



بیلوا انڈیان سکول
BILVA INDIAN SCHOOL

Vision

Our vision is for all students to develop at Bilva Indian School as independent learners with self-belief and respect for others, with a lifelong love for learning and a strong foundation for future success

Behaviour and discipline policy

1. Introduction:

In the world around them, children see many different examples of how people behave. As adults, we have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make these choices more appropriate. There is a direct link between the child's learning and behaviour at school. Hence, the school ensures a secure and supportive environment where students can learn and develop positive qualities that enable them to interact with all who they encounter in the right fashion.

Everyone within our school community has rights and responsibilities to ensure that Bilva Indian School is a safe and happy place to learn, work and play.

- Children have the right to learn, work and play in a friendly and supportive school.
- Every member of staff has the right to work in an environment that encourages and enables them to provide a positive learning experience to all students.
- Parents and carers have the right to feel welcome and to know that their children are within safe areas for living and learning.

2. Aims:

We are committed to creating and maintaining a welcoming, happy and well-ordered environment in which everyone can learn effectively and actualize their goals and potential. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together and function in harmony.

Measures in the school aim to:

2.1) promote discipline and respect for oneself and others

2.2) secure good behaviour at all times whilst recognizing that young children and older teenagers sometimes misjudge the parameters which guide expectations

2.3) prevent all forms of bullying including cyber bullying

2.4) ensure that students complete their assigned work

2.5) regulate the conduct of students or that the school and the journey to and from school are safe places to be, live and learn

2.6) see the behaviour policy lived in the behaviour across the school.

3. Principles:

The owners and governors wish the school to operate in an atmosphere which reflects a caring home and an efficient, friendly work place. Inherent in this are the display of good manners and the application of 'common sense'.

These are the guiding standards expected to be maintained by students' and staff. In circumstances where the leadership of the school is concerned. These include:

3.1) searching of students suspected of particular misdemeanours, for example theft or carrying weaponry; and temporary confiscation of property

3.2) the power to physically restrain students whose behaviour causes danger to themselves or others

3.3) disciplining beyond the school gates

3.4) working with agencies to assess the needs of students who display continuous disruptive or troubling behaviours

3.5) providing pastoral care for staff accused of misconduct.

4. Consistent application of the behavior and discipline policy:

It is essential that students, staff and parents understand and apply the behaviour and discipline policy consistently across the school. The guiding principles to be applied are that behavioural norms reflect those of a caring home and an efficient friendly workplace. Those working and learning in Bilva Indian School enjoy a range of privileges. The key aspects of school practice should be evident in:

4.1) consistent approach to behaviour management by students and adults, where independence and privilege is recognized

4.2) clear and firm leadership with good examples being set by adults and students

4.3) the way classrooms are managed and the systems within them that facilitate students to accept responsibility for their behavior and learning

4.4) consistent rewards and sanctions based on positive acknowledgement and swift corrective advice

4.5) close liaison with parents and support agencies and partners

4.6) the management of students' transition into school, through school and onwards from the school.

5. Rewards and sanctions

The main reward is that of praise and acceptance. The main sanction is loss of immediate acceptance and, if necessary removal of any associated privilege. Corporal punishment is not allowed. Violent behaviours will be treated as assault and managed as a safeguarding issue. Where students' behavior falls below standard repeatedly then referral will be made to parents and if necessary to a support agency for assessment temporary or permanent exclusion may result. The school does not operate a student detention system. Where necessary it provides temporary seclusion or isolation within the school day.

6. Communication about behavior and discipline:

Lines of communication must be kept open between staff, students and parents about behavioural issues in the school. Confidentiality needs to be respected but it is important that teachers and senior leadership are informed about any behaviour that falls below those standards expected and that both student and parent are clearly informed also, if necessary in writing. Parents are kept posted every phase of the process where a student's behaviour causes concern. This is done through phone calls, face-to-face meetings, the school communication portal, notes in the diary or by e-mail.