships and to ensure the safety and well-being of all. This includes:

- **Respect Everyone:** All adults working in our community, fellow students, members of the outside community, all visitors to our school will be treated with respect and courtesy in words, actions, and demeanour.

- **Respect Our School:** Its uniform, grounds, resources, and equipment, by using them fully and correctly with care and pride.
- **Respect Our Learning:** Our work, our achievements, and our targets by being punctual, co-operative, attentive, showing encouragement and demonstrating consistent good effort.

School Rules

Aim: To produce a well-balanced, thoughtful, and well-mannered student who is socially adaptable and acceptable, with a healthy respect for adults and their peers. Also, to develop initiative and self-confidence along with a very high standard of general behaviour. This includes:

- Not to bring yourself, others, or the school into disrepute.
- Harm is expressly against the school rules, and one could expect the school to act.
- Have good attendance and punctuality.
- Be prepared for school in correct uniform and have all necessary equipment.
- Show respect to everyone and everything.
- Respect everyone's right to learn.
- Always follow instructions given by adults.
- Respect the school premises, property, and the property of others.
- Respect the different areas in school, do not enter areas that are "out of bounds."
- Conduct yourself in a sensible manner in and around school.
- Acknowledge & accept that mobile phones are not allowed in school.

Specific guidelines and rules:

1. **Tidiness:** A student must be taught to have pride in his/her appearance:

- Tidy hair.
- Clean shoes/shoelaces tied.
- Shirt tucked in/sleeves down. Socks pulled up.
- Maintain a good posture, stand up/ sit up straight.
- Sit on a chair properly.
- No slouching.

2. **General Manners**

- Greet an adult/visitor/peer in a polite and friendly way.
- Address a member of staff with respect and preferably by name.
- Greet an adult/visitor when they enter the class.
- Look a person in the eye when talking.
- No raising of voice to adults.
- Open doors/hold a door back/stand back to let an adult pass.
- Stop and talk when spoken to/not carry-on walking, playing, etc.
- Say 'Thank You' after activities/lessons, look in the eye/mean it.
- Apologise if late. Always excuse oneself if missing any activities.
- Offer to help carry things/do things.
- No answering back.
- No questioning an instruction, decision, sanction.
- When asked to do something, act immediately and willingly.
- No running inside/ in the corridors.

3. Lunchtime rules

Aim: To help make lunchtime an enjoyable experience and to promote the school code of conduct. (Respect). During lunch students will:

- Be escorted to lunchroom by their teachers (if applicable).
- Be assigned tables (if applicable).
- Be dismissed only when tables and floor are clean (if applicable).
- Remain seated when eating.
- Eat all or most of their food.
- Use utensils correctly.
- Ask politely for things.
- Sit up straight.
- Eat with mouth closed and not talk whilst eating.
- Walk in the canteen area.
- Walk to playground with adult (if applicable).
- Be respectful to lunch personnel and supervisors.

4. Respect for Adults/Peers

- General awareness of others' needs.
- Help whenever you can.
- Show compassion/care.
- Not to call names.
- Develop initiative in above situations, enhance thinking/self-appraisal.
- Realise and appreciate what is done for you.
- Not to take things for granted.
- To help/assist younger members of the school.
- Respect authority at all times.

5. Playground and Communal Area Rules

Aim: to make the school site and happy place for all students.

- Always play safe by being careful and always showing respect.
- Keep your hands and feet to yourself, never push, pull, hit, or kick.
- Remember words can hurt too, do not use inappropriate words, or say bad things.
- When getting off equipment make sure no one else is in the way. If you jump bend your knees slightly and land on both feet.
- Wet or hot equipment can be dangerous, be careful.
- Take turns and stand in line when more than one person wants to use equipment. No pushing in the line or holding places.
- Do not overcrowd equipment, use common sense.
- Ask an adult to help if there is a problem.
- Listen to and respect the member of staff on duty, follow their instructions.

Rewards

We want to establish a culture of positive praise in our school and will seek to reward effort and improvement as well as achievement and success. It is especially important that staff and other adults with responsibility for our students remember to reinforce good behaviour by acknowledging it, praising it, and rewarding it. BISC follows the reward system of awarding House points to students that display good behaviour in all areas and any adult can award House points. Students can be awarded House points for demonstrating the following:

- Engagement
- Punctuality
- Attendance
- Citizenship
- Excellent classwork
- Exemplary attitude
- Excellent effort
- Extra-curricular enthusiasm and skill

Examples of good behaviour include:

- Regular good attendance/punctuality
- Participation in extra-curricular activities
- Excellent presentation and organisation
- Support for other students

Rewards offered at BISC include:

EYFS

- Children will receive stars on the class star chart. This will reflect their cheerful outlook to learning, behaviour, good effort, etc.
- All classes will choose a child to be the 'Star of the Week' and the child's picture will be displayed in the corridor.
- Certificates, stickers, or prizes may be given to children at the discretion of the class teachers to reward positive behaviours/efforts and exceptional work.
- Children may gain 'Golden Time' to be given at the end of a Friday as a reward.
- Children who have completed exceptional pieces of work will be asked to share this with the Head of Primary School or Headmaster.

Junior School:

- Students who display positive behaviours, efforts and attitudes will receive 'House Points'.
- Students may gain 'Golden Time' to be given at the end of a Friday as a reward.
- Certificates will be given to students who have produced good pieces of work.
- 'Star of the week' certificates will be awarded at the weekly Friday Junior School assembly.

Prep School & Senior School

- Students who display positive behaviours, efforts and attitudes will receive House Points.
- Certificates will be given to students who produce consistently good work and demonstrate a positive attitude towards their learning at the regular celebration assemblies..

Disciplinary Process

Most of our students behave well and respond to our system of positive behaviour reinforcement. However, some students do not always keep to our school rules. This is not acceptable, and a range of sanctions and consequences are necessary. The purpose of the disciplinary process is to help the student behave in an appropriate manner.

Students may sometimes need to be reminded of our school rules, but if misbehaviour persists the following may be applied. This is especially true for students who move up between schools where our expectations of student behaviour focus' on them taking greater responsibility for their actions. This is the reason why we undertake transition days in Term 3 of the academic year to assist with this process.

Children are made aware that they are responsible for their actions. Poor behaviour is dealt with consistently throughout the school. Accordingly, the school holds a register of sanctions imposed for serious behaviour and these records are held centrally and so allows the school to identify any possible patterns which may occur.

The school does not condone/support/administer corporal punishment in any form; therefore, the sanctions are progressive as follows:

- An initial disapproving look or gesture.
- A verbal reprimand.
- A verbal warning.
- Loss of privilege, playtime, or lunchtime, always under supervision.
- Removal of House points.
- Move child/children
 - within class
 - within key stage
 - to another key stage/ senior member of staff
- Behaviour discussion with Head of Phase / Key Stage Coordinator.
- Behaviour discussion with the Head of School or Deputy Headmaster.
- Parental involvement. The child may then be put on a report card where day to day incidents is logged and parents are expected to sign it at the end of each day.
- All disciplinary issues recorded on the school's MIS platform (as previously outlined).
- Internal suspension
- External suspension

Examples of behaviour not tolerated at school.

There are certain behaviours which will never be tolerated at our school, these include:

- *Deliberate truancy from lessons*
- *Persistent abuse of the school's uniform policy*
- *The possession of a mobile phone*
- On-going systematic bullying
- Fighting of any sort
- Theft of property
- *Inappropriate relationships between students*
- Being in possession of any illegal substance
- Persistent rudeness to a member(s) of staff
- Violent and unacceptable behaviour
- Racism
- Sexism
- Misogyny
- Students making malicious accusations against staff.
- The possession of pornography and/or attempting to access pornography.
- Attempted blackmail made against a member of the school community.

For a more detailed explanation of The British International School Casablanca expectations in regard to student conduct, please also refer to the school's Anti-Bullying Policy.

Headmasters' Responsibility for Promoting Positive Behaviour

The Headmaster is responsible for framing a policy, which establishes an environment that promotes positive behaviour, regular attendance and punctuality and discourages bullying of any kind. It promotes equality of race, religion and culture and determines detailed measures that make up the school policy.

Staff Responsibility for Promoting Positive Behaviour

All members of staff are responsible for the promotion of positive behaviour and high standards at school. Staff should ensure that all classrooms are effective learning environments, that actively promote learning success, positive behaviours and seek to establish positive relationships with students and ensure that they always follow correct procedures.

Additional staff led initiatives to support student behaviour also includes:

- SENCO led one-on-one sessions to support students with persistent issues.
- Buddy-buddy system.
- Safe Adults system.
- Bespoke mentoring programmes (e.g. how to control your emotions) for individual students.
- Instigating mediation sessions.
- Using PHCSE sessions to promote better understanding of how to behave correctly.
- Assemblies promoting good behaviour.

Students' Responsibility for Promoting Positive Behaviour

Students play a key role in shaping the environment at school and therefore have a responsibility to conduct themselves in a positive manner. They have an obligation to report incidents of bullying and intimidation and should co-operate with staff investigating incidents of poor behaviour and offer support to their peers. Students can become involved in 'buddying' activities that we have at BISC, such as peer mentoring, Junior Leadership Team, House Captains, and Prefects. Students are asked to sign a Home-School Partnership at the beginning of each academic year as an indication of their support for the school ethos and the Code of Conduct.

Parents' Responsibility to Promote Positive Behaviour

We actively promote and value the co-operation and involvement of parents in all aspects of their child's education and school life. Parents are expected to help their children develop their aims at BISC, by supporting the school policies.

Specifically, parents should:

- Respect the school Behaviour Policy and ensure that their children adhere to the school rules.
- Send their children to school punctually every day and in the correct uniform.
- Ensure staff are aware of any SEND related issues or other personal factors, which may result in their child displaying behaviours outside of the norm.
- Be prepared to support and collaborate with the school to support their child's positive behaviour.
- Attend meetings with the Headmaster, Heads of School / Deputy Headmaster and or other staff.

In the same way we expect our students to behave, we also require our parents to behave in a similar manner. Therefore, the school will not accept poor behaviour on the part of the parents – this includes:

- Rudeness or threatening behaviour towards a member of our school community.
- Bringing erroneous claims against a member of our school community.
- Deliberately bringing the school into disrepute.