

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

Behaviour Management at BESA



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Every student understands they have the right to feel safe, valued, cared for and respected, and learn free from the disruption of others.

(Part of BESA's Behaviour Principles Statement)

GOLDEN RULES

SAFE

PERSONAL GOALS

CIRCLE TIME

DIALOGUE

TELLING SCHOOL

ETHOS

SANCTIONS

PSHE

BULLYING

REFLECTION

FRIENDSHIP WEEK

KINDNESS WEEK

REWARDS

POSITIVENESS



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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/Day. 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.



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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 |

| 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 | |



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



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CIRCLE TIME

Circle Time: The Underlying Principles

- Circle Time offers time for discussion and reflection in a positive and safe environment.
- 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.



REWARDS & SANCTIONS (EYFS)

- The weekly individual sheet is an important tool for sharing both positive and negative behaviour to parents.
- The EYFS have a 'Timeout' 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.



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REWARDS & SANCTIONS (PRIMARY)

GOLDEN TIME

GOALS AND VALUES CERTIFICATES

YELLOW/GREEN LUNCH TIME TICKETS

TEAM POINTS/STICKERS

LOSS OF GOLDEN TIME

CLOUD SYSTEM

EMAIL/PHONE CALL

- 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.



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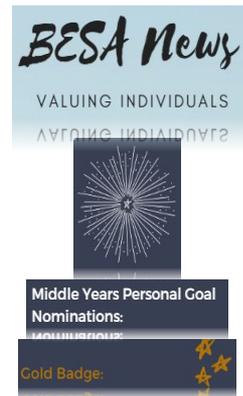
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REWARDS & SANCTIONS - MIDDLE YEARS

Focus is on a more positive behaviour management policy.

- Star award ⇒ star badges
- Personal Goals Certificate ⇒ one nominee per week per class
- Golden rules green lunch ticket ⇒ golden reward
- Golden Day
- Verbal warning/quiet conversation
- Yellow card
- Red card ⇒ Reflection time



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.



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DISCIPLINARY PROCEDURES (GENERAL)

1st verbal warning

Teacher speaks to the student about their behaviour and gives them a verbal warning.

2nd verbal warning

Teacher speaks to the student again about their behaviour and explains that if they continue misbehaving they will be placed in timeout or given a cool down period.

Timeout / cool down period

If student continues to misbehave ⇒ They are given timeout or a cool down period. This is to allow them to calm down and reflect on their behaviour choices.

Golden time withdrawn / yellow card issued

If the misbehaving persists ⇒ golden time is withdrawn or yellow card issued (depending on phase). Numerous yellow cards and parents are informed (Middle Years)

Referred to SLT / Red card

For continuous persistent misbehaving or one off serious incidents. The student is referred to SLT or issued a red card and after school reflections. Parents informed (consequence dependent on phase)

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



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DISCIPLINARY PROCEDURES (MIDDLE YEARS)

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

- A Phone call made to parents to inform them of the incident.
- A follow up email sent detailing consequence of actions - usually a red card and reflection time.
- Reflection time is held on a Friday from 4-5pm and supervised by a member of the senior leadership team.
- For persistent red cards, the Assistant Headteacher will meet with parents to discuss the continued behaviour issues. An intervention program will then be put in place in order to support the improvement of the behaviour choices made by 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.



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.

DfE: Preventing and Tackling Bullying-July 2017)



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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, fighting OR 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 (discriminatory behaviours)
- 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/DAYS

- Every class has timetabled PSHE sessions. This will be used to cover the PSHE objectives and for Circle Time. This is through the JIGSAW scheme in Primary and EC Publishing resources the in Middle Years. Both are closely aligned with the PSHE Association framework.
- 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 in 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.
- In addition to the special weeks, we have special days to celebrate our common differences through International day, British Values, RSE etc. These whole school activities highlight this important area and helps to further build on the ETHOS of the school.



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QUESTIONS



Promoting British Values at BESA

The British Embassy School Ankara promotes the fundamental British Values and their place within our own core values.

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| <p>Democracy</p> <p>Equality and freedom is at the centre of who we are. Everybody has a voice and is involved with decision making.</p> <p>We can learn more about Democracy through these events and initiatives:</p> <ul style="list-style-type: none"> • Head Boy and Head Girl selection process • School Council elections and meetings • Junior Model United Nations lessons, debates and school trips • Sport Team Captain selection process • Talent Show auditions • Governor Elections | <p>Mutual Respect</p> <p>Mutual respect and tolerance requires everybody to work together to create a strong community ethos. We raise understanding and confront prejudice with regard to gender, race, disability, faith or personal circumstance.</p> <p>We can learn more about Mutual Respect through these events and initiatives:</p> <ul style="list-style-type: none"> • Art/Dance/Music/Drama/Sport & Language opportunities • Clubs and extra-curricular events • Circle Time • Disputations • School Councillor |
| <p>Individual Liberty</p> <p>The right to act, believe and express yourself however you wish. Free from bullying, harassment, discrimination or coercion.</p> <p>We can learn more about Individual Liberty through these events and initiatives:</p> <ul style="list-style-type: none"> • International Mindfulness in the IPC & IMYC • Friendship Week • School Council • International Day celebrations • Art/Dance/Music & Sport – World cultural experiences | <p>Rule of Law</p> <p>We are all accountable to the law and must take responsibility for ensuring that it is enforced and applied in a fair manner.</p> <p>We can learn more about the Rule of Law through these events and initiatives:</p> <ul style="list-style-type: none"> • Safeguarding • E-Safety Week • Understanding the Class and School Rules • Spring Up and new student induction • Rewards and Sanctions • Staff Code of Conduct • Junior Model United Nations |



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