



The British Embassy School Ankara Behaviour Management Policy

We believe that behaviour management does not exist alone and this policy is supported by both of our PHSE and Citizenship and Anti-bullying policies. It also takes into account the Government Guidelines: Behaviour and Discipline in Schools, January 2016 and our Behaviour Principles Statement.

At BESA corporal punishment is prohibited for all pupils and guidance in behaviour management is given to all members of staff. (*School Standards and Framework Act 1998*)

The named member of staff responsible for whole school behaviour management is Stuart Downing (Assistant Head – Pastoral).

Policy Statement

“...consider how much impact could be made if every member of the school whether child or adult was committed to creating an environment where everyone was regularly listened to and encouraged, where a school made clear its commitment of finding ways to building relationships and giving respect and support to all its members.”

Jenny Mosley

Key Principles

1. Everyone has the right
 - to feel safe, healthy and happy
 - to be treated with respect, dignity and equality
 - to learn or to teach, or to do their job

In BESA, everyone has a responsibility to uphold these rights.

2. Emphasis is placed on looking for opportunities to encourage positive activity by rewarding it. ‘Positive activity’ covers not only quality of work, but also effort, attitude and behaviour. Children who contribute positively to the learning environment are entitled to Golden Time (see below). BESA’s Behaviour Plan has been drafted based on the ethos and practice promoted by various sources including, Jenny Mosley’s publications on behaviour management.
3. Positive behaviour is linked to following the Golden Rules that govern all behaviour. The Golden Rules represent a code of conduct, indicating how to behave for the common good. These Golden Rules (see below) governing how people behave apply as much to adults, including all staff in the school, as to the children themselves. There are additional Playground and Lunchtime Rules that are slight variations on the Golden Rules.

Golden Rules: a whole school approach

Golden Rules

We are gentle	We don't hurt others.
We are kind and helpful	We don't hurt anybody's feelings
We listen	We don't interrupt.
We are honest	We don't cover up the truth.
We work hard	We don't waste our own or others' time.
We look after property	We don't waste or damage things

Playground Golden Rules

We are gentle	We don't hurt others
We are kind and helpful	We don't hurt anybody's feelings
We play well with others	We don't spoil others' games
We care for the playground	We don't damage or spoil anything
We listen	We don't interrupt
We are honest	We don't cover up the truth

Lunchtime Rules

We line up quietly	We walk in the dining hall
We finish what we are eating before we speak	We remember to say 'please' and 'thank you'
We put our rubbish away	We put our hands up to ask to leave the hall
We talk quietly to the people next to us	

Golden Time and Reward Assemblies

Golden Time is a privilege that is available to all children if they adhere to the Golden Rules.

Golden Time is a fixed amount of time in Milepost 1, 2 and 3 of 30 minutes and set aside each week during which children may undertake individual, paired or group activities of their own choosing.

- Activities on offer during Golden Time are negotiable between teachers and children. Children may sign up for their chosen activity prior to Golden Time.
- Unsatisfactory behaviour can lead to a child losing some of his/her Golden Time. Children who have lost Golden Time lose it at the start of Golden Time. They are required to sit and be silent, whilst watching a sand timer 'countdown' their lost time. When they have completed their sanction they join the activity that they signed up for.
- No child forfeits Golden Time without first being warned that he/she is at risk of doing so. Only in exceptional circumstances is Golden Time lost without prior warning. A record is kept, and displayed, of all Golden Time lost by individuals.
- Children who regularly lose Golden Time will have a letter sent home detailing which of the Golden Rules have been broken.
- Lunch time supervisors use a red and green/yellow card system. Each card outlines what the children have done well (green/yellow) or what negative behaviour has happened (red).
- Once a week the school gathers together to celebrate their achievements through the 'Goals & Values Assembly'. The children's achievements are read out by the class teacher and the children are presented with a certificate and head teacher's award (sticker). Lunch time good behaviour is also

highlighted through the use of 'yellow/green cards'. These are given out and placed in a golden box. Three cards during each 'Goals & Values' assembly are pulled from the box and those children choose a prize from the treasure chest.

- In Middle Years assembly students can be put into the 'Star Award' book for behaviour/work etc that is above the expectations. This leads to; 5 times in the book – Bronze Star, 7 times in the book – Silver Star, 10 times in the book – Gold Star. The stars can be worn on their school uniform. The Middle Years also continue with the lunch monitor Green/Yellow cards. Each assembly 3 are selected from a golden box and the selected students choose a prize.
- The daily communication diary in EYFS and the home-school communication book in MP1 is an important tool for sharing both positive and negative behaviour to parents.
- The EYFS have a 'Time Out' scenario in place. Children who misbehave are given a time out, which involves them being away from the other students for a short time. Children with improved or outstanding work are sent to other teachers and/or Deputy Head/Head Teacher to share.
- Unsatisfactory behaviour needs to be talked about and evaluated and not simply punished. Children, who find it difficult to adhere to the Golden Rules, and frequently lose Golden Time, can be given the opportunity to earn back lost time. Such incentives can be negotiated between the child and their teacher.

Circle Time: The Underlying Principles

- Circle Time offers opportunities for positive communal activity.
- Circle Time offers time for discussion and reflection.
- Everyone in the circle is equally important. Circles have no top, no bottom, no head and no tail. Circles do not create superior or inferior places to sit, nor do they signal that some people are 'leaders' and 'important' whilst other people are 'followers' and 'unimportant'. Without each person there, the circle is incomplete – everyone is in a position to make an equally valuable contribution to the success of the circle.
- The teacher is a part of the circle, and not the centre of it. If children are seated then the teacher must use the same chair. If the children are on the carpet then the teacher must sit there also.
- Initial Circle Time sessions can focus on the drawing up of Golden Rules for behaviour both within and outside the circle.
- Circle Time is a time not only for talking, but also for listening and respecting other people's rights to speak up and give opinions.
- Children are as much entitled to influence the agenda for Circle Time as teachers. Properly and consistently applied, the principles of Circle Time make a major contribution towards enhancing each child's self esteem and belief in his/her own worth.

Team Points System

The Team point system exists to promote self discipline in our children and encourage them to be hardworking members of the school. All children are sorted into four teams, Red Lions, Blue Boars, Yellow Tigers and Green Dragons. Every effort is made to include members of the same family in the same team. Team points may be earned for good behaviour and exemplary participation in classroom activities. Team points are displayed in classrooms. Team points are collected every Thursday and announced through the school newsletter and via a prominent display. A team point's award shield is given to the team that earns the most team points in the year. This is announced during the final assembly of the year.

Special achievements are recognised at Thursday Goals & Values Assembly, Tuesday Middle Years Assembly and in the school Newsletter.

Staff are free to supplement these strategies with other forms of incentives and rewards (e.g. praise, stickers, stamps, badges, etc.).

Disciplinary Procedure If Unacceptable Behaviour Occurs

It must also be understood that certain behaviours will be considered unacceptable

- Swearing at pupils or staff
- Physical or emotional bullying (see BESA Anti-bullying Policy)
- Physical violence aimed at another pupil or staff
- Deliberate damage to the property of an individual or the school
- Theft of personal or school property

At BESA we aim to treat all students equally, however, we are aware and take into account Special Educational Needs and Disability of any student on an individual basis when following this policy.

The timescale over which these procedures are enforced may vary;

1. Teacher/adult to request behaviour is changed
2. Teacher/adult to give a verbal warning
3. Child given time out to consider/ cool down
4. Child's teacher, Phase Leader or Assistant Head involved. He/she may choose to inform parents of unacceptable behaviour if it involves bad language or violence towards another pupil or adult
5. Privilege/Golden time withdrawn, child asked to consider the behaviour and make apologies if necessary or positive steps to ensure that it does not happen again.
6. Class teacher to involve the Head teacher/Assistant Head Pastoral
7. Head teacher/Assistant Head Pastoral to involve parents
8. Head teacher will be responsible for taking the matter further and considering temporary or permanent exclusion in consultation with Governors if appropriate (see below).

Exclusions

The decision to exclude a pupil rests with the Head Teacher and should only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Middle Years Reflection Time/Warning System

It is usual that in Middle Years (Secondary School) there are some more robust requirements for behaviour management. In the case of BESA, we fully expect that the Golden Rules will continue to be adhered to. However, in conjunction with this, persistent inappropriate behaviour could lead to a warning being given, a Yellow/Red card or in some circumstances a period of, 'Reflection Time'. Students can receive up to three warnings per term. If they get three warnings then they lose the opportunity to take part in the 'Golden Trip'

at the end of each term. Warnings can be given for situations where serious consequences are required. A full list of reasons can be found in Appendix 1. The Yellow and Red cards are used for general classroom behaviour. A Yellow card can be given for a variety of reasons (see appendix 1) and a Red card is given if there is a repeat of this within the same lesson. Cards are not carried over between lessons and yellow cards can be rescinded with improved behaviour. If a Red card is given to a student then a “Reflection Time” will be given. Parents will be informed by email that a Reflection Time has been given and for what reason. Reflection Times are for 60 minutes on a Friday afternoon.

A Red Card can also be given by lunch monitors for breaking the Golden Rules during the lunch hour.

If high level misbehaviour occurs, where the Golden Rule sanctions, are deemed inappropriate – then the following will happen:

1 – An e-mail or letter will be sent to parents from the Phase Leader, outlining the behaviour issues and showing how these break the Golden Rules/expectations. The student will be given a 60 minute, ‘Reflection Time’, on a Friday at the end of the week, between 4pm and 5pm. If a Red card is given after Wednesday, the Reflection Time is given for the following Friday.

2 – If the same behaviour continues after the, ‘Reflection Time’. The Head teacher/Assistant Head Pastoral will be informed and the parents will be asked to meet with the class teacher, phase leader and head teacher to discuss the continued behaviour issues. A program will then be put in place in order to improve the behaviour of the student.

Golden Trip

The Middle Years Golden Trips are a reward for the students who have none or less than three warnings during the term. The trip involves activities such as bowling, park activities, cinema etc. Students who have been excluded for any reason are also automatically unable to take part in the trip. All students who are excluded from the Golden trip will remain in school and will be expected to complete work that has been prepared for them.

Middle Years – Homework

The expectation for Middle Years is that all students should complete and hand in homework on time (as requested by the subject teacher). If homework is missed twice in a period of a half term for the same subject an automatic “Reflection Time” will be given. Persistent issues with homework will lead to parents being informed and meetings arranged to put in place a support for the student.

Leadership and Management Roles

All school staff are responsible for supporting the development of good behaviour at BESA. The Head and SLT should aim to:

- Ensure that teachers are familiar with this policy and implementation
- To reinforce the Golden Rules and good behaviour
- To prepare, organise and lead training
- To work cooperatively with lunchtime supervisors, Teaching Assistants in providing advice and support

- Observe behaviour of all the children in the school
- Identify any lapses in children’s behaviour and bring it to the attention of the staff
- Records of unacceptable behaviour are kept centrally by the Assistant Head Teacher.
- Make sure that support systems are in place with the emphasis on the use of the School Counsellor.
- Make sure that, where appropriate that we liaise effectively with parents and any outside agencies.
- Ensure that all students transition into the school and between year groups effectively.
- Monitor the transition away from the school for students leaving through a questionnaire.
- Ensure that any student that makes malicious accusations against staff members is appropriately dealt with using the school’s robust policies, Managing Allegations against Staff & Volunteers Policy.

Written by Dawn Akyurek/SLT

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Appendix 1

List the behaviour that would lead to yellow/red cards in the classroom and that would receive a warning. (Middle Years)

Classroom Disruption - Yellow/Red	Linked to Golden Day - Warnings
Talking when adult and/or other students are talking. Talking over or interrupting when a member of staff or a student is talking.	Physical hitting of another person. (reflection time and no Golden Day) Judgement by Middle Years Leader with staff discussion.
Walking/wandering around the classroom without any reason other than to annoy, disrupt or to talk to other students.	Verbally insulting a student/staff member. (reflection time and no Golden Day) Judgement by Middle Years Leader with staff discussion.
Talking/shouting across the classroom.	Wilful damage, disfigurement or vandalism to property. Property defined as anything owned by a person or by BESA. This includes damage to school resources and the building, also property owned by the students. (reflection time and no Golden Day) Judgement by Middle Years Leader with staff discussion.
Throwing stationery items across the classroom	Not respecting the views of others without ridicule. Outside the classroom (reflection time and/or Golden Day warning) Judgement by Middle Years Leader with staff discussion.
IPads not placed back in the cupboard. Either left out in the classroom at the end of the day or at the end of a lesson.	Socially offensive language used inappropriately. (reflection time and/or Golden Day warning) Judgement by Middle Years Leader with staff discussion.
Students not being prepared for the lesson. Stationery items not ready and books not in place causing disruption to the start of a lesson.	Lying, false statements, untruthfulness to the detriment of others. This includes `gossip`, true or untrue. (reflection time and/or Golden Day warning) Judgement by Middle Years Leader with staff discussion.

When a teacher walks into the class students should be sitting down prepared for the lesson. <u>Or</u> students are preparing their books and stationery in readiness for the lesson. During teacher change over. This refers to at times when there is no staff member in the class e.g after break, beginning of the day and after lunch.	Red card given to Middle Years students at lunchtime would lead to a reflection time.
Being late for a lesson.	Bullying/cyber bullying is not acceptable in any circumstance. Other procedures apply. (reflection time and/or Golden Day warning) Judgement by Middle Years Leader with staff discussion.
Impoliteness. (We can define further what it means to be polite). Basic manners.	
No games on iPads or Chrome books.	
Repeatedly not following instructions.	
Not respecting the views of others without ridicule.	

