



The British Embassy School Ankara Behaviour Management Policy

Revised November 2021 by S. Downing and S. Akbar

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Introduction

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

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 behaviour management at BESA are:

Stuart Downing (Assistant Head – Primary)

Shakila Akbar (Assistant Head – Middle Years)

Key Principles (based on BESA BoG statement)

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. Primary children who contribute positively to the learning environment are entitled to Golden Time (see below) and Middle Years children to Golden Days at the end of each term.
3. Positive behaviour is linked to the following 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 have slight variations.
4. Parents are informed about Behaviour Management through the Class Information Evening held at the beginning of the academic year. The Behaviour Management policy is also available on the school website.

Golden Rules: a whole school approach

Golden Rules

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property

We don't hurt others.

We don't hurt anybody's feelings

We don't interrupt.

We don't cover up the truth.

We don't waste our own or others' time.

We don't waste or damage things

Playground Golden Rules

We are gentle

We are kind and helpful

We play well with others

We care for the playground

We listen

We are honest

We don't hurt others

We don't hurt anybody's feelings

We don't spoil others' games

We don't damage or spoil anything

We don't interrupt

We don't cover up the truth

Lunchtime Rules

We line up quietly

We finish what we are eating before we speak

We put our rubbish away

We talk quietly to the people next to us

We walk in the dining hall

We remember to say 'please' and 'thank you'

We put our hands up to ask to leave the hall

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 beginning of the session. They are required to sit and be silent, whilst watching a sand timer 'countdown' their lost time or alternative form of time keeping. 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. This can be by using a cloud image in the younger classes.
- Children who regularly lose Golden Time will have a letter/email sent home detailing which of the Golden Rules have been broken.

- Lunchtime supervisors use a red and golden card system. Each card outlines what the children have done well (gold) or what negative behaviour has happened (red).
- Once a week the Primary school gathers together to celebrate their achievements through the 'Goals & Values Assembly'. The children's achievements are read out by the Head Teacher and the children are presented with a certificate by the Headteacher. Lunch time good behaviour is also highlighted through the use of 'golden 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 (Or alternative box).
- In Middle Years, students are given a 'Star Award' for exceptional positive behaviour or work. This is recorded on the school management system and announced in the weekly assembly and mentioned in the weekly school newsletter. The star awards lead to a range of star badges (see diagram below) The stars can be worn on their school uniform. The Middle Years also continue with the lunch monitor Gold cards.



- 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 Assistant Head/Deputy Head/Head Teacher to share.
- In Primary, unsatisfactory behaviour needs to be discussed with children 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.

PSHE and Behaviour Management

BESA has a robust PSHE curriculum that incorporates the idea of positive behaviour. In EYFS and Primary the Jigsaw scheme used highlights behaviours throughout the topics covered.

In the Middle Years EC Publishing resources are used which are closely aligned with the PSHE Association framework. Personal development plays an important role in developing individual characters socially, emotionally, culturally, physically and spiritually. Which is why we believe a pastoral curriculum which sits side by side with the academic curriculum is vital in developing the whole child and valuing every child as an individual. Thereby helping the children to become independent, responsible and confident life-long learners.

Staff are encouraged to use Circle Time as a way to build positive, open and honest relationships. allowing staff and students to broach complex topic areas in a safe, secure and welcoming environment.

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. In the Middle Years students are awarded a Team Point for each Star Award

they receive. 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 Friday Goals & Values Assembly, Wednesday 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

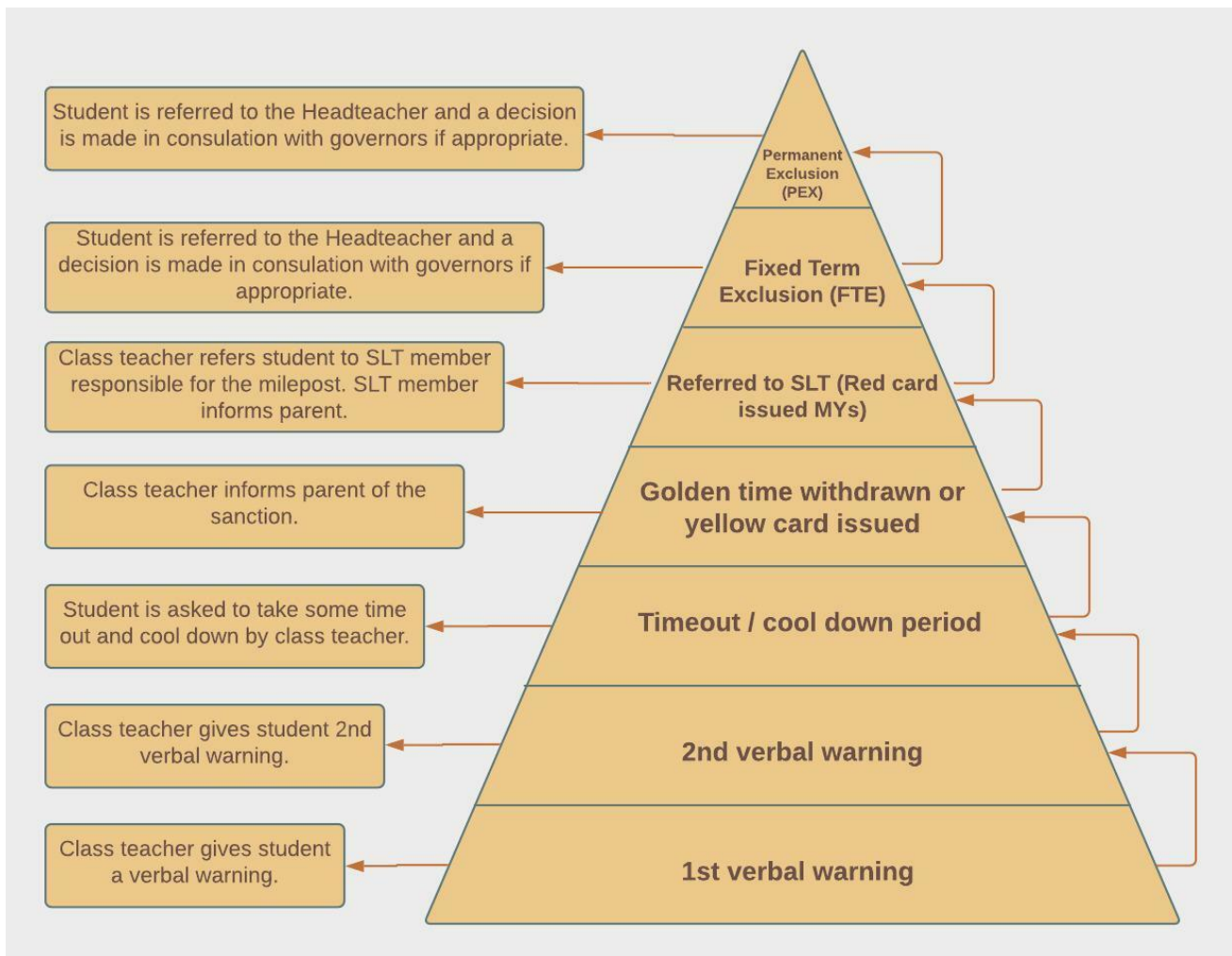
It must also be understood that certain behaviours will be considered unacceptable

- Swearing at pupils or staff
- Physical or emotional bullying (see BESA Anti-bullying Policy) either in school or online
- 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
- Racist/Homophobic discriminatory behaviour or language
- Any other form of discriminatory* behaviour or language

* in line with the Equality Act 2010

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;



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.

Use of Reasonable Force

At times, there may be a need to use reasonable force as part of dealing with a behavioural issue. Reasonable force can be defined as;

“the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils” and “Reasonable in the circumstances’ means using no more force than is needed”. (Please refer to Appendix 3 for reasons for using reasonable force)

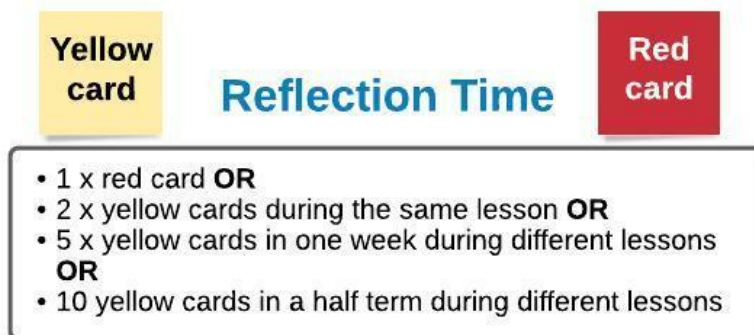
(DfE: Use of Reasonable Force - July 2013)

Training will be given, where appropriate, to staff in the use of reasonable force. This will be conducted by a qualified provider.

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'

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. Reflection time is given for a number of yellow/red cards issued (see diagram below) 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 and led by members of the SLT.



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 Assistant Head, 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 Thursday, the Reflection Time is given for the following Friday.

2 – If the same behaviour continues after the, 'Reflection Time'. The Head teacher/Assistant Head will be informed and the parents will be asked to meet with the class teacher and Assistant 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 Reflections 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 – Home learning

The expectation for Middle Years is that all students should complete and hand in homework on time (as requested by the subject teacher). When home learning work is missed the third time students are issued a lunchtime reflection the following day. Persistent issues with home learning will lead to parents being informed and meetings arranged to put in place a support for the student. The current Middle Years home learning timetable can be found below:

Middle Years Home Learning Timetable								
	Subject	Return (day)	Subject	Return (day)	Subject	Return (day)	Subject	Return (day)
	Year 6		Year 7		Year 8		Year 9	
Monday	Maths	Wednesday	Maths	Wednesday	Maths	Wednesday	Maths	Wednesday
	English	Wednesday	Art/DT	Following Monday	English	Wednesday	English	Wednesday
Tuesday	Science	Thursday	Science	Thursday	Music	Monday *	Music	Following Tuesday
	Languages	Following Tuesday	English	Thursday	Art/DT	Monday *	Art/DT	Following Tuesday
			Music	Following Tuesday				
Wednesday	Music	Friday *	Languages	Following Wednesday	Science	Friday	Science	Friday
	Art/DT	Following Wednesday	Humanities	Friday *	English	Friday	Languages	Following Wednesday
					Languages	Following Wednesday		
Thursday	English	Monday	Maths	Monday	Maths	Monday	Maths	Monday
	Maths	Monday	English	Monday	ICT	Following Thursday	ICT	Following Thursday
	ICT	Following Thursday						
Friday	Science	Tuesday	Science	Tuesday	Science	Tuesday	Science	Tuesday
	Humanities	Following Friday	ICT	Following Friday	Humanities	Thursday *	English	Monday
							Humanities	Following Friday

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.
- An exclusion record and record of discriminatory incidents is kept by the Headteacher.
- Make sure that support systems are in place including the use of external services if required.
- Make sure that, where appropriate, we liaise effectively with parents and any external services.
- Ensure that all students transition into the school and between year groups effectively.
- 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.

Revised October 2021 by Stuart Downing

Revised November 2021 by Shakila Akbar

Review Date: September 2022

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	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. Not looking after school property.	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. Loudness and misbehaviour during teacher change over which refers to times when there is no staff member in the class e.g after break, beginning of the day and after lunch, students should be lined up outside of the classroom.	Red card given to Middle Years students at lunchtime would lead to a reflection time.
Being late for a lesson or to school	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.
Politeness, respect and basic manners.	
No games on iPads or Chrome books.	
Repeatedly not following instructions.	
Respecting the views of others without ridicule.	
Incorrect uniform	

Appendix 2 – Behaviour Reporting Form

Behaviour Reporting Form

Name(s) of student(s) involved and Year Groups: _____

Reporting Staff Member _____

Date and Location of Incident: _____

Details of the incident:

Reported to Line Manager/Assistant Head/Head Teacher: YES NO

Actions Taken (In line with Behaviour Management Policy):

Parents Informed: YES NO
Details (By email/Telephone/Face to Face Meeting):

Monitoring Procedures Put in Place:

Signed (Reporting Staff Member): _____

Signed (Line Manager/Assistant Head Pastoral or Headteacher): _____

Appendix 3

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

(DfE: Use of Reasonable Force - July 2013)