



# **THE ENGLISH SCHOOL OF MONGOLIA**

**Student Behaviour and Anti-Bullying Policy**

## ***1. Ethos***

The expectations we have of all students, students and adults at The English School of Mongolia (ESM), with regards to behavior, are built around our core values of the 5 keys to success:

Getting Along  
Persistence  
Resilience  
Organization  
Confidence

- At ESM, we believe that all members of our community should behave in a respectful manner and then effective learning will take place. Our students will then achieve their academic and social potential allowing them to be successful in their chosen academic and career pathways.

At ESM, an ethos has been created where success, respectful behavior and a positive attitude to learning is celebrated and rewarded. Behavior which is inappropriate, i.e. has a negative impact on safety, wellbeing and/or learning is not tolerated and sanctions and interventions are imposed to deter and modify these behaviors.

All students and adults, including parents/carers, have a responsibility to ensure that all our students are safe, happy, enjoy a positive and stimulating learning environment, and achieve social and academic success.

## ***2. ESM Code Of Conduct***

In practice this means that:

- All members of the school community will treat each other with respect and dignity.
- All members of the school community will endeavor to use the 5 Keys to Success.

- Nobody has the right to deliberately hurt, either verbally or physically, another person or cause damage to the school, property or equipment that belongs to someone else.
- Students and staff will treat the environment with respect.
- The highest standards of punctuality and attendance are expected from everyone.
- All students from Pre School through to Year 12 will wear school uniform as set out in the school's "School Uniform" policy.
- Any behaviour which is anti-social, destructive, disruptive, or is in any way contrary to the ethos and culture of the school will be sanctioned to a degree relative to the seriousness of the behaviour.

### ***3. Positive Behaviour Management***

At ESM, we appreciate the importance of developing effective professional working relationships with our students that identify and reward students' good behaviour and achievements.

All adults in the school are expected to model the highest standards in behaviour and professionalism at all times and will utilise a range of strategies that encourage students to do the same.

Rewarding good behaviour and achievements is a priority at ESM as we recognise how using positive behaviour management can strengthen relationships and contribute to a positive learning environment.

Highlighted below is a list of ways we can acknowledge and reward students for positive behaviour and good attitude to learning.

### ***4. 'Steps' Model for Rewards***

- 1) Non-verbal praise** (e.g a nod, smile, thumbs up)

**2) Verbal/Written praise/awarding house points-** See explanation below.

**3) Keys to success reward system**

The reward system for middle school is linked to the wider middle school values system of the keys to success. It recognizes and rewards behaviours which are linked to the values which the middle school encourages.

It does this through the 'keys to success' reward card system:

- Each term every teacher and form tutor of middle school will have 10 'keys to success' reward cards
- These cards can be awarded to a student for demonstrating excellent; organization, resilience, confidence, team work, persistence, or consistently producing superb work in class
- A teacher or form tutor can award as many or as few of their cards as they choose to
- The teacher will award a key to a student while acknowledging the reason for achieving it
- The teacher will notify the coordinator who will keep a log of the students who have achieved a reward card
- Their success and reason for achieving their award will be briefly acknowledged in the weekly middle school assembly
- If a student achieves 2 or more reward cards over the course of a term they can attend the middle school rewards afternoon at the end of term

**4) Praise phone call** – Form tutors will recognise significant improvement in behaviour or continued excellence in academic progress with a phone call to parents/carers to ensure that communication with home is not only instigated by inappropriate behaviour and inadequate academic progress.

**5) 'Gold awards for House Points** - Each week, students who are nominated for gold house points will come up in assembly and be recognized for their positive behavior/ effort in class

**6) Termly Celebration Assemblies** – At the end of each term, Heads of subjects lead the celebration of the year group's achievements

for that term with a Celebration Assembly. Certificates and Awards are awarded for excellent progress, behaviour, attainment, attendance and demonstrating of the 5 Keys to Success.

7) **Rewards Afternoon** – To minimise disruption to learning but to celebrate and reward the achievements of our students in their houses, the school plans all rewards visits, excursions and activities during the last days of term.

Reward can be awarded for the following:

- Excellent Homework
- Good Effort
- Excellent Classwork/Coursework
- Excellent Attitude/Helpful/Courteous
- Progress
- Attendance
- Engagement
- Citizenship
- Extra-Curricular
- Showing the 5 Keys to Success

**Positive Phone calls home** – may recognise particular progress/excellence in any of the following areas:

- Attendance
- Attitude to Learning
- Creative Thinking
- Extra-Curricular Activities
- Good Manners
- Helping Others
- Independent Learning
- Participation
- Personal Organisation

- Progress
- Reflective Learning
- Team Work

These are conducted by the form tutor.

### ***5. The Protocols of Positive Pedagogy***

All staff at ESM understand the importance of providing a disciplined learning environment which allows all students to develop academically and socially in preparation for transition to further learning pathways or employment and to become an active and responsible member of the local and wider community. This is further reinforced by the 5 Keys to Success Program.

It is recognised that there will be occasions where students will behave in a manner which will require the member of staff to challenge, offer guidance and support, and issue appropriate sanctions. During these occasions, staff will follow the following protocols:

- Minimise embarrassment for the student
- Avoid arguing with the student
- Maintain calmness and a sense of humour
- Be consistent
- Ensure that there is a ‘follow-up’ which is appropriate to the situation
- Remember the need to allow the student to have ‘time-out time’
- Utilise wide support where necessary
- Record the incident by notifying the form tutor, and coordinator and entering it into the behavior log. Where necessary, inform parents/carers .

### **Classroom Protocols**

- Classroom procedures are expected to be consistent such as lesson planning and structure, seating plans, listening expectations, answering protocols, etc.
- Teachers are expected to welcome students into their classroom
- Teachers are expected to differentiate activities where appropriate
- Teachers are expected to use a three strike policy during class (verbal, name on board and taking further action with form tutor/

coordinator)

- Have clear rationale about rules and have them listed in the classroom
- Build self-esteem of students when the opportunity arises
- Catch students being good and praise them for positive behaviour

### 6. *‘Management of Students’ Behaviour*

Level	Problem	Sanction	Person Responsible
1	Low level disruption in class	Verbal reprimand	Classroom teacher
2	Continued low-level disruption in a lesson	Break or lunchtime detention set by teacher	Classroom teacher
3	Persistent disruptive behaviour in most classes	<b>Meeting with form tutor</b> to discuss behaviour. <b>Parents informed by form tutor (phone home/ESM online)</b>	Classroom teacher Form tutor
4	Disruptive behaviour continues	<b>Meeting with relevant coordinator</b> and form tutor to discuss behaviour. <b>Parents informed (phone home/ESM online)</b> <b>INTERNAL SUSPENSION</b>	Form tutor Coordinator
5	Serious breach of the behaviour expectations – abusive behaviour, fighting, smoking or being intoxicated in school	Meeting with parents and relevant coordinator <b>3-DAY SUSPENSION</b>	Coordinator

### 7. *Behaviour Management Support Systems*

- The school pastoral system provides help and advice both to individuals and to groups to regulate behaviour. We have a highly experienced Senior Management Team who lead the form tutors in the day to day pastoral care of our students. The form tutor would usually be the first point of contact should a parent wish to raise any issue or concern. In addition:
- a) The Student Counselor provides specialised advice and support to individual students and families.

- b) The support provided by the Student Counselor is designed to motivate students in their learning which in turn improves behaviour.
- c) School Coordinators are to provide support to students in their school life and address behavioural issues when they arise.

### **School Coordinators**

School Coordinators have an active role in maintaining good discipline within school. Their responsibilities include helping students to overcome barriers to learning, maintaining good order and discipline around the school, recognising and rewarding positive behaviour, visiting lessons to support students, teaching and support staff where necessary, and having a high profile and presence around the building.

### **Referral Room**

This is an ‘in-house’ facility whereby students who are disrupting a lesson may be removed for a period of time. This gives them the opportunity to reflect on their behaviour and reduces the disruption to other students. This room is also utilized as an in school suspension room.

**Individual Behaviour Plan**– In partnership with the student and their parent/carer, the Head of Learning will construct a support package which will identify key areas for development, strategies and systems to support the student and their family, and which has clear success criteria and an agreed monitoring and evaluation cycle, to assist the student overcome any barriers to learning.

**Safeguarding Officer Meeting** – Where a student’s behaviour is affected by both internal and external factors and requires assistance from the safeguarding officer, a meeting will be held consisting of all that hold a vested interest in the particular student’s education. A support package will be agreed for the student and follow-up meetings will be planned to monitor and evaluate the effectiveness of the intervention provided.

### **Behaviour Panel Meetings**

Where a student’s behaviour is either deteriorating, or not showing any signs of improvement, regardless of several interventions, the school may decide that the student and their parent/carer should attend a Behaviour Panel Meeting (including the form tutor, coordinator, director of studies and director). At this meeting, the student’s behaviour will be presented to both the student and their parent by the panel, the Interventions and sanctions discussed, and any impact of those interventions and sanctions. Expectations for behaviour will be articulated and a plan will be agreed, with clear targets for Improvement, appropriate support mechanisms and a time to review the student’s progress in meeting their targets. The Behaviour Panel



Meetings will escalate in seriousness should  
Improvements no not be realised by the student.

**Staff Duties**

To ensure that students are safe, staff are allocated duty positions at break, lunch and the end of a school day. Radios are used to allow fast communication throughout our large site.

**Planner**

The student planner contains the basic expectations and rules. The planner is used to communicate with parents when there may be a concern about a student's behaviour/attitude. It is also used for students to record their homework and due dates.

**Student Representative Council (SRC) and Prefect Body**

- The SRC is an important forum for students to have a voice with regards to school systems, environment, learning, teaching, extra-curricular activities, safety, behaviour rewards and sanctions. The SRC has representation from all year groups and meets formally at least once a week with the Coordinator Middle School Leadership Team. A Senior Student Leadership Team also exists consisting of the Head Girl, Head Boy and a team of other senior leaders. The consultation of students is an important duty which reflects student voice. The Prefect body assist in fund raisers, school events and the overall running of the school.
- We aim to seek student opinion from whole year groups from time to time over both pastoral and academic issues.
- We organise the election of SRC (form group representatives), Year Representatives and the Senior Student Leadership Team to reflect Student Voice.
- Year Representatives are chosen to become part of the School Council.
- It is our policy to consult with our student body over significant issues and organise school events.

***8. Behaviour Management – Sanctions***

On those occasions where student behaviour contradicts the school's core values of

Getting Along

Persistence  
 Resilience  
 Organization  
 Confidence

ESM has a range of sanctions that will be enforced to provide the student with an opportunity to reflect on their behaviour and to act as a deterrent for future misdemeanors.

Level	Problem	Sanction	Person Responsible
1	Low level disruption in class	Verbal reprimand	Classroom teacher
2	Continued low-level disruption in a lesson	Break or lunchtime detention set by teacher	Classroom teacher
3	Persistent disruptive behaviour in most classes	<b>Meeting with form tutor</b> to discuss behaviour. <b>Parents informed by form tutor (phone home/ESM online)</b>	Classroom teacher Form tutor
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5	Serious breach of the behaviour expectations – abusive behaviour, fighting, smoking or being intoxicated in school	Meeting with parents and relevant coordinator <b>3-DAY SUSPENSION</b>	Coordinator

- Late Detentions – Students arriving late to school, after 11.10am, without a doctors note or parental slip will be issued with an in school suspension or asked to leave school premises.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for academic progress and/or behaviour monitoring.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of break-time and lunch-time with their peers, not being able to participate in a non-uniform

day, represent the school in individual or team sports, or watch the Staff Show at Christmas etc.

- Conferencing – This allows all parties involved in an incident to be able to articulate their feelings and version of events in a safe and supportive environment, with the agreed goal of building respectful and sustainable working relationships.
- Student & Parent/Carer Meeting – In addition to contact being made with parents/carers via telephone, e-mail, planner and/or letter, it may be decided that a face-to-face meeting is needed to articulate behaviour/attendance concerns, strategies already adopted and the relative impact of those strategies, and to agree an action plan to further support the student.
- Referral to the School Counselor – Students will work as part of a small group, or individually, in isolation from their peers, with the counselor. Contact will be made to parents to inform them that this is taking place.
- Referral for a permanent exclusion.

**Offences and Sanctions** (These provide examples of the sanctions that may be utilised for a range of offences)

If non-compliance, disruptive or unpleasant behaviour is becoming a serious problem and a student's behaviour is threatening the safety of staff and students at ESM, the Coordinators and School Director may decide to draw up a behaviour contract between the students, their parents and the school. Breaches of the contract may result in expulsion.

Serious offences, including but not limited to fighting, abusive language towards teachers, verbal/physical bullying, and smoking, using banned substances and intoxication on school premises will automatically result in a three day external suspension.

Students returning from a three day external suspension will meet with their coordinator to discuss behaviour expectations. They will be put on a behaviour log which will be monitored by the form tutor.

### **Alcohol and Other Banned Substances**

Students may not bring alcohol, cigarettes, banned substances or associated paraphernalia onto school grounds. They may not have possession of them at any school event, whilst representing the school, or whilst in school uniform. All violations will be treated seriously, and will automatically result in a three day external suspension.

### **Truancy**

If a student is missing lessons, persistently arriving late to school or lessons, leaving the school grounds during the day, or leaving school early

without permission then they will be considered to be truanting from school.

<b>Level</b>	<b>Problem</b>	<b>Action</b>	<b>Person Responsible</b>
1	Student truant a lesson	Class teacher informs form tutor and coordinator Detention to do missed work <b>Parents informed and noted on google docs by coordinator</b> <b>TRUANCY LOG (1 week)</b>	Coordinator
2	Student truant again	Class teacher informs form tutor and coordinator Detention to do missed work <b>Meeting with parents and noted on google docs by coordinator</b> <b>TRUANCY LOG (2 weeks)</b>	Coordinator
3	Students truant for a third time	Referral to Deputy Head <b>Meeting with parents and noted in writing by coordinator</b> <b>ATTENDANCE CONTRACT</b>	Coordinator Deputy Head
4	Breach of attendance contract	Meeting with parents and School Director <b>EXPULSION CONSIDERED</b>	Director

## **Bullying**

Bullying is a form of abuse and is not tolerated by ESM. Bullying behaviour includes, but is not limited to:

- Verbal abuse – calling people names, racist comments, teasing etc
- Physical abuse – pushing, hitting, kicking etc
- Social exclusion – ignoring others
- Sexual harassment – Inappropriate touching, sexual references etc
- Cyberbullying – nasty and unpleasant messages sent through social media

If you are being bullied, tell somebody! If you see someone being bullied, there is no such thing as an innocent bystander – if you do nothing, you are part of the problem. ESM reserves the right to discipline a student whose inaction as a bystander has contributed to the harm inflicted on a student or member of staff as a result of being bullied. Any student who is found to have bullied another will be given an automatic three day suspension.

## **Food and Drink**

Food and drink may be consumed in Coffee Corner and the Dining Hall. Food and drink (with the exception of water) is not permitted elsewhere in the school, including classrooms.

## **DETENTION BOARD IN STAFF ROOM AND 3 - 4PM DETENTIONS MON-THURS.**

If students have failed to do homework, are wearing incorrect uniform or are having minor behaviour problems, classroom teachers can put the students name, form group, reason for detention and date on the detention board and that student will have detention that day. **Note:** the teacher who has given the detention **MUST** provide task for student to complete during the detention session. If student is attending detention for an outside of classroom issue, they will need to write reflective letter/ apology (this is for outside of classroom offense

- Form tutor is to check the detention board daily and follow up any up any students in their form
- Teacher has discretion over when to initiate detention. This will also be recorded by coordinators
  
- These sanctions are not used in rank order but are adopted to correspond to the seriousness and frequency of the behaviour.
- General School Rules that apply to all members of our community.
- Be polite and respectful to everyone at all times.
- Bullying of any kind is not acceptable.
- Obscene, racist, homophobic or sexist language is never acceptable.

- When moving in and around the building walk quietly.
- Always be on time.
- School uniform must always be worn by all students
- Truancing or absconding from school is serious misconduct.
- Do not mistreat or vandalise property.
- Disobedience to anyone in authority in school is never acceptable.
- Do not interfere with health and safety equipment or other equipment which might cause harm eg fire alarm, fire hoses, gas and electrical appliances, etc.
- Keep the site tidy. Put litter in bins.
- Smoking is banned on school premises.
- Drugs are not allowed in school. Any student found in possession, selling, supplying, or under the influence of drugs will be excluded and Permanent Exclusion will be considered. In some circumstances the police may also be contacted.
- Alcohol is not allowed in school. Any student found in possession, selling, supplying, or under the influence of alcohol will be excluded and Permanent Exclusion will be considered. In some circumstances the police may also be contacted.



## ***9. Anti-Bullying Guidelines***

There is a zero tolerance to bullying at ESM. Bullying can be:

- physical from deliberate pushing and jostling to assault.
- It can also involve theft or damage to the victim's property.
- verbal. This often takes the form of name-calling, which can be face to face or by mobile phone calls, texts or e-mails.
- a one-off incident or a sustained campaign.
- by individuals or by groups. Members of groups can become bullies to be accepted by group members.
- amongst adults also.
- Bullying Prevention:
  - As bullying is a serious breach of the school's standards of behaviour we will maintain a constant focus and vigilance towards this issue through regular references to it in Assemblies (The role of the bystander will be a focus of Assemblies at least once a year in each year group), Tutor Time and in Lessons (Opportunities will be provided in the curriculum to define and discuss acceptable behaviour and encourage coping mechanisms),
  - Advice and help to parents through parental communications.
  - Teachers will take every opportunity to reassure students and staff that the school cares about their welfare, is not tolerant of bullying, is rigorous in dealing with bullying and is committed to eradicating bullying.
  - Students are encouraged to report in confidence any instances of bullying that they either are victims of or aware of involving others.

Staff will:

- a) encourage self-confidence and assertiveness.
- b) encourage a supportive and caring attitude amongst students.
- c) encourage students to talk to someone when bullying occurs.
- d) take all reports of bullying seriously, act as quickly as possible, reassure the victim, give support and advice, ensure the "bully" is aware of disapproval, involve parents as necessary, ensure both the victim and "bully" are supported after the incident to ensure that the victim feels safe and supported, and that the "bully" is sanctioned appropriately and educated to modify behaviour so that it never happens again

## *10. Related Documents*

- Safeguarding Policy
- Staff Handbook
- Personal, Social, Health and Economic Education Policy
- Admissions Policy
- Student Contract