

Guidelines:

Student Accountability and Responsibility

1. Introduction

Thames British School is dedicated to fostering academic excellence and personal growth from Early Years through High School. These Student Accountability Guidelines provide a unified framework for behaviour across all campuses, ensuring a consistent approach that reflects our c | a | r | e values.

Our goal is to create safe, inclusive, and respectful learning environments that empower students to take responsibility for their actions and make positive contributions to their communities. These guidelines cater to the developmental needs of students across all key stages, from Early Years to High School, ensuring clarity and fairness for students, staff, and parents.

At Thames British School Warsaw, we c | a | r | e

Our Principles:

We care:

- that every one of our students reaches their full potential, academically, socially and emotionally;
- that every student is safe and feels safe at school, and this means we are all responsible all of the time;
- that communication and our choice of language is inclusive and respectful;
- about our behaviour and what it may communicate to others. We conduct ourselves in an ethical manner and with integrity at all times;

- about our communities culture, behave in a manner that fosters our values and insist that all members of our community do the same; and
- about learning first and foremost. Teachers are considered facilitators of learning and models for our community and its culture.

Our values:

c	Collaborative & Compassionate	We work together when needed to get the job done. We value the work of others, are compassionate, and recognise that success is mutually beneficial
a	Authentic	We are real, genuine and honest. We are true to ourselves and our community and represent our-selves as such with integrity
r	Responsible & Resilient	We have an obligation to reach our potential and fight to do so. We are accountable for our actions and utterances, and demonstrate respect for others needs and our environment. We don't give up.
e	Enlightened	We act on evidence, are factually well-informed, tolerant of alternative opinions, and guided by rational thought.

2. Positive Behaviour Expectations for Students

These behaviour expectations not only support your academic growth but also nurture essential life skills, such as empathy, collaboration, and resilience. By adhering to these principles, you contribute to creating a safe, inclusive, and supportive learning environment where everyone feels valued, respected, and empowered to succeed regardless of their gender, nationality, religion, cultural and social background.

1. Be Collaborative

- Work together respectfully and listen to others' ideas.
- Support your peers and celebrate each other's success.
- Work together positively, listen actively, and support one another.
- Contribute to a respectful and inclusive community.

2. **Be Compassionate**

- Treat everyone with kindness, empathy, and understanding.
- Offer help to those in need and treat others as you wish to be treated.
- Respect diverse cultures, perspectives, and ideas.

3. **Be Authentic**

- Be honest, fair, and trustworthy in all your actions.
- Act with integrity and take pride in your unique identity.

4. **Be Responsible**

- Take ownership of your actions, words, and learning.
- Respect school rules, property, and the rights of others.
- Follow school rules and care for the school environment.

5. **Be Resilient**

- Learn from mistakes, strive to improve and keep trying with a positive attitude.
- Face challenges with perseverance and a positive attitude.

6. **Be Enlightened**

- Embrace diversity and learn from different cultures and perspectives.
- Strive to make thoughtful, informed choices that positively impact the community and world around you.

3. Our Core Classroom Behaviour Principles

1. **One Voice:**

- Respect the speaker, whether a teacher or a peer.
- Speak one at a time, ensuring clear and respectful communication.

2. **Best Effort:**

- Strive for excellence in all tasks and demonstrate resilience when facing challenges.
- Approach every activity with enthusiasm and a positive attitude.

3. **Active Listening:**

- Show attentiveness by maintaining eye contact, nodding, and responding thoughtfully.
- Avoid distractions and interruptions, focusing fully on understanding others.

4. Behaviour Management Framework Across Key Stages

4.1 Early Years (Kindergarten and EYFS)

Focus: Building foundational social and emotional skills through positive reinforcement and gentle guidance.

- **Examples of Examples of Behaviors:**
 - Struggling to share or take turns.
 - Minor disruptions like speaking out of turn or not following instructions.
- **Approach:**
 - Use positive language to redirect behaviour.
 - Incorporate play-based restorative activities (e.g., sharing games or group reflections).

4.2 Primary (Years 1–6)

Focus: Encouraging responsibility, teamwork, and respect for classroom rules.

- **Examples of Examples of Behaviors:**
 - Talking during lessons or disrupting peers.
 - Forgetting homework or necessary materials.
- **Approach:**
 - Implement clear classroom rules and expectations (e.g., “One Voice”).
 - Assign simple restorative tasks, like tidying up or completing reflective exercises.

4.3 Lower Secondary (Years 7–9)

Focus: Supporting independence and accountability while navigating adolescence.

- **Examples of Examples of Behaviors:**
 - Repeated lateness or incomplete assignments.
 - Disrespectful interactions with peers or teachers.
- **Approach:**
 - Use behaviour monitoring tools (e.g., reflection logs).
 - Involve **Form Tutors** and parents for consistent support.

4.4. High School (Years 10–13)

Focus: Preparing students for leadership, collaboration, and self-discipline as they transition to adulthood.

- **Examples of Behaviors:**
 - Academic dishonesty or missing deadlines.
 - More serious disruptions or conflicts (e.g., bullying or defiance).
- **Approach:**
 - Formal behaviour contracts and restorative justice programs.
 - Involvement of **Pastoral Heads** and, when necessary, the **Head of School**.

5. Levels of Behaviour and Consequences

Level 1: Minor Infractions

- **Examples of Behaviors:**
 - Occasional lateness or unpreparedness.
 - Minor classroom disruptions (e.g., talking out of turn).
- **Consequences:**
 - Verbal reminders and restorative tasks.
 - Recorded by the teacher in **SchoolBase** for monitoring.
- **Handled by:** Classroom Teacher.

Level 2: Moderate Infractions

- **Examples of Behaviors:**
 - Persistent lateness or unpreparedness.
 - Disrespect towards peers or teachers.
 - Uniform or dress code violations.
- **Consequences:**
 - Written warnings and behaviour reflection tasks.
 - Parental communication initiated by the **Form Tutor**.
- **Handled by:** Classroom Teacher escalating to Form Tutor.

Level 3: Significant Infractions

- **Examples of Behaviors:**
 - Bullying or exclusion of peers.
 - Academic dishonesty (e.g., plagiarism, cheating).
 - Defiance of staff instructions.
- **Consequences:**
 - Behaviour contracts and possible disciplinary isolation for a fixed, agreed period of time
 - Parent meetings with the **Pastoral Head**.
- **Handled by:** Form Tutor escalating to Pastoral Head / Deputy Head of School/ Head of campus.

Level 4: Serious Infractions

- **Examples of Behaviors:**
 - Physical aggression or vandalism.
 - Repeated bullying or harassment (including online).
 - Actions that endanger safety (e.g., tampering with safety equipment).
- **Consequences:**
 - Family conferences and disciplinary isolation for a mandated period of time.
 - Referral to the school counselor for intervention.
- **Handled by:** Pastoral Head / Deputy Head of School/ Head of campus. escalating to Head of School.

Level 5: Severe Infractions

- **Examples of Behaviors:**
 - Possession of illegal substances or weapons.
 - Gross misconduct that directly threatens the safety of school and or its community.
 - Severe harassment or violence.
- **Consequences:**
 - Immediate removal from other students and risk minimisation
 - Parental notification for immediate pick up from school and contract review.
 - Involvement of authorities when necessary.
- **Handled by:** Head of School escalating to Executive Leadership Team.

6. Restorative Practices Across Campuses

Restorative practices are central to our approach, ensuring students:

- Reflect on their behaviour and its impact on others.
- Take meaningful steps to rebuild trust and relationships.
- Learn strategies to make better choices in the future.

7. Shared Responsibility

1. **Teachers:** Serve as role models and ensure consistent application of the guidelines.
2. **Form Tutors:** Monitor and support students' behaviour and well-being.
3. **Pastoral Heads / Deputy Head of School / Head of campus:** Address more significant infractions and implement restorative practices.
4. **Leadership:** Monitor and review cases to ensure equitable and fair application of policy
5. **Executive:** Approve policy and ensure equitable, fair and universal application of policy
6. **Parents:** Collaborate with the school to reinforce positive behaviours at home.

8. Review

These Guidelines will be periodically reviewed.