

# How we promote positive behaviour at BESA and deal with situations when things go wrong

Behaviour Management at BESA



GOLDEN RULES

SAFE

PERSONAL GOALS

CIRCLE TIME

TELLING SCHOOL

DIALOGUE

SANCTIONS

PSHE



REFLECTION

BULLYING

KINDNESS WEEK

REWARDS

POSITVENESS

FRIENDSHIP WEEK

ETHOS

# POSITIVE BEHAVIOUR



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. 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.



# POSITIVE BEHAVIOUR

## Golden Rules: a whole school approach

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
<b>Playground Golden Rules</b>	
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
<b>Lunchtime Rules</b>	
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	

# CIRCLE TIME



## 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.

# CIRCLE TIME



“....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

# REWARDS & SANCTIONS (EYFS)



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.

# REWARDS & SANCTIONS (PRIMARY)



GOLDEN TIME

GLOBAL GOALS CERTIFICATES

YELLOW/GREEN LUNCH TIME TICKETS

TEAM POINTS

LOSS OF GOLDEN TIME

CLOUD SYSTEM

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.

# REWARDS & SANCTIONS

## MIDDLE YEARS



STAR AWARD  
YELLOW/GREEN LUNCH TICKETS  
GOLDEN TRIP

REFLECTION TIME  
YELLOW/RED CARDS  
WARNINGS

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.

# DISCIPLINARY PROCEDURES (GENERAL)



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

Swearing at pupils or staff

Physical or emotional bullying

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.

# DISCIPLINARY PROCEDURES (GENERAL)



Teacher/adult to request behaviour is changed

Teacher/adult to give a verbal warning

Child given time out to consider/ cool down

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

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

Class teacher to involve the Head teacher/Assistant Head Pastoral

Head teacher/Assistant Head Pastoral to involve parents

Head teacher will be responsible for taking the matter further and considering temporary or permanent exclusion in consultation with Governors if appropriate

# DICIPLINARY PROCEDURES (MIDDLE YEARS)



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.

The Yellow and Red cards are used for general classroom behaviour. A Yellow card can be given for a variety of reasons 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.

# DICIPLINARY PROCEDURES (MIDDLE YEARS)



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.

# 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



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.	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.
Politeness. (We can define further what it means to be polite). Basic manners.	
No games on IPads or Chrome books.	
Repeatedly not following instructions.	
Respecting the views of others without ridicule.	



# BULLYING

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (Taken from DfE: Preventing and Tackling Bullying- July 2017)

# WHAT IS BULLYING?



Any deliberate behaviour which makes a child feel threatened, hurt, frightened or isolated

Bullying is serious and can cause physical or emotional damage and has long term consequences for those who are a victim of such behaviour

It can be physical-hitting, punching, kicking and fighting

It can be emotional- name-calling, teasing, ostracising, using put-downs, making threats, spreading rumours, humiliating, intimidating

It can be Cyber in nature: All areas of the internet ,such as; email, group chats, social media & internet chat room misuse, mobile threats by text messaging & calls and misuse of associated technology , i.e. camera & video facilities

It can be sexual/sexist, homophobic and refer to disabilities

It is repeated over time – Several Times On Purpose - STOP

It can involve taking or damaging another person's property

It is unfair.

# PSHE & SPECIAL WEEKS



Every class has timetabled PSHE sessions. This will be used to cover the PSHE objectives and for Circle Time.

If an issue occurs teachers will give over more time to conduct extra Circle-Time to allow for a resolution to take place.

PSHE is continuous. Circle Time is continuous. Discussions and dialogue for resolving issues is continuous.

All of this helps is making OUR students feel SAFE.

We have two special weeks that further give emphasis to the ideas of solving issues together and getting along with each other – FRIENDSHIP WEEK and KINDNESS WEEK.

Whole school activities to highlight this important area. Helps to further build on the ETHOS of the school.

# QUESTIONS

