



MBIS Secondary Positive Behaviour Policy

***This policy is to be read in conjunction with the MBIS
Safeguarding and Anti- Bullying Policies***

Rationale: MBIS Mission Statement

‘Learning for Life...’

MBIS provides students with the knowledge, skills and understanding that will empower them to be well-rounded, successful members of an ever changing, culturally diverse world community.

At MBIS we are committed to providing a happy, positive learning environment where children, teenagers and adults are:

- *Successful independent and collaborative learners*
- *Confident, cooperative team players and responsible leaders*
- *Flexible, resourceful and resilient*
- *Reflective, honest and trustworthy*
- *Responsible, caring global citizens*

Introduction

This Positive Behaviour Policy aims to guide every aspect of policy and practice at MBIS in order to maximise the learning for all and to fulfill the school's vision and ethos.

‘Learning to Learn’ – The 5 MBIS Personal Learning Goals and Responsibility

The school recognises five key Personal Learning Goals to develop student's learning and character; the qualities, skills and attributes that will enable them to develop in accordance with the MBIS mission statement:

Resilience - *‘We keep trying, even when things are difficult!’*

- Concentrating really well
- Learning from mistakes
- Having a ‘can do’ attitude
- Keeping at tasks even when they become difficult

Resourcefulness - *‘We find other ways of doing things’*

- Knowing what to do when things are unclear
- Asking good questions
- Using different learning styles
- Finding and using tools, materials and resources
- Taking risks
- Finding other ways of doing things well

Reflectiveness - *‘We think about what we say and do’*

- Connecting what we have been learning to other experiences
- Knowing what is the ‘right thing to do’
- Planning what to do next
- Using time well
- Keeping safe

Relationships - *‘We cooperate well with others’*

- Communicating well
- Working as part of a team
- Taking a lead
- Being honest and trustworthy
- Helping others
- Knowing ourselves

Respect - 'We value others and the world in which we live'

- Valuing different views, beliefs and cultures
- Caring for the environment
- Respecting others' bodies and personal space
- Demonstrating appropriate behaviour and manners
- Respecting our own and others' possessions

Responsibility- 'We take responsibility for our actions and views'

- Being self-disciplined
- Having a sense of justice
- Making a positive difference to others' lives
- Aware of our rights and responsibilities
- Self-reflecting and taking next steps

As a school we believe that it is through the promotion of positive behaviour that these Personal Learning Goals will be most effectively achieved. Equally, the school recognises that, on occasion, sanctions may be required as a consequence of poor behaviour.

School Systems for Promoting Positive Behaviour

The MBIS Personal Learning Goals form the fabric of the school, a learning and behaviour profile for all students and adults. As such, they are very much the language of the school. They are regularly discussed and referred to in assemblies, in lessons and in the playground. Teachers plan activities with the Personal Learning Goals in mind, encouraging students to develop and reflect on their progress in these skills. A Personal Learning Goals display features in every class base. This forms a focal point for discussion, evaluation and aspiration.

At MBIS we recognise, reward and reinforce good attitudes and behaviour in a variety of ways:

- **Verbal praise** is given to students whenever possible.
- **Regular pupil-led assemblies** for the whole school afford opportunities to illustrate, explore, expand and discuss the Personal Goals and weekly focus in meaningful, memorable ways.
- Regular **Achievement Assemblies** celebrate the learning, attitudinal and behaviour successes of students from each class, through personal commendations from their teachers and the award of a certificate. All students receive an achievement award for some aspect of personal success.
- **PSHE Sessions** each week allow for structured class discussion of personal and social matters that promotes inclusion, tolerance and diversity, with reference to

- desirable behaviours and best choices with a flexible programme of study that can meet the needs of the cohort.
- **The MBIS House Points** system fosters a sense of team spirit, cooperation and friendly competition. Each student is allocated to a House. House points are awarded for good work, behaviour or attitude. The house system supports whole school events such as sports day and our swimming gala as well as a range of regular inter-house competitions such as chess, and music designed to encourage participation. House points are tallied up each half term and certificates given out during assemblies.
- **Student of the week** teacher nominations are shared with parents each week to reinforce regular praise between home and school.
- **Other, Ad-Hoc Secondary Rewards** are varied, engaging and age-appropriate across the school to support the principles of the policy.
- **Regular written reports** that celebrate student's progress, achievement, positive attitude and behaviour.

To support the direct development of the MBIS Personal Learning Goals and positive behaviour across the school, the following initiatives operate at MBIS:

- **The MBIS Student Leaders (including Student Safety Ambassadors)** are appointed each year from Year 12 and Year 13 following an application/interview process. These students are selected for their personal qualities and their ability to serve as role models to the student community.
- **The School Council and Regular Student Surveys** allow all students direct input to the shaping of school activities and the development of the Positive Behaviour Policy via the Student Code of Conduct.
- **The House system** appoints house captains and deputies in years 7-13 to represent the four houses.
- **Other leadership roles** for example through participation in ASAs, the Duke of Edinburgh's International Award, the Eco Council, Model UN and sports, among other areas, give many opportunities for students to take responsibility for their personal development.

School Systems for Dealing with Negative Behaviour

When students fail to manage their own behaviour, a clear and consistent process of scaled sanctions apply which give students the opportunity to reflect on and adjust their behaviour to make the right choices.

Most pupils never need sanctions. Our pupils are generally well behaved and respond positively to minor reprimands if their behaviour has not been appropriate. We recognise that rewarding positive behaviour is better than imposing sanctions. However, we also recognise that young people need boundaries and sometimes make poor choices.

Sanctions apply to behaviours that take place during school, including during visits, residential trips and on school transport.

On occasion MBIS may have cause to apply sanctions to behaviour that takes place outside school, for example for the misuse of social media.

When behaviour is unacceptable a range of disciplinary measures can include:

- A verbal reprimand from the teacher (delivered discreetly)
- A sincere apology made student to student
- A quick word outside the classroom
- Missing break time or time out
- New deadline negotiated for incomplete work
- Re-doing unsatisfactory work or completing work at break or lunchtime
- Loss of privileges
- Meeting with class teacher/form tutor/Head of Key Stage
- Contacting parents to support sanctions.
- Sanctioned report to assess and monitor behaviour over a determined period of time.

• **An example of behaviour management at MBIS may be as follows:**

1. VERBAL WARNING - If a student is disruptive/uncooperative, a discreet verbal warning will be given and the student will be told what the expected behaviour is.
2. If the student continues to be disruptive/uncooperative, the student will be given a 5 minute 'hold back' to have a restorative conversation with the teacher (see Appendix 2).
3. If the student continues to be disruptive/uncooperative persistently in a subject, then the teacher will notify the Form Tutor who will then support the subject teacher by reinforcing expectations with the student.

If the student continues to be disruptive/uncooperative across more subjects then the Form Tutor will refer the student to the Head of Key Stage to review the pupil's behaviour. The tutor may decide to ask for a progress report from all subject areas and contact home with concerns.

If the student continues to be disruptive/uncooperative persistently across more subjects or in break times, then the Head of Key Stage/Assistant Head of Secondary will email parents to notify them of this and request a meeting to discuss their child to suggest further interventions. The Head of Key Stage/Assistant Head of Secondary will agree an individual behaviour improvement plan with the student and their parents that considers the behaviour of concern and any contributory factors.

4. Particular behaviours will mean that a student is immediately referred to the Assistant Head of Secondary and parents notified:
 - Fighting
 - Endangering the safety of others
 - Deliberate damage to property
 - Unacceptable swearing
 - Racist/discriminatory comments
 - Threatening or physically hurting another student or an adult
 - Bullying (see MBIS Anti-Bullying Policy)

In such cases, the Head of Key Stage/Assistant Head of Secondary will agree a restorative action plan and sanctions with the Head of Secondary.

Head of Key Stage/Assistant Head of Secondary Hold Back

Students will be asked to remain inside **during break and lunch times**, losing their free time during the school day. During the hold back students may be asked to complete a reflective exercise which will be discussed with the Head of Key Stage/Assistant Head of Secondary. Students may also be asked to complete work for a subject or community service. Such sanctions still allow students time to eat, drink and use the toilet.

The hold back may be extended for up to 5 days.

The student and parents will be advised of the consequences of continued misbehaviour, i.e. Formal procedures.

Sanctions and Formal Procedures

Stage 1 - Head of Secondary Hold Back

Students will be asked to attend an after school hold back session with the Head of Secondary (HoS) after school, at a time of convenience for the the HoS and parents, not conflicting with ASAs in the first instance (14:45 – 15:45).

During the hold back students will be asked to complete a reflective exercise which will be discussed with the Head of Secondary. Students may also be asked to complete work for a subject or complete tasks that are appropriate to the sanction. Such sanctions still allow students time to eat, drink and use the toilet. Parents will be informed at least 48 hours in advance of an after school hold back to ensure that transport arrangements are in place.

Stage 2 - Fixed Term Internal or External Exclusion (when escalated to Head of Secondary) – this can be gone to immediately if the behaviour makes it necessary)

Depending on the nature of the behaviour, the Head of Secondary will notify the Head of School prior to taking action.

The Head of Secondary will communicate to the parents that the student will be internally or externally excluded. If internally then they will do their work outside the Head of Secondary's office. If externally, then they would stay at home for a period not exceeding 5 days. The student will be asked to complete a reflection exercise.

Upon return to school, the student and parents will have a reintegration interview with the Assistant Head of Secondary and Head of Key Stage.

Stage 3 – Permanent Exclusion - Removal from school

Should the school believe that the scale of behaviours are such that a permanent exclusion is required then the Head will communicate this directly to the parents that the student may no longer remain at MBIS. Any parent of a permanently excluded child has the right to appeal and should they wish to do so, they may write directly to the Chair of the Board. A response to the parents will be provided within one week. If the appeal is successful, the student will remain on a behaviour contract for a minimum of 8 weeks.

In **exceptional circumstances**, permanent exclusion may be considered for a first or 'one-off' offence, which may include:

- Serious actual or threatened violence against another student or adult
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying a dangerous weapon
- Serious deliberate damage to school property

Behaviour on School Buses

As in school, students who travel on the school bus are expected to display high standards of behaviour. A code of conduct is signed by students/parents. Bus Monitors will immediately report any significant negative behaviours to the School Office and The Assistant Head of Secondary will inform parents. Students who repeatedly fail to follow the expected rules of the bus will have their place withdrawn temporarily (for a week initially) or permanently depending on the behaviour.

Students with Specific Behavioural Challenges

Some students find managing their own behaviour more difficult than others for a wide range of reasons. An individualised approach to positive behaviour management operates at MBIS. In all cases, the Assistant Head of Secondary works with the student, the parents and the teachers to develop a shared understanding of the student's situation and the most appropriate support strategies. This may involve an Individual Behaviour Plan, with clear targets and a regular review of progress.

Rights and Responsibilities

If students are to achieve their personal best and to become responsible and confident members of the community, they should feel safe and secure in a positive learning environment. Creating such an environment is the responsibility of all members of the school community:

Rights of Students

- To feel safe
- To be able to learn to the best of their ability
- To be treated with consideration and respect
- To be listened to by adults in school
- To know what is expected
- To expect the school to take appropriate action against any incidents of bullying or threatening behaviour
- To be treated fairly

Responsibilities of Students (the Student Council Code of Conduct can be found in Appendix 1)

- To treat others and the environment with consideration and respect at all times
- To listen when others are speaking
- To follow instructions from teachers and other members of staff
- To take responsibility for their own actions and reflect upon the choices made
- To ask for help when needed
- To do their best
- To let others learn
- To observe school rules
- To be ready for lessons and to have the equipment that they need
- To dress in accordance with the school uniform policy

Rights of Parents

- To know that their children are safe
- To be sure that their children are treated fairly and with respect
- To know that their children are given the opportunity to learn at school
- To be able to raise concerns with staff and to be informed about their children's progress

Responsibilities of Parents

- Sign and adhere to the home-school agreement
- To support school rules and policies
- To ensure that students arrive at school on time and attend school regularly
- To ensure that their children are in the correct school uniform and have the equipment that they need at school, e.g. PE. kit
- To tell the school in a timely manner if they have any concerns about their student or of anything that may affect their behaviour at school

Rights of Staff

- To be treated with respect by pupils, parents and colleagues
- To be able to teach without unnecessary interruption

Responsibilities of Staff

- To create a safe and stimulating environment in which pupils are motivated to learn
- To have high expectations of student's behaviour and ensure their classes behave and work to the best of their ability
- To ensure consistency across the MBIS team in supporting and applying the school policy in and around the school
- To be a good role model in all dealings with students and adults
- To tackle the behaviour and not the student
- To treat pupils with consistency and respect at all times, without regard to race, gender or ability;
- To record student's behaviour - positive and negative via the students of concern form - and communicate with parents through appropriate channels
- To sign and adhere to the code of conduct for staff

Role of the Head

- To implement the school behaviour policy consistently across the school
- To ensure the health, safety and welfare of all students in the school
- To set the standards of behaviour, and support staff in their implementation of the policy
- To keep records of all reported serious incidents of misbehaviour including bullying and racism
- Hold the responsibility for giving fixed-term exclusions to individual students for serious acts of misbehavior, or for repeated acts of serious misbehaviour

Equality and Diversity

Please refer to the MBIS Statement on Equality, and Racial and Cultural Diversity

Monitoring and Evaluation

- The Senior Leadership Team regularly monitor and review the effectiveness of this policy in collaboration with the Teachers.
- The Senior Leadership Team and the Board of Directors review implementation of the policy annually.
- At regular Phase Meetings, the Teachers discuss matters of recorded/observed student behaviour.
- An annual student questionnaire contains questions designed to elicit student's views on behaviour in school.
- The Head monitors the effectiveness of this policy on a regular basis, reporting to the Board of Directors. He/she makes recommendations for further improvements as necessary.
- The Board of Directors reviews this policy every two years. The Board may review the policy earlier based on relevant changes in the UK, or if the Board receives recommendations on how the policy might be improved.

Date of start of policy: October 2021

This policy was reviewed in August 2026.

Next Review: August 2027

Appendix 1

Student Council Code of Conduct



Student Council Code of Conduct

All our students agree:

- **To treat others and the environment with consideration and respect at all times**
- **To listen when others are speaking**
- **To not discriminate against others**
- **To follow instructions from teachers and other members of staff**
- **To do their best**
- **To let others learn**
- **To be ready for lessons and to have the equipment that they need**
- **To dress in accordance with the school uniform policy**
- **To observe school rules**

Appendix 2

Restorative conversation guidance



Restorative Conversations

What has happened?

What was each party thinking at the time?

Who feels harmed and why?

What has each party thought since?

How can we fix or mend the situation?

What behaviours will each of us show next time?