

2020/21

Key Stage 2 Behaviour for Learning Policy

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EBIS Mission Statement & Philosophy

ENRICHING- EXPLORING- EXCELLING

Egypt British international school aspires to be a first class educational institution, by establishing a reputation for excellence. Our school strives to implement a high quality programme operating in accordance with the best international educational standards, while reflecting our own cultural values and heritage.

We aim to enrich our students of multicultural backgrounds in all aspects, carefully considering the physical, mental, emotional and spiritual domains. Each and every student is valued and highly esteemed for what s\he is. Our students are always empowered to explore their potentials and enhance their talents to meet with the expectations of the real world.

Our program is delivered by a team of professional, qualified instructors who are considered phenomena in their fields of expertise. An exquisite campus with unique facilities designed to house various extracurricular activities aimed to reach the athlete and the artist within your child.

We welcome you as co-educators in the lives of your own children

EBIS Objectives

As a school, EBIS aims to develop and maintain a safe, pleasant and confident learning environment through these objectives:

We Aim to:

- Offer a high quality programme of education, by maintaining the principles of teaching and learning reflected in the British National Curriculum.
- Sustain a home-school partnership, working closely together to ensure clear communication and mutual support, the goal of which is your children`s development and the realisation of their potentials.
- Encourage and celebrate achievement of all kinds.
- Value our community, our families, our environment and ourselves.
- Support our pupils in acknowledging the importance of maintaining a healthy & balanced life-style.
- Enhance the students` character, sense of identify and self – worth.
- Ensure the safety of pupils at all times.
- Meet the needs of each student in an appropriate setting, providing an environment in which to explore creatively, express freely and learn continually.



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EBIS Core Values.

Enrichment

At EBIS we apply high standards of best practice to all aspects of learning, tailoring the curriculum to meet the individual needs of each unique child, to enrich their academic and social development.

Empowerment

As lifelong learners, students will be empowered to develop their skills and confidence to become successful individuals in their pursuit of knowledge.

Esteem

We acknowledge our responsibility to support the values of self-worth, respect and discipline. Our students are provided with opportunities to enhance and develop self-esteem, empathy and integrity.

Excellence

We provide our students with the knowledge and skills needed to explore themselves and the world around them. We empower our teachers, students and staff with the confidence and support which enables them to enjoy everything they do.

Empathy

Our students have experienced strong bonds of friendship and a sense of belonging to the school, where they have been taught to respect and appreciate their differences as well as their similarities.



EBIS BEHAVIOUR FOR LEARNING POLICY

As a school, EBIS is committed to promoting the highest standards and expectations of behaviour and conduct in order to portray a professional image at all times. This fits in with the school's aims of preparing students to become lifelong learners and make a positive impact in society. The school actively promotes mutual respect and dignity, care and concern, and the acceptance and celebration of diversity within our community.

We want all members of the EBIS community to feel a sense of belonging, however, as with any community; there is a need for rules and guidelines to protect the rights of all individuals and the community as a whole. The school does not tolerate any form of bullying, harassment or discrimination. The school also maintains a zero tolerance policy with issues relating to violence and any inappropriate substances (E.g. tobacco, drugs).

Wherever possible, this policy will be implemented and utilised with any student who breaks this code of conduct with the aim of encouraging students to take full responsibility for the consequences of their actions. Students are given the responsibility to understand that they have the power to put right any wrong they have done.

Any sanction utilised within this policy should:

- Be clear, reasonable and fitting to the infraction
- Consequences to be logical, fair, consistent and age-appropriate
- Include a variety of prevention and intervention measures
- Provide the opportunity for parental involvement where required
- Consider individual differences among students with sensitivity
- Ensure all students obtain a high quality education

As a last resort, the school reserves the right to temporarily suspend or permanently exclude any student who poses a threat to the welfare of any member of the school community or interferes with their right to learn.

This code of conduct is not only utilised inside the school site. The school is responsible for the safety and well-being of all students during all school related activities. These include journeys to and from school, extra-curricular activities, sports trips, residential trips or field trips.

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The success of our program rests on the parent-school-student relationship. To formalize this relationship, as well as to highlight the personal responsibility of each person involved, we ask everyone to sign a Behaviour Contract. This contract explains the rights and responsibilities of all those concerned.

This contract must be signed before a student is allowed to begin the program at EBIS. If, at any time during the course of the student's time at EBIS, the promises of the contract are broken a meeting will take place between all parties involved to determine the seriousness of the offense and the proper consequence.

In addition to the basic school rules, which are outlined in the Behaviour Contract, each individual teacher may have specific expectations for their classroom that they will make the students and parents aware of at the beginning of the year.

This contract intends to establish the rights and responsibilities that everyone involved in the learning process has towards one another. We will explain the rules, their purposes and the consequences for breaking them. We will then all sign the contract on the last page. Read through this contract carefully before signing. You must completely understand what you are agreeing to.



EXPECTATIONS WITH REGARD TO PUPILS

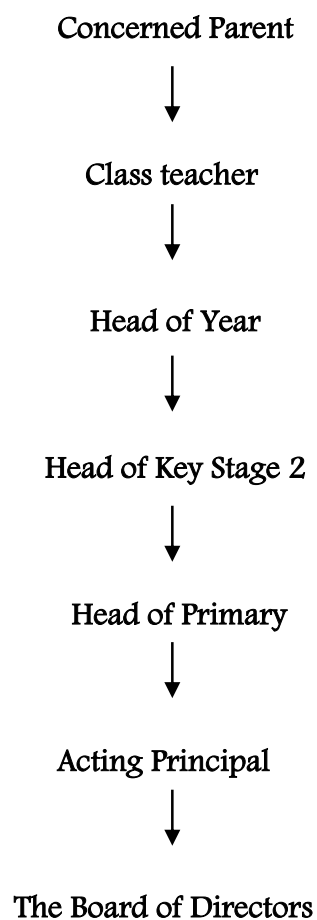
Pupils will be expected to.

- Adhere to the Pupil Code of Conduct;
- Arrive on time to school and lessons;
- Follow instructions given by the teachers and any EBIS staff members;
- Respect all staff members and pupils;
- Show respect for the beliefs and opinions of others;
- Co-operate, support each other to learn and respect the learning of others;
- Speak English at all times except during specialists lessons;
- Keep all electronic games, music devices, mobile phones at home;
- Keep learning space clean;
- Be in school uniform;
- Follow the bus rules and regulations;
- Complete class work in the manner requested;
- Hand in homework on the due date;
- Follow the school rules.

EXPECTATIONS WITH REGARDS TO PARENTS AND GUARDIANS

Parents and Guardians are expected to.

- Adhere to the parent code of conduct;
- Inform staff of any concerns and respond to any concerns raised by staff;
- Check the Portal daily;
- Present the gate pass when collecting students from school;
- Work in partnership with staff to ensure good behaviour;
- Concerns from parents must be raised according to the following guide:



GENERAL RULES

School Buses

Students are expected to follow the bus rules at all times when on the school bus. Students who do not comply with these rules will be warned once then if repeated will be removed from the bus for a week. If the inappropriate behaviour continues, the student will be removed permanently.

Playground Rules

Students are expected to

- Play safely and responsibly;
- Be kind and helpful towards others;
- Respect everyone's games;



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- Show sportsmanship and respect;
- Be truthful and honest;
- Look after the playground;
- Share and have fun;
- Line up quickly and quietly after the bell is heard.

Canteen Rules

Students are expected to

- Clean up their eating area;
- Eat healthy;
- Eat their own food;
- Line up sensibly without pushing;
- Use good manners, say please and thank you.

Uniform

All students are expected to come to school dressed in the school uniform and to stay in uniform throughout the day. Clean and tidy appearance is required and any bracelets, long ear rings, and accessories are not allowed. EBIS has a strict uniform policy. The uniform is as follows:

For non-PE days.

EBIS polo shirt

Navy blue tailored trousers or tailored shorts

Black leather shoes EBIS jumper (for winter)

EBIS coat (for winter)



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For PE days.

EBIS round neck t-shirt

EBIS Navy blue short

EBIS zip jacket (during winter)

EBIS tracksuit bottoms (during winter)

All items are available at the uniform shop at EBIS. If not available please write a letter to the Key Stage 2 Head.

No jewellery is to be worn with exception to a stud-ear-ring for girls. This also applies to make-up and nail varnish which is not allowed to be worn in school. Those caught wearing make-up or nail varnish will be requested to remove it and sanctioned in line with the behaviour policy.

Only Black shoes are accepted during formal days / Black or White sports shoes are accepted during PE days. Anyone found in the incorrect school uniform will firstly be warned, and from thereafter will spend the day in time out. Persistent offenders could then be sent home from school.

School uniform for boys (Non PE days)



School uniform for girls (Non PE days)





PE uniform (for boys and girls)



Only these uniform items are deemed acceptable and all items are available at the EBIS uniform shop. Anyone found in the incorrect school uniform will firstly be warned, and from thereafter will spend the day in time out room. Persistent offenders could then be sent home from school.

Consequences for inappropriate Behaviour

These are the disciplinary measures that may be applied depending upon the situation or circumstances. The school reserves the right to assign consequences. Within each classroom there will be posters clearly displaying the steps that will be followed by all teachers along with consequences for poor behaviour and conduct.

Classroom expectations (Classroom Poster)

It Is Expected To:

- ❖ Respect staff, pupils and equipment;
- ❖ Follow teachers instructions to improve learning;
- ❖ Speak English at all times;
- ❖ Co-operate and support each other to learn;
- ❖ Try your best at all times and allow others to do the same to make progress;
- ❖ Speak positively to others the same way you would like to be spoken to yourself;
- ❖ Conduct yourselves with the highest of standards at all times.



Sanctions for inappropriate behaviour in the classroom

Sanction steps for inappropriate behaviour

Key Stage 2 Sanctions – Teacher action

- ❖ Stage 1 – You will be reminded of what the teacher expects from you;
- ❖ Stage 2 – You will be warned;
- ❖ Stage 3 – You will be moved within the classroom and given a detention with the teacher;
- ❖ Stage 4 – you will be removed from the classroom and referred to the Pastoral Office.

Sanction steps for inappropriate behaviour

Key Stage 2 Sanctions – Order of Sanctions

- ❖ Stage 1/2 – Class teacher warnings;
- ❖ Stage 3 – detention with the class teacher;
- ❖ Stage 4 – Removal from the lesson and lunch detention with the Pastoral Team;
- ❖ Stage 4 (x2) – Any student who received 2x stage 4 in one day will receive after school detention.

Key Stage 2 Rewards

- ❖ Praise as often as is warranted;
- ❖ Award House Points when deserved;
- ❖ Positive referrals to Head of Key Stage, Head of Primary and Principal;
- ❖ Inform parents of excellent standards;
- ❖ Certificates during assembly.



When a child is referred to the time out room, the numbers of visits are tracked and there are further sanctions for a certain number of visits to the time out room. The tracking steps and sanctions for time out room visits can be seen below with a description of what happens at each stage of the process:

Sanctions for Time Out Room visits in one day.



Consequences.

Detentions. Less serious offenses would require a student to give up a lunch break to do a writing assignment. More serious offenses would require the student to stay after school for a writing assignment. Such detentions take place on Tuesdays after school and it would be the student’s responsibility to arrange for transportation home.

After school detentions will take place on Tuesdays from 3:00 pm to 4:00 pm. If a student decided not to stay for the after school detention, student will get an internal suspension the following day.



Trips: Trips are privileges granted to students by the school, in exchange for their hard work and behaviour. However, since the school cares about the quality and efficiency of its trips (Educational- Entertaining), it also cares about its image and expects its students to represent the school in their looks and behavior.

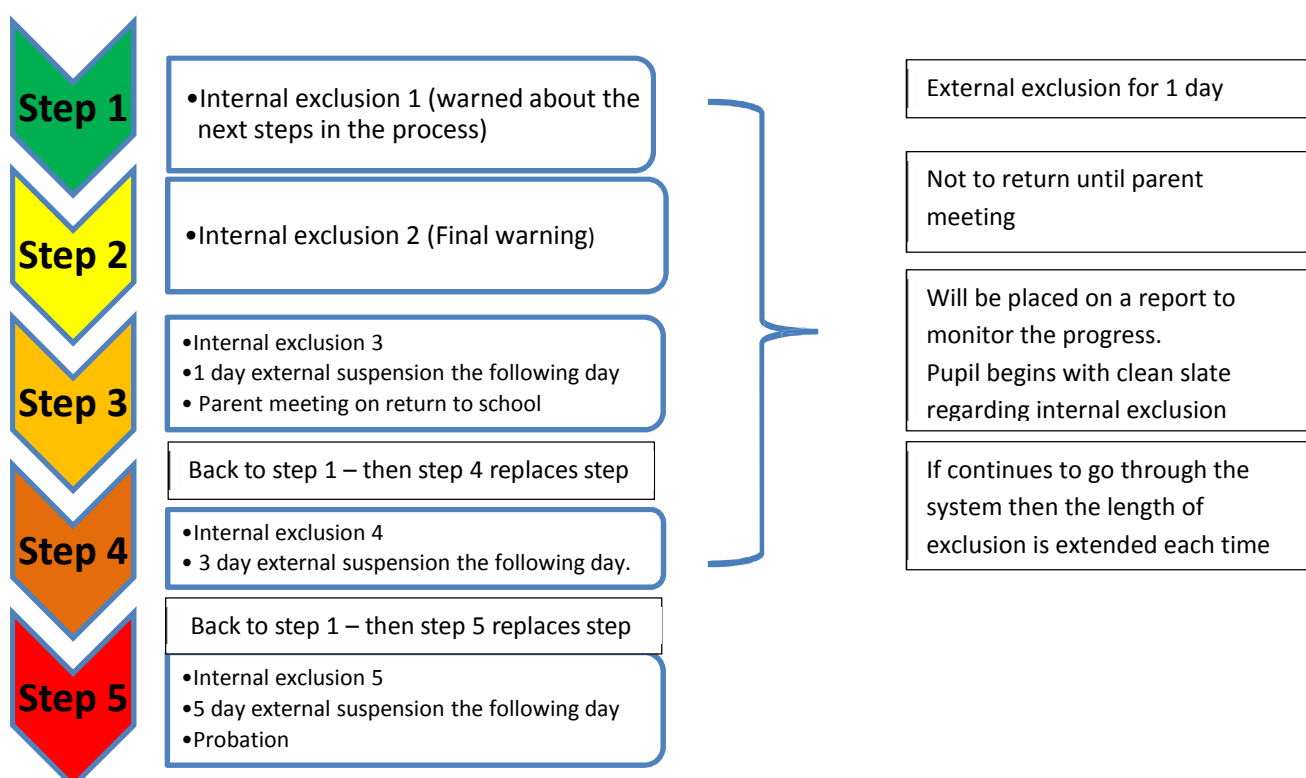
Students may be deprived of this privilege in case of inappropriate behavior throughout the academic year. Students, who come out-of-uniform, unless instructed otherwise, will be deprived of such trips as well.

Suspensions: There are two types of suspensions.

•**Internal Suspension** means the student will attend school but not classes. The student would spend the day in the Time Out Room working on assignments given by their teachers.

Follow up sanctions for Time out room visits.

INTERNAL EXCLUSION





•**External Suspension** means the student would not be allowed to attend school and assignments would have to be completed at home before returning to classes.

Probation. This is a status where the student is kept under close observation by the administration of the school academically and ethically. This procedure suspends the student from all extracurricular activities as well as all student-run organizations/clubs and athletic teams.

The period of the probation is not less than six academic weeks. If the student fails to improve or fails to follow schools rules and regulations throughout the probation period then the student shall be placed on home study for the rest of the year and will not be invited for the following year and asked to seek other opportunities elsewhere.

Probations may extend to the following academic year if the student does not complete their six weeks probation.

Home study. This is a status where the student is suspended from school till the rest of the term or year according to the severity of the incident. Students may follow up on their assignments and homework through the portal.

The student is allowed to bring in the work completed on one given day of the week. Within the hours assigned the student shall receive the help and assistance needed from his/her corresponding subject teachers. The student is exempted and not allowed to participate in any extracurricular activities, trips, group projects or any other obligations that require his presence in school.

Expulsion. This is a status where the student, who is determined to be a danger or an offense to themselves, other students or staff members, asked to leave the school immediately and seek other opportunities elsewhere.

The student is not allowed in school again. Once a student has been expelled from EBIS,



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his/her record is copied and sent to the following agencies along with a complete report of student offences:

- A. Ministry of Education,
- B. Ministry of Higher Education, and
- C. Supreme Council of Universities.



LEVELS OF INCIDENTS

1. Minor Classroom
2. Minor School
3. Major
4. Serious

1. Minor Classroom Incidents

These are incidents inside the classroom that interrupt the academic flow, deter learning or enjoyment of school life, or indicate a level of disrespect. Minor incidents are to be responded to by the teacher and reported to the Pastoral office and a copy will be placed in the student's file.

These incidents include, but are not limited to.

- Loud noise that interrupts the classroom or neighboring work areas. This includes noise created by contact with furniture, turning of pages, yawning, stretching, speaking out of turn etc;
- Tardiness, truancy, or loitering;
- Eating or drinking without permission and/or inside the building;
- Constantly arriving unprepared to class by not bringing materials;
- Not speaking English;
- Littering;
- Missing homework;
- Calling out;
- Not lining up properly;
- Running in corridors;
- Not following instructions;
- Incomplete class work.



Type of Incident	Consequences of Non - Compliance		
	First and Second Incident	Third Incident	Fourth Incident
Minor Infractions	<i>Verbal warning</i>	<i>Detention with Teacher</i>	<i>Referred to the Key Stage Head/Pastoral Office</i>

2. Minor School Incidents

These are incidents that deal outside of the classroom and which will be responded to by the Key Stage Head and a copy will be placed in the student's file.

Type of Incident	Consequences of Non-compliance		
	First Incident	Second Incident	Third incident
Mobiles and electronic devices.	Break and Lunch detention, Parent conference and device is returned.	Internal suspension for the rest of the day, Parent conference and device is returned after one week.	Internal suspension for the rest of the day Parent conference, device is returned after a month
Out of school uniform	Yellow slip sent to parents via portal and a copy in student file.	Yellow slip sent to parents via portal and a copy in student file.	Red slip sent to parents via portal. Student is not allowed into classroom, parents are phoned informed and asked to collect student or bring the uniform.



<p>Noticeably offensive personal hygiene (hair, nails, etc.) in addition to girls tying their hair and including but not limited to wearing makeup and/or nail polish.</p>	<p>Verbal warning</p>	<p>Yellow slip sent to parents via portal and a copy to be put in student's file. Break or lunch detention.</p>	<p>Red slip sent to parents via portal. Student is not allowed into classroom, parents are phoned and informed.</p>
<p>Misbehavior on buses (includes but not limited to: lateness, inability to follow instructions, rude behavior ...)</p>	<p>Verbal Warning</p>	<p>Note to be sent via portal to parents and a copy to be put in student's file, 1-3 days detention depending on the severity of incident.</p>	<p>Parent conference and suspension from bus according to the severity of the infraction.</p>
<p>Misbehavior while waiting for parents at the gate area, not following the supervisors' instructions or disrespecting them. Moving around the school after 3:10, going back to class, playing at the court or basement is prohibited.</p>	<p>Verbal Warning</p>	<p>Note to be sent via portal to parents and a copy to be put in student's file, 1-3 days detention depending on the severity of the incident.</p>	<p>Note to be sent via portal to parents and a copy to be put in student's file, 1-3 days internal suspension depending on the severity of the incident.</p>



3. Major Incidents

These are incidents that create an unsustainable, dangerous, or unproductive school environment, or reflect a flagrant disrespect. A repetitive incident of a minor infraction constitutes a major incident. Major incidents are responded to by the Head of the Key Stage and are reported immediately to the Principal and a written record of them is placed in the student’s file.

Type of Incident	Consequence of Non-compliance	
	First Incident	Second Incident
Repetition of a Minor Infractions	Parent conference + after School detention	Parent conference, 1 to 3 school-days suspension according to severity and student is placed on probation and Head of Key Stage 2 Report.
Repetition of bus misbehavior	Parent conference and 1 week off-the bus	Parent conference and off-the-bus till the rest of the term.
Aggressive verbal behaviour / Religious insults/ Accessing inappropriate material online	Parent conference and 1 to 2 day suspension according to severity.	Parent conference, 1 to 3 day suspension and student is placed on probation.
Physical aggression or physically disruptive includes but not limited to play fighting and threatening	Parent conference and 1 to 2 day suspension according to severity.	Parent conference, 1 to 3 day suspension and student is placed on probation.
Misuse/destruction/vandalism of the property of others	Compensation + parent Conference and after school detention.	Compensation + parent conference and 1 to 3 days suspension and student placed on probation.
Verbal disrespect to members of school community	Parent informed via portal and Punishment is according to the severity of incident, no break or lunch for 3 days	Parent conference, 3 days suspension and student is placed on probation.



Cheating on quizzes or exams	Parent conference and 1 day Suspension.	Parent conference, 3 days suspension and student is placed on probation.
Skipping classes	Parent conference and 1 day internal suspension	Parent conference, 3 days suspension.
Skipping detention	Double the original punishment and note to parents	Parent conference, 1 day internal suspension and a note sent to parents.
Emotional and verbal bullying	Parent conference + written apology + after school detention	Parent conference, 3 day suspension and student is placed on probation



4- Serious Incidents

These are incidents and breaches of regulations that demonstrate that the student is beyond or unacceptably close to being beyond behavioral salvage. A repetition of a major incident constitutes a serious infraction. Serious infractions are directly responded to by the Principal, and a permanent record is kept in the student's file.

Type of Incident	Consequence of Non-compliance
<p>These include, but are not limited to, Repetition of a serious incident, smoking, physical abuse that causes bodily damage and possession of all kinds of weapons and/or drugs.</p>	<p>conference with parents + possibility of student being placed on home study, long term suspension or expulsion.</p>

Reward Policy

Rewards

Praising students will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement, and should be given when:

- It is above the standard for that group(form, year, key stage, school).
- It is above the standard for that pupil.
- It is of a consistently good standard–this one of tenets missed.

Types of reward include.

Positive comments in class and/or reinforcement at end of lesson;

- Using the portal–this is a way of letting both teacher and parents know.
- Positive referral– this can be to the pupil’s Teacher , Head of Year, Head of Key Stage, Head of Primary or Principal.
- A letter home to parents via portal.
- Parents’ Evenings– use these as a means of praising where appropriate.
- Good to Be Green Award are awarded every half term for students who had no behaviour concerns throughout the term.
- Key Stage weekly assemblies where children are awarded certificates for outstanding personal achievements, either academically or socially (English Certificate, Maths Certificate, Reading Certificate, Star of the Week Certificate). These certificates are recorded on engage and parents are notified via the portal.

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House Points.

Pupils belong to 6 houses. House points are an excellent way of rewarding children and are a fair representation of effort and behaviour. The house point system is as follows:

➤ Children are given house points as a reward for outstanding effort or behaviour. Teachers stamp a star on their merit cards. House points can be awarded for extra work, behaviour, class contributions, line behaviour and role models etc... (maximum 2 house points per class teacher)

➤ The children are rewarded additionally when they reach certain markers. All students received the Bronze point card at the beginning of the year to collect house points. When students reach 100 points they receive Bronze certificate, Silver House Point card and Non-Uniform pass.

When students reach 200 points they receive Silver certificate, Gold House Point card and a canteen voucher.

When students reach 300 points they receive Gold certificate, Platinum House Point card and a gold sash.

When students reach 400 points they receive Platinum certificate and a shopping voucher.

➤ All house points awarded to individual students are accumulated to create a year group and key stage house point total.



EBIS Behaviour Contract

By signing my name on the line below I state that I have read, understood, support and will adhere to the EBIS behaviour policy. I understand that if I choose to ignore these expectations I will be subject to the sanctions outlined in the behavior policy.

Rhys Redman

Rhys Redman

Principal

Email: rhys.r@ebis-cordia.net

Michael Bainbridge

Michael Bainbridge

Head of Primary

Email: michael.b@ebis-cordia.net

Yasmin Hassan

Yasmin Hassan

Deputy Head of Primary & Head of Key Stage 2

Email: yasmin.h@ebis-cordia.net

Student name: _____

Class: _____

Parent Name: _____

Parent Signature: _____

Date: _____