



## **Primary Behaviour Policy**

**'Behaviour'**  
**is the way we act and respond to people**  
**and to situations we find ourselves in.**

### **Aims**

- To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self discipline and encourage in children a respect for themselves, for other people and for property.
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

### **Code of Conduct**

- All members of the school community are asked to respect each other
- All children are expected to respect their teachers, other adults and fellow pupils
- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are asked to be well-behaved, well-mannered and attentive
- Children should walk (not run) when moving around school
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter and help to resolve it
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion
- Abusive language will not be tolerated on school premises
- Children are expected to be punctual
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem
- Children should wear full school uniform including black shoes. Jewellery should not be worn other than discreet earrings in pierced ears. Jewellery worn for religious reasons will be accepted, with a written request from parents.

In PE activities children must have a change of clothing, otherwise participation will not be allowed. PE uniform must be worn with appropriate sports footwear. All earrings should be removed unless they are studs and long hair must be tied back.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

### **Incentive Scheme**

A major aim of the school policy is to encourage children to practice good behavior by operating a system of praise and reward. This is for all children. The Primary Department incentive scheme is based on merit awards. SMILE POINTS are given as rewards for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

The Reward systems works as follows:

- 1 Smile point for achievement as above
- 5 smile points = 1 smile stamp
- 10 smile stamps = Bronze Certificate
- 25 smile stamps = Silver Certificate
- 50 smile stamps = Gold Certificate

These rewards are for personal gain and pride, however in order to instil team-spirit and working towards a joint goal, alongside the smile stamps, children receive a class item (eg. marble, pasta piece) which goes to fill a class pot. Once this is full, the children receive a class treat such as golden time, party, dvd, extra sport session

Upon entry to BSG, each child is allocated into a HOUSE team made up of children and staff from Year1 to A level.

Each Smile stamp earned is also converted into a House Point.

House points are collated and combined with House points earned for various events in school. The winning House at the end of the year will receive a House treat such as a day out at the Waterpark.

Individual WELL DONE certificates celebrating achievements will be awarded to a member of each class on a weekly basis during whole school assembly. RESPECT awards are also presented weekly.

Incentive stickers are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible. Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and where necessary, their behaviour.

### **Sanctions**

Sadly, there will be times when children are badly behaved. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. These boundaries are firmly and clearly outlined below.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments. Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home, letters of apology and loss of responsibility.

Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is generally rare and it is the responsibility of the Class Teacher to report the behaviour to the Head of Primary or the Principal of the school. The behaviour will then be assessed and an action in relationship to the behaviour agreed upon.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage with each stage being recorded.

In order for children and parents to understand our Behavioural expectations, at the start of each year or upon arrival at the school, the teacher will go through 'My behaviour and what will happen procedure chart' **Appendix 1**. Children will sign the chart to say they agree and understand the procedure and a copy will be sent home for parents to keep.

### **Procedures for Dealing with Major Breaches of Discipline**

**The following is a list of sanctions which may apply, depending on the severity and nature of misbehavior.**

- A verbal warning by the Head of Primary and a brief record of the incident recorded in 'The Yellow Book' Discussion with the child regarding consequences of the action and ways in which to modify their behavior takes place.  
If the incident is repeated and recorded twice, parents shall be contacted.
- Withdrawal from the classroom for the rest of the day
- A letter and / or phone call to parents informing them of the problem
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- A Behaviour Improvement Plan (BIP) to be formulated in consultation with parents, class teacher and child

If the problem is severe or recurring then exclusion procedures are implemented in consultation with the parents, this is an extreme circumstance and procedure will be in line with the **Suspension and Exclusion Policy**

**NB** A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away, at the discretion of the Principal of the School.

### **Lunchtime Supervision**

At lunchtime, supervision is carried out by 2 staff members. They can refer to the Head of Primary in the first instance and then to the Principal if necessary. Staff are expected to ensure that all children are behaving appropriately. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to complete a task. This usually takes the heat out of the situation. Staff keep note of children who continually misbehave.

Persistent or serious mis-behaviour at lunchtime is brought to the attention of the Head of Primary

and then the Principal. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the lunchtime premises for a fixed time. This will be followed, by a further course of action if deemed necessary by the Principal of the school. Positive behavior will be rewarded through the school merit system.

## **Parents**

Parents can help by:

- ✓ recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- ✓ discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- ✓ attending Parents' Evenings, parents' functions and by developing informal contacts with school
- ✓ knowing that learning and teaching cannot take place without good behavior being in place
- ✓ remembering that staff deal with behaviour problems patiently and positively

## **Care and Control of Children**

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child. However, if a child is presenting staff with challenging behaviour then a range of de-escalation techniques will be used.

These techniques consist of the following:

Verbal advice and support

Calm talking

Distraction

Step away

Negotiation

Physical intervention (not positive handling) i.e. presenting a physical barrier

Humour

Reassurance

Options offered

Support systems

Non-threatening body language

Instruction

Warning

If at any time there is the possibility of injury to the pupil, other pupils, staff, damage to property or good order compromised, then positive handling could be used, whenever possible by trained staff. If there is a need for sanctions these shall be applied as per the Behaviour Management Flowchart which all children and parents are aware of.

## **Incident File**

The Principal shall keep an incident file

This is used to record:

- Any incidents involving a child, or anyone employed in school which results in serious personal injury or damage to property, loss, theft, or damage to property
- Use of Positive handling techniques
- Any other incidents or matters of a serious nature

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc). Incident forms should be used, recording all details, and are available from Head of Primary or the Principal

## **Challenging Behaviour**

Challenging behaviour can take the form of:

Verbal abuse  
Physical abuse  
Assault  
Defiant refusal  
Absconding

**When any of the above arise the sanctions discussed need to be adopted**

## **Intervention**

If a child violently attacks another child or adult and does not respond to requests to stop or calm down, then positive handling could be used. The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents. If this is not possible, then the other children present should be moved to another area. An incident form should be filled in and the situation discussed with the Head of Primary and the Principal of the school.

The Head of Primary will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

## **Behaviour Improvement Plan**

At the British School of Geneva, most of the children are well behaved. There may be, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions we use a Behaviour Improvement Plan to change an individual child's behaviour. These are used by all staff as required.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

- ✓ Change in classroom organisation
- ✓ Using different resources
- ✓ Rewards of stars/smiley faces on work, on charts and in special books
- ✓ Use of certificates, special stickers for such things as listening, being kind, helpful etc
- ✓ Sharing good behaviour with other children/other classes
- ✓ Showing assembly
- ✓ Involving parents at an early stage to make an action plan together. By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

Awareness for Specific Needs of individuals should always be considered and the above adapted accordingly.

Amended May 2015

J Smith

Primary Coordinator

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