

**ENGLISH
INTERNATIONAL
SCHOOL OF TUNIS**
British Curriculum



EIST Primary Behaviour Policy 2025-2026

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Introduction

Ready, Respectful and Safe

At the English International School of Tunis, we are committed to developing well-educated, well-rounded and respectful young people who are prepared for future academic success and personal development, including progression to higher education.

We expect all learners to demonstrate a strong work ethic, resilience and positive learning habits, supported by high standards of behaviour, mutual respect and personal responsibility.

This policy is based on the principle that behaviour can be developed, shaped and improved over time. The School is committed to supporting students in building positive habits so that appropriate standards of behaviour become consistent and embedded.

While the School recognises that there may be a range of factors influencing behaviour, expectations remain consistently high, and inappropriate behaviour is not accepted as standard practice.

Primary Staff

Primary staff are responsible for consistently implementing this policy in a fair, structured and supportive manner across all aspects of school life.

They are expected to:

- Establish and maintain high expectations for behaviour for learning in all classrooms;
- Model positive behaviour, respect and professionalism at all times;
- Reinforce the principles of **Ready, Respectful and Safe** consistently;
- Promote positive behaviour through teaching, including during PSHE sessions;
- Apply the policy fairly and consistently to support a positive learning environment;
- Encourage reflection and support behaviour improvement where necessary.

Senior Leadership Team

The Senior Leadership Team is responsible for ensuring the effective implementation, monitoring and evaluation of the Behaviour for Learning Policy across the school.

They will:

- Ensure consistent application of the policy by all staff;
- Oversee systems for recording, monitoring and analysing behaviour incidents;
- Communicate relevant information to parents, staff and governors where appropriate;
- Maintain a visible presence around the school to support a positive behaviour culture;
- Lead on initiatives, assemblies and events that promote positive behaviour, wellbeing and school values;
- Ensure staff are supported through training and guidance on behaviour management.

Learners

Learners are expected to take responsibility for their own behaviour and to actively contribute to a positive and respectful school environment by following the principles of:

Ready, Respectful and Safe

This includes, but is not limited to:

- Being punctual, well-mannered and prepared for learning;
- Ensuring that their behaviour supports the learning of others;
- Engaging actively and responsibly in their education;
- Respecting the rights, beliefs and property of others;
- Avoiding conflict and contributing to a calm and positive school environment;
- Maintaining a clean, respectful and safe school environment.

Learners are expected to consistently demonstrate self-discipline and accountability in both academic and social settings.

Parents and Guardians

Parents and guardians play a vital role in supporting the School in maintaining high standards of behaviour.

To support effective partnership, parents are encouraged to:

- Understand and support the School's Behaviour for Learning Policy;
- Reinforce the School's expectations at home;
- Engage positively with school life and communications;
- Work collaboratively with staff to support student behaviour and progress.

In particular, the School expects parents to support its values in relation to:

- Attendance and punctuality;
- Behaviour and conduct;
- Healthy routines, including adequate sleep and nutrition;
- Appropriate uniform standards;
- Academic expectations and homework completion;
- Respect for staff and the wider school community.

Rewards and Sanctions (Behaviour for Learning)

1. Rewards System

The School promotes a positive behaviour culture in which good behaviour, effort and achievement are actively recognised and celebrated.

Examples of Positive Behaviour

Positive behaviour includes, but is not limited to:

- Playing cooperatively and respectfully with others
- Showing care and kindness towards peers
- Listening attentively and following instructions
- Moving around the school safely and appropriately
- Sitting and working quietly when required
- Demonstrating neatness and organisation
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- Working diligently and showing effort in learning tasks
- Using kind and respectful language to resolve conflict
- Wearing correct school uniform
- Arriving to school prepared and on time
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- Completing homework consistently and to a good standard
- Taking care of school, personal and classroom resources

Classroom-Based Rewards

Individual teachers may use a range of classroom rewards to promote motivation and engagement, including:

- Verbal praise
- Stickers and stamps
- Additional reading or learning time
- Golden time or structured free time activities
- Recognition of effort and achievement in class

House Point System

The School operates a whole-school House Point system to recognise positive behaviour, effort, work ethic, manners and contribution to school life.

House Points may be awarded by any member of staff.

Achievement milestones are recognised as follows:

- Bronze – 25 House Points
- Silver – 50 House Points
- Gold – 75 House Points
- Ruby – 100 House Points
- Emerald – 125 House Points
- Sapphire – 150 House Points
- Diamond – 200 House Points
- Platinum – 250 House Points

Certificates and awards are presented regularly in school assemblies.

Special Recognition

In addition to the House Point system, students may be recognised through:

- **Star of the Week Awards**, given for outstanding effort, achievement, improvement, or contribution to school life
- Public celebration in assemblies and school events
- Recognition of academic progress, behaviour or personal development

2. Sanctions and Behaviour Procedures

The School has clear expectations for behaviour and applies a fair, consistent and escalating approach to managing behaviour concerns.

Unacceptable behaviour includes, but is not limited to:

- Fighting or physical aggression
- Shouting or disruptive behaviour
- Pushing, spitting or biting
- Disrupting the learning of others
- Running in inappropriate areas of the school
- Failure to care for the school environment
- Use of inappropriate or offensive language
- Failure to follow uniform expectations
- Missing or failing to complete homework
- Damaging school or personal property

The School recognises that persistent low-level disruption has a significant impact on learning and therefore applies consistent strategies to ensure a focused and respectful classroom environment.

3. Behaviour Stages (Years 1–3)

A structured, supportive escalation system is used:

Stage 1 – Verbal Warning

The teacher provides a clear reminder of expectations.

Stage 2 – Reflection Time

Learners are given time to reflect on their behaviour and consider a positive change.

Stage 3 – Senior Referral

Learner is referred to the Head of Primary. Parents are informed.

Persistent Behaviour Concerns

Parents are invited to a meeting. The learner is closely monitored by staff for a period of two weeks, with recorded feedback. Referral to the school psychologist may be considered where appropriate.

Serious Misconduct

Includes, but is not limited to:

- Physical harm to others
- Bullying (including suspected cases)
- Severe disrespect towards staff
- Damage to property or theft

These incidents result in immediate referral to the Head of Primary and communication with parents. Further sanctions, including suspension or exclusion, may be applied depending on severity.

4. Behaviour Stages (Years 4–6)

A similar escalation system applies, with additional responsibility expectations:

Stage 1 – Verbal Warning

The teacher provides a clear reminder of expectations.

Stage 2 – Reflection Time

Learners reflect on behaviour and are supported to make improvements.

Stage 3 – Detention

A 30-minute breaktime detention is issued (same day or following day). Parents are informed.

Persistent Behaviour Concerns

Parents are invited to a meeting. The learner is placed on behaviour monitoring for a two-week period, with structured staff feedback. Referral to the school psychologist may be considered if required.

Serious Misconduct

Includes:

- Physical harm to others
- Bullying (including suspected cases)
- Serious disrespect towards staff
- Damage to property or theft

These cases are referred immediately to the Head of Primary and parents are contacted. Additional sanctions, including repeated detentions, suspension or exclusion, may be applied depending on severity.

5. Safeguarding and Bullying

Where bullying is suspected or identified, the Designated Safeguarding Lead (DSL) will be informed immediately and will take responsibility for managing the case in collaboration with the Head of Primary and parents.

All safeguarding concerns are handled in line with the School's Safeguarding Policy.



CEO	Head of Education
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Date:	Date:
	