

**ENGLISH  
INTERNATIONAL  
SCHOOL OF TUNIS**  
British Curriculum



**EIST Secondary Behaviour Management and  
Rewards Policy  
2025-2026**

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## 1. Introduction

This Behaviour Management Policy establishes a consistent, fair, and structured approach to behaviour across the Secondary School at EIST.

It ensures that expectations are clear, routines are consistent, and consequences are applied fairly and transparently. This enables students to understand the impact of their behaviour and supports them in making positive, responsible choices.

The policy is designed to promote a safe, respectful, inclusive, and purposeful learning environment where high standards of behaviour support effective teaching and learning.

All staff are expected to implement this policy consistently and fairly.

This policy is underpinned by the School Agreement signed by students and parents at enrolment.

## 2. Aims

This policy aims to:

- Promote a safe, respectful, and inclusive learning environment
- Ensure consistent expectations and consequences across the school
- Support students in developing self-regulation and responsibility
- Recognise and reward positive behaviour and achievement
- Provide a clear and fair escalation process for behaviour concerns
- Ensure transparency, consistency, and accountability in behaviour management
- Support high-quality teaching and learning through strong behaviour systems

## 3. Core Expectations

All students are expected to:

- Attend school punctually and regularly
- Wear full school uniform correctly
- Follow instructions first time
- Treat staff, peers, and the school environment with respect
- Bring appropriate equipment to all lessons
- Complete classwork and homework to the best of their ability
- Behave safely at all times, including during school activities and online

The school promotes positive behaviour for learning and high expectations for all students.

## 4. Safeguarding, Inclusion and Equality

### 4.1 Safeguarding Priority

Where behaviour raises a safeguarding concern, this will take immediate priority over all other procedures. Such cases will be escalated to the Designated Safeguarding Lead (DSL) in line with the Safeguarding and Child Protection Policy.

### 4.2 Inclusion and SEND

The school recognises that some students may require additional support or reasonable adjustments to meet behaviour expectations. Behaviour systems will be applied fairly and appropriately, taking individual needs into account where necessary.

### 4.3 Equality and Respect

All behaviour management processes are applied in line with the school's commitment to equality, diversity, and inclusion. Discriminatory behaviour, harassment, or bullying (including cyberbullying) is not tolerated and will be addressed through appropriate sanctions and safeguarding procedures.

## 5. Behaviour Management Approach

EIST operates a graduated and consistent behaviour system.

### 5.1 Verbal Warning System

Students will receive up to **two verbal warnings** during a lesson to correct behaviour.

If behaviour continues, the student is moved to the formal behaviour system.

### 5.2 Classroom Behaviour Chart

Persistent disruption leads to placement on the Classroom Behaviour Chart.

## 5.3 Warning Cards

### Yellow Card (Warning + 10-minute detention)

Issued for low-level disruption or failure to meet expectations.

### Red Card (Warning + 30-minute detention)

Issued for repeated or more serious behaviour concerns.

All cards must be recorded in the Behaviour Log.

## 5.4 Detention Procedure

During detention:

- Behaviour is explained clearly to the student
- Expectations are reinforced
- Attendance is recorded
- Parents are informed where appropriate

# 6. Escalation of Persistent Behaviour

## 6.1 Behaviour Tracker

A student will be placed on a Behaviour Tracker if:

- They receive **three Red Card detentions**, or
- Behaviour is persistent and not improving

The Behaviour Tracker is implemented in liaison with the Homeroom Teacher and Head of Secondary.

The Homeroom teacher will notify the relevant teachers by email.

Parents are formally informed.

## 6.2 Monitoring Process

- Students carry the tracker to all lessons
- Teachers record behaviour scores consistently
- Progress is reviewed regularly

## 6.3 Review Meeting - After 1 week

A formal review meeting is held involving:

- Student
- Homeroom Teacher
- Head of Secondary
- Relevant staff

## 6.4 Further Escalation

If no improvement is demonstrated:

- Internal Exclusion may be applied
- Parents will be formally notified

## 7. Severe Behaviour

In cases of serious misconduct (including violence, safeguarding concerns, or serious disruption), the Principal reserves the right to:

- Suspend a student immediately
- Implement safeguarding procedures
- Apply further disciplinary action

## 8. Rewards and Positive Behaviour

### 8.1 House Points System

Students are rewarded for:

- Academic achievement
- Positive behaviour
- Effort and engagement
- Contribution to school life

House Points contribute to:

- Termly awards
- Annual House competition

### 8.2 Recognition

Students achieving set thresholds receive:

- Certificates
- Assembly recognition
- Formal celebration of achievement

## 9. Behaviour for Learning Principles

EIST promotes a restorative and supportive approach where appropriate, encouraging students to reflect on behaviour, learn from mistakes, and improve future choices.

Behaviour management is designed to:

- Support learning
- Build responsibility
- Encourage reflection and improvement

## 10. Roles and Responsibilities

- **Teachers:** Apply policy consistently and record behaviour
- **Homeroom Teachers:** Monitor progress and communicate with parents
- **Leadership Team:** Ensure consistency, oversee escalations, and monitor data

## 11. Monitoring and Review

Behaviour data is regularly reviewed by school leadership to:

- Identify trends
- Support targeted interventions
- Ensure consistency across departments
- Improve school systems

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