



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 PHSCE and Citizenship and Anti-bullying policies. It also takes into account the Government Guidelines: Behaviour and Discipline in Schools, January 2016.

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 work hard
We look after property

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 walk in the dining hall
We remember to say 'please' and 'thank you'
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 card system. Each card outlines what the children have done well (green) or what negative behaviour has happened (red).
- Once a week the school gathers together to celebrate their achievements through the 'Good Book Assembly'. The children's achievements are read out and they choose a head teachers award. Lunch time good behaviour is also highlighted through the use of 'doubloons'. These are given out and placed in a golden box. Three doubloons during each good book assembly are pulled from the box and those children choose a prize from the treasure chest.
- 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 Good Book Assembly, Friday MP4 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.

MP4 Reflection Time/Warning System

It is usual that at MP4 (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 or the breaking of the Code of Conduct, could lead to a warning being given or in some circumstances a period of, 'Reflection Time'. Students can receive up to three warnings per half term. If they get three warnings then they lose the opportunity to take part in the 'Golden Trip' at the end of each half term. Warnings can be rescinded for a period of improved behaviour based on the reason why the warning was given in the first place.

All students in MP4 will be expected to sign the code of conduct. 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 teacher or Phase Leader, outlining the behaviour issues and showing how these break the Code of Conduct or Golden Rules. The student will be given a 20 minute, 'Reflection Time', on the following Monday (During lunch time – Please note – the students will still be given time to eat).

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 MP4 Golden Trip is a reward for the students who have none or less than three warnings during the half term. The trip involves activities such as bowling, park activities, cinema etc. Students who have been excluded for any reason or have received a reflection time are also 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.

MP4 – Homework

The Code of Conduct for MP4 states clearly the requirement to complete and hand in homework on time (as requested by the class teacher). As a result, if the student does not complete or hand in a piece of homework they will be given a warning. Persistent problems with homework could lead to a reflection time and/or meetings arranged with the parents to try and solve the issues.

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

Revised Jan 2011

Revised March 2013 by Stuart Downing and Emma Lindsay

Review Date: March 2014

Revised September 2015 by Stuart Downing

Review Date: September 2016

Revised June 2016 by Stuart Downing

Revised September 2016 by Stuart Downing

Review Date: September 2017