Positive Behaviour Policy

Policy Title	**Whole School Positive Behaviour Policy**										
Policy Owner	Heads of School										
Approval Body	Works Council / **Management Board** / Supervisory Board										
Date Reviewed & Approved	December 2024										
Policy review date	December 2026										
Statutory policy	**Yes**	No	On website	**Yes**	No	On parent portal	**Yes**	No	On staff portal	**Yes**	No

Contents

1. Aims 3
2. Legislation and guidance 3
3. Definitions and scope 3
    3.1 Roles and responsibilities 4
4. Visible consistencies 5
5. Positive behaviour system 5
    5.1 Praise and rewards 5
    5.2 Consequences 6
6. Record Keeping 6
7. Monitoring arrangements 6
APPENDIX 1 - Early Years School 7
    Visible Consistencies 7
    Visible consistencies for the Early Years School at The BSA 7
    Praise and rewards 8
    Consequences 8
APPENDIX 2 - Junior School 11
    Visible Consistencies 11
    Visible consistencies for the Junior School at The BSA 11
    Behaviour that contributes to pupil wellbeing and to a positive school community 13
    Behaviour that does not meet expectations 13
APPENDIX 3 - Senior School 15
    Visible Consistencies 15
    Visible consistencies for the Senior School at The BSA 15
    Praise and Rewards for behaviour that contributes to a positive school community 17
    Consequences for behaviour that does not meet expectations 17

1. Aims

The safety, happiness and wellbeing of every pupil is at the heart of everything we do. We are committed to the development of every pupil as a caring and responsible member of our school community. We recognise the importance of a positive, consistent approach to behaviour in school and we understand that when children feel happy, safe, listened to and respected, they make excellent progress with their learning. All staff have a responsibility to support, model and teach positive behaviour to all pupils.

The Positive Behaviour policy aims:

- To build a happy community which is safe, calm and caring, where effective learning can take place
- To create a culture where exceptionally high standards of behaviour for learning and for life are recognised and celebrated
- To ensure consistency, fairness and clear expectations towards behaviour choices
- To have consistent expectations and guidance for adults/pupils about routines and procedures regarding behaviour
- To equip pupils with the skills and strategies to take responsibility for their behaviour choices
- To ensure rules are kept to a minimum and are shared, understood and valued by all
- To ensure that consequences reflect the behaviour choice of a pupil and are used restoratively
- To ensure that staff, non-teaching staff, parents and pupils know the school's behaviour expectations
- To ensure the inclusion of all pupils, making sure that staff are sensitive to reasonable adjustments needed for individual pupils

This policy is guided by these aims. This policy recognises the need to balance consistency with flexibility. The BSA ensures that any responses to behaviour also take account of individual pupil needs, including those with SEND or other vulnerabilities, in line with the Equality Act 2010 and statutory guidance. Where children have SEND or other diagnoses, there may be situations or circumstances where the consequences, rewards and sanctions may need to be reasonably adjusted to suit the child's needs.

2. Legislation and guidance

As an accredited British School Overseas, this document meets the requirements set out by the Standards for British Schools Overseas, to **promote positive behaviour and relationships**. This policy should be read in conjunction with the following related policies; Acceptable Use of ICT policy, Safeguarding and Child Protection policy, Anti-Bullying policy, Drugs and Alcohol policy and Exclusion policy.

The British School of Amsterdam behaviour and anti-bullying policies have been developed by the Senior Leadership Team (SLT). Policies reflect current best practice. At the time of writing, policies aligned with the following:
• Standards for British Schools Overseas (DfE)
• COBIS Accreditation and Compliance
Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

3. Definitions and scope

This policy applies to all pupils attending The BSA. This policy applies when the pupil is in school but also when the pupil is taking part in any school organised or school related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school, for example online. Positive behaviour reflects the values of The BSA in its role as a community which nurtures, inspires and empowers everyone to be the very best they can be. It is established through creating an environment where positive behaviour is taught, lived and celebrated. Positive behaviour is taught to all pupils, so that they clearly understand what behaviour is expected and encouraged. This requires positive reinforcement when expectations are met, while consequences are clear should expectations not be met. Positive reinforcement and clear consequences are both important and necessary to support our whole school culture of consistently high expectations for behaviour.

In implementing this policy, the school acknowledges the need for:
● Consistent language and responses

● Consistent follow-up
● Consistent positive reinforcement
● Consistent expectations
● Consistent consequences
● Consistent respect from adults
● Consistent models of emotional control from adults
● Consistently reinforced routines for behaviour in class and around the school

3.1 Roles and responsibilities

In order to achieve our aims, we recognise that everyone within The BSA community will need to work together.

The **Management Board** (Bursar and Principal) will:

- approve the Whole School Positive Behaviour policy
- support the Heads of School, who have the day to day authority to implement the policy
- support staff in implementing the policy
- monitor and evaluate the effective of the policy in fulfilling its aims

The **Heads of School** will:

- implement and promote the positive behaviour policy consistently throughout the school
- ensure the health, safety and wellbeing of all pupils in the school
- be a visible presence across the school and especially at transition times
- share good practice and facilitate behaviour training
- support staff in engaging pupils with more complex behaviours
- use behaviour data to target and assess school wide policy and practice
- review provision for pupils who fall beyond the range of written policies, including monitoring individual pupil behaviour
- liaise with parents to offer support, signposting and guidance on behaviour
- keep records of all reported serious incidents of inappropriate/unsafe behaviour (CPOMs)
- implement the exclusions policy for individual pupils for serious acts of inappropriate behaviour
- liaise with the Principal regarding the permanent exclusion of a pupil

Teachers will:

- teach pupils the rules, routines and commitment to high expectations at the start of each year
- actively teach pupils to behave; through the PSHE curriculum, assemblies, whole class/group/individual discussions and modelling of positive behaviour
- know the pupils as individuals, thereby ensuring all pupils are noticed and supported positively
- arrive in class on time, welcoming and well-prepared
- plan and deliver engaging activities appropriate to their class
- support positive learning behaviours
- use praise to reinforce positive expectations
- refer specifically to rules/consequences and 'behaviour choices'
- treat all pupils with respect and empathy
- use CPOMs and/or iSAMS to track behaviour incidents
- establish a calm classroom culture of mutual respect and curiosity
- liaise with TAs and Learning Support teams, parents/carers and Heads of School to support and guide interests of the child
- give attention to:
    - a clear seating plan/class set-up which facilitates quality learning and collaboration
    - clear access to materials and equipment
    - clear routines and transitions between activities
    - noise levels appropriate for the activity

Teaching/Learning Support Assistants will:

- receive training in rules, routines and visible consistencies at the start of the year

- uphold and reinforce the agreed system of rules and consequences
- be consistent, fair and proportionate when giving rewards and sanctions
- know the pupils as individuals, ensuring all pupils are noticed and supported positively
- support positive learning behaviours
- reassure, refocus and reaffirm tasks set for pupils
- use praise to reinforce positive expectations
- refer specifically to rules/consequences and 'behaviour choices'
- use CPOMS and/or iSAMS to track behaviour incidents
- support pupils with SEND using given strategies
- allow pupils to express their views and feelings, seeking to extend their understanding of
- positive relationships through discussion
- treat all pupils with respect and empathy
- observe pupils and inform class teachers about incidents or trends in behaviour

Pupils will:

- understand and follow the rules
- come to school ready to learn
- behave with kindness, respect and tolerance towards all
- contribute to a school that safe, positive and inclusive
- use skills and strategies to make positive behaviour choices
- explore the causes or reasons behind their behaviour choices
- understand the consequences of not following the rules

Parents/carers will:

- support their children to be at school every day on time, wearing correct uniform
- support and cooperate with the school, respecting the staff team and the aims of the Whole School Positive Behaviour policy
- inform the school of any concerns which may affect their child's behaviour, including medical or social circumstances
- keep in touch with their child's teacher/tutor both formally and informally so that their child's interests can be discussed
- attend meetings to discuss their child's behaviour if necessary and support agreed actions
- promote positive attitudes towards the school
- provide and model good examples of behaviour
- support their child to look after school property at home

4. Visible consistencies

Each school section (Early Years, Junior and Senior) has its own agreed 'Visible Consistencies' which are shared regularly with pupils by teaching staff and school leaders (see appendices). These cover critical aspects of the school day including moving sensibly around the school and arriving at school in the correct uniform, equipped, on time and ready to learn.

5. Positive behaviour system

In order to achieve our aims, we have established a positive behaviour system, grounded in consistency and based on four rules which are designed to provide pupils with a structure to their behaviour. Staff will refer directly to these rules to ensure pupils make excellent behaviour choices. These rules are displayed in every classroom and in prominent positions around the school to promote positive behaviour choices.

1. We are kind and show respect to all
2. We listen carefully and respond appropriately to others
3. We take care of ourselves, each other and the school
4. We are active learners and help others to learn

Pupils are explicitly taught how they should behave in different situations and high expectations are set by all

members of staff. Our Habits of Learning and Visible Consistencies also support pupils to develop positive learning behaviours.

5.1 Praise and rewards

At the BSA, we promote positive behaviour consistently. We recognise and reward pupils in different ways recognising that a quiet word of personal praise can be just as effective as a larger, more public reward. Members of staff give age-appropriate rewards to pupils who demonstrate excellent behaviour, reach personal or team goals, achieve success at a level proportionate to the task and the pupil's personal abilities.

Every opportunity is sought to praise pupils, verbally and in writing, for good behaviour in and outside the classroom. In addition good work and behaviour is shared, for example through pupils sharing their work with their teacher or peers.

5.2 Consequences

Engaging with learning is always our primary aim. If a pupil chooses not to follow one of the school rules, their behaviour will not be accepted and there are a series of consequences for making the wrong choice. The system is designed to be clear and consistent, appropriate for the nature of the behaviour.

Under no circumstances is corporal punishment used at The BSA to manage behaviour. In the event a child places him or herself or other children in immediate danger, members of staff may use a reasonable amount of force to restrain that child. If a child has to be restrained, they should be allowed to calm down and then a record of the incident should be made, and a senior member of staff involved.

Each school has its own age-appropriate systems of rewards and consequences/sanctions (see appendices).

6. Record Keeping

We acknowledge that we have a duty to keep records of concerns and sanctions for children who present challenging behaviour on a consistent basis. Therefore we will ensure that records are kept securely on CPOMs or iSAMS as appropriate. We will record incidents and detail strategies to support the child in taking responsibility for their behaviour. We recognise also that these records should be factual, objective and to the point. Sensitive information will be kept securely and only shared on a need to know basis.

Children's files transfer to the next section of the school and, from Year 7 onwards, iSAMS is used as a mechanism to record misbehaviour.

7. Monitoring arrangements

The Heads of School will monitor the effectiveness of this policy and report to the Management Board, and, if necessary, make recommendations for further improvements. The school keeps a record of any pupil who is suspended, or who is permanently excluded.

It is the responsibility of the Supervisory Board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. They will pay particular attention to matters of equality to ensure that no pupil is treated unfairly.

The Heads of School have day to day responsibility for ensuring that this policy is adhered to, but all staff, parents, pupils and school share responsibility to ensure good behaviour and discipline, to combat bullying, peer on peer abuse and racism and promote an ethos conducive to the emotional wellbeing of all.

This policy will be reviewed by the Heads of School at least once every two years. At each review, the policy will be approved by the Management Board.

APPENDIX 1 - Early Years School

This appendix outlines current practices and is not exhaustive; it is subject to change as needed over time.

Visible Consistencies

Visible consistencies are explicitly taught and used in the EYS to guide pupils on key aspects of expected behaviour. We believe that consistent expectations paired with kindness help promote excellent behaviour.

Visible consistencies for the Early Years School at The BSA

	Consistencies for pupils
	Consistencies for adults

Routine	Expectation
Ready for school	• All children bring bookbag to school every day,(with reading book and reading record - Reception and Year 1 • Water bottle, snack and lunch are placed in an agreed place.
Welcome	• Staff to greet children warmly at the gate • Teaching staff to offer a warm, personal greeting to each child • Teaching team to encourage polite replies (or nonverbal responses) and 'model' conversation • Classroom to be fully prepared - morning activity ready • Late children welcomed quickly to keep the flow of learning
Assembly	• Assembly is set up prior to the start with music or calming background on the screen • Staff ensure children come in calmly, sit sensibly and leave quietly • Sit quietly and calmly and participate when asked to • Listen carefully to what is being shared
Outside	• Staff set up the outside area, sometimes with help from the children (Year 1) • Staff call class names at line up time, classes line up and enter school quietly.
Wet Play	• Children are monitored in the classroom and given a choice of activities to do.
Going inside at playtime	• Toilets are accessible from the playground. • Children tell a member of staff they are going to the toilet. • Children may not go in the classroom alone
Moving around the building	• Walk sensibly and quietly around the building • Walk on the right hand side of the stairs, holding the bannister, • Children will be asked to hold the doors for their class. • During a fire drill, children to go outside and return inside quietly
Table points at lunchtime	• Nursery have lunch in their classrooms • Year 1 and Reception children eat lunch in the lunch hall. • Staff monitor the tables and provide encouragement. • Once finished children move to a reading/activity table/music room.

	• Children are encouraged to talk socially but maintain a low level of noise.
End of day	• Encouragement given for children to gain independence when collecting all their belongings. • Children will only exit the classroom to go home when their name is called. • Children attending clubs/Majest remain on the carpet until they are escorted by a member of staff. • Children who are not collected remain in the classroom under the supervision of the teacher until 4pm, from 4pm, they are brought to the EYS office and remain with HoS or HoN until collected.
Transitions to and from specialists	• Walk sensibly and quietly in the corridors to your specialist lesson • Children are collected from/ returned to the classroom by the EAL/Dutch teacher. • TA accompanies class to Music and remains with the class. • TA/teacher accompanies class to PE and remains with the class.

Praise and rewards

In the EYS, good behaviour and effort are always praised and rewarded in a variety of ways, from a simple 'Well Done', or moments of celebration in front of the whole class or the wider school.

Rewards for good behaviour can include Stickers, Class Dojo Points, efforts recorded on the WOW wall.

Consequences

In the EYS, we understand that children are learning to make good choices and manage their feelings. When a child makes a choice that does not follow our rules, we use a clear and supportive process to help them understand and improve. If a gentle reminder or nudge is not enough, we will explain what needs to change by linking it to our rules. For example: *"You are not following our rule about showing kindness and respect. You now need to..."*

Sometimes, a child may need a consequence to help them learn and make better choices next time. Consequences are not a punishment but an opportunity to understand the impact of their actions and find a better way forward.

Every day is a fresh start. Even if a child has had a challenging moment, they will always have the chance to make good choices the next day and move forward positively.

Step 1 Non-verbal/verbal reminder	This may include: • Using eye contact, gestures, or other non-verbal communication to redirect a child or regain their focus. • Recognizing another child for demonstrating the desired behaviour to guide indirectly. • Pausing within instruction to regain attention. • Calling a child by name to refocus their attention. • Moving around the room and using proximity to redirect attention. • Recapping instructions to clarify expectations. • Addressing the whole class to re-establish focus on the intended learning.

	• Sitting with a child at their table or activity to provide a brief one-on-one reminder or redirection regarding behaviour expectations.
Step 2 Verbal warning	• Give a clear and direct instruction. • Address the child by name to gain their attention. • Engage at the child's level to ensure effective communication. • Maintain eye contact to reinforce focus. • Calmly explain which rule has been broken. Clearly state what behaviour you expect moving forward. • Provide instructions one step at a time to avoid overwhelming the child. • Communicate the instruction once, ensuring clarity and confidence.

Step 3 Thinking time	• Gently remove the child from the activity or area to give them time to think about their behaviour. - this could be on a chair, in a quiet area, or sitting with the teacher.
	• Calmly remind the child of what they should be doing, focusing on positive behaviour rather than the negative and linking this to the rules
	• Use a sand timer to measure the reflection time (1 minute for each year of the child's age).
	  ○ Encourage the child to stay calm and quiet during this time.
	  ○ Once the time is up, remind the child of the positive behaviour you expect to see.
	• Look for the first opportunity to praise the child when they demonstrate the expected behaviour.

Step 4 Playtime/break reflection	We understand that outdoor play is important for young children to help them stay calm and focused. For this reason, missing playtime is not an appropriate consequence for Early Years. Instead, we use the following strategies to guide behaviour: • A child may play in a smaller, supervised area of the playground with an adult keeping a close eye on them. • If needed, a child might walk with an adult around the playground for a short time to help them settle. • A brief "thinking time" may be used, where the child sits out for 2 minutes to reflect on their behaviour. During this time, an adult will talk with the child about their actions and what they can do differently next time. • If the child has a favourite game or toy, they may be asked to take a break from playing with it for a short period. Parents will be informed privately if needed, either discreetly at pick-up time or via email.
Step 5 time out of the classroom.	Sometimes, when rules are broken repeatedly or if a child makes a poor choice (like hurting someone on purpose), we may need to take further

	steps to help them understand and improve their behaviour. ● A teacher or another adult may take the child out of the classroom for a quiet chat to calm down and talk about their actions. ● We will let parents know about what happened, either in person at pick-up or with a phone call/email. ● The incident will be recorded on CPOMS so we can keep track and support the child better. **Talking It Through** Once the child is calm, we will have a conversation using simple questions to help them understand what happened: 1. What happened? 2. How were you feeling? Why? 3. How did it affect others? 4. Which rule should we follow next time? 5. What can you do now to make things right?
Step 6 Report to Head or Deputy Head	If a child continues to make poor choices or there is a serious incident, they may spend time with the Head of School for a calm discussion about their behaviour and what needs to change. During this time, we will talk about what is expected and how we can work together to help the child improve. At this stage, we may: ● Arrange a meeting with parents (in person or online) to discuss how best to support the child. ● Create a behaviour plan or chart to help the child make better choices. ● Set short-term goals and actions to review progress regularly. ● Decide on fair and age-appropriate consequences if needed. The incident will be recorded on CPOMS to ensure we have a clear understanding of how to provide further support for the child. This approach ensures we work as a team—child, school, and parents—to help the child succeed.

APPENDIX 2 - Junior School

This appendix outlines current practices and is not exhaustive; it is subject to change as needed over time.

Visible Consistencies

Visible consistencies are taught explicitly and used in the Junior School to guide pupils on key aspects of expected behaviour. We believe that visible consistency with visible kindness allows exceptional behaviour to flourish.

Visible consistencies for the Junior School at The BSA

	Consistencies for pupils
	Consistencies for adults

Routine	Expectation
Ready for school	• Arrive in correct, labelled uniform/kit and on time every day • Make sure you have correct, labelled equipment, including Reading Records and a water bottle in school every day • Bikes should be parked in the right place and scooters should be stored on the scooter rock • Ensure packed lunches go to the crate and are not brought to class.
Welcome	• Heads or Deputy Heads to greet children warmly at the gate • Teaching staff to offer a warm, personal greeting to each child • Teaching team to encourage polite replies and 'model' conversation • Classroom to be fully prepared - morning activity ready • Late children welcomed quickly to keep the flow of learning • Gate closes at 8.45am and register is completed by 8.50am. After this, pupils are marked as late by the primary secretary
Assembly	• Teacher will set the behaviour expectation at start of assembly using the starter slide • Staff will be on hand to make sure children come in calmly, sit sensibly and leave quietly • Be quiet, calm and participate when asked to • Listen carefully to what is being shared
Outside	• Crate monitors to collect crates first • At the 1st whistle: freeze 2nd whistle: tidy up and line up • Children collect belongings quickly and sensibly • Water bottles are placed neatly against the wall, class by class • Stand in straight, quiet lines • At break, children to be quiet until teachers collect them in their lines • Line up in class spaces • Ball games can be played in other playground spaces as long as it's calm • Follow the pitch rota! • All staff will blow their whistles at the same time • At lunch, staff on duty will make sure you're quiet before sending children inside • All staff on outside duty will stay until every child has left the playground. • Staff on duty inside, greet the children in the lunch hall and wait until everyone is seated quietly before hot lunches are served
Wet Play	• Ask your class teacher about wet play games and activities

	• Deputy Heads will decide on wet play and communicate decision to all staff via email • If wet play is during lunch, staff on duty in the dining hall will take children back to class. • Teachers on duty in class will take the children to the lunch hall.
Going inside at playtime	• Let an adult know/ask politely to go to the toilet • Y3 upwards: Teachers remind children of what they need to take outside; for example, gloves, water bottles. Children can go back inside for a forgotten item if necessary. Staff remind children of expectations; walk inside sensibly, go straight to classroom calmly and return quickly • Year 2: Teachers remind children before breaks to remember all their belongings. Year 2 children should not be returning to their class during break times
Moving around the building	• Walk sensibly and quietly around the building • Walk on the right hand side of the stairs • Walk in single file with no gaps in the lines • Remember we do this to stay safe • If you run instead of walk, you will be sent back to practise walking sensibly • During a fire drill, children to go outside in silence and return inside quietly
Table points at lunchtime	 Lunchtime expectations are set out as above. Table points will be awarded for: • Sensible behaviour • Table manners and eating nicely • Cleaning and helping others • Quiet, polite conversations • Responding to instructions quickly • Showing respect to adults and to each other • Children stay seated unless an adult has said they can move out of their seat Each week the class with the most points has 10 mins extra play; they are 'Top Table' for the week and this is announced in Celebration assembly each Friday. All adults on duty will be looking out to give points and setting high expectations! Some year groups may also use a cup system to support positive behaviour choices.
End of day	• Help to clear tables, stack chairs and line up sensibly • Leave the classroom as tidy as it is in the morning • Children and adults to thank each other and say goodbye • Let your teacher know when your adult has arrived • If you have a club or are going to Majest, wait sensibly and follow adult instructions • Your teacher/TA will let the club provider know if you are not attending

<table>
<tr>
<td>Transitions to and from specialists</td>
<td>
Walk sensibly and quietly in the corridors to your specialist lesson
If children have playtime following a specialist lesson, they are dismissed on time to walk sensibly out to play.
<table>
<tr><th></th><th>Dutch/EAL</th><th>Music</th><th>Art</th><th>P.E</th></tr>
<tr><td>Year 2</td><td>Dutch/EAL team collect from library/Year 2 team supervise</td><td rowspan="5">TA accompanies classes to Music and supports the lesson</td><td rowspan="5">TA accompanies classes to Art and supports the lesson</td><td rowspan="5">TA accompanies classes to P.E and supports the lesson</td></tr>
<tr><td>Year 3</td><td>Children leave in specialist groups and teachers are scattered throughout the corridors</td></tr>
<tr><td>Year 4</td><td>Children leave in specialist groups and teachers scattered throughout the corridors</td></tr>
<tr><td>Year 5</td><td>Children leave in specialist groups and teachers scattered throughout the corridors</td></tr>
<tr><td>Year 6</td><td>Children walk to lessons independently</td></tr>
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Behaviour that contributes to pupil wellbeing and to a positive school community

Praise, both verbally and in writing, will be used to acknowledge the good behaviour being demonstrated. There are a range of systems in place to reward individual pupils for positive behaviour including the use of class dojo points, house points and Stars of the Week announced in the weekly Celebration Assembly. Certificates are given for Star of the Week and House Points. Other academic successes are celebrated including efforts in Music, Reading, EAL and Maths fluency. There are also collective rewards; for example, the termly House Treat.

Pupils in the Junior School have a short, weekly slot for *Get Creative Time* which gives pupils the opportunity to take part in a creative or collaborative activity of their choice. Teachers may wish to celebrate success through their own ways in addition to the house point system. For example, class wall displays, Dojo points or 'Marbles in a Jar'. If additional methods are used to celebrate success they are applied fairly and consistently across the Year Group.

Behaviour that does not meet expectations

Should a pupil make a behaviour choice which does not meet expectation, there is a clear process for addressing the behaviour in place. When a reminder or consequence is given, it is linked explicitly to the rule - 'You are not following our first rule of showing kindness and respect. You now need to..'

Whilst in the majority of situations, a gentle reminder will be all that is required, it may be that a child receives a consequence. Consequences are an opportunity to learn and are designed to help a child to change their behaviour. With the exception of completing a more serious consequence every child will start afresh the next day and have the opportunity to choose more appropriate behaviour.

Step 1 Non-verbal/verbal reminder	This may include: ● use of eye contact, gestures or other non-verbal communication to redirect a child or refresh their engagement. ● pause within instruction to redirect attention ● use of a child's name to refocus them ● circulating round the room and using proximity to redirect attention

	● recap of instructions ● whole class referral to the intended learning ● a discreet check in with a child to have a quick refresh, refocus or reminder about behaviour expectations
Step 2 Verbal warning	This means that a reminder has already been given. A warning consists of: ● an explicit, scripted response linked to the rule - 'You are not following the rule of.. I am now giving you a verbal warning and you now need to…' ● an opportunity for the child to make the right choice and to redress their behaviour ● a visible and discreet reminder may be given to the child at this point to emphasise that this is a final warning e.g. warning triangle on their desk
Step 3 Break time reflection	This means that a school rule has not been followed, despite a reminder and warning The child will miss 5 minutes of break at the discretion of the teacher and will reflect on their behaviour with their teacher ● Parents will be informed privately (either discreetly at pick-up or via email)
Step 4 - break and lunch missed	This means that one or more school rules have not been followed repeatedly, despite Steps 1-3 They will discuss their behaviour with the year group leader. ● A pupil may have made a particularly poor behaviour choice (for example, hurting another child deliberately) and be fast-tracked to Step 4 in agreement with the Junior Leadership Team (JLT) ● Break and/or lunchtime for 1 day will be missed (they will be supervised by a member of the JLT), whilst ensuring the pupil has the opportunity for exercise at another time. ● Parents will be informed privately (either discreetly at pick-up or a phone call or email home) ● CPOMs entry completed A restorative meeting will be held with a member of JLT using a scripted conversation in response to the following questions: - What happened? - How were you thinking/feeling? Why? - Who has been affected? How? - Which school rule do you need to focus on? - What needs to happen now to make things right? Notes from this discussion will be captured on a reflection form (Google form)
Step 5 Report to Head or Deputy Head	If a pupil is repeatedly making poor choices or for a serious breach in policy, they will report to a member of the JLT for a further meeting during which expectations around behaviour will be reinforced. At this stage, there may need to be: ● a meeting with parents (online or face to face) ● a set of individual behaviour 'actions' or short-term plan ● a scheduled review of a child's ongoing behaviour ● a decision on age-appropriate consequences ● CPOMs entry completed

* Zones of Regulation are explicitly taught and used throughout the school to equip pupils with the understanding and tools they need to understand their feelings, energy and emotions which can impact on behaviour choices.

APPENDIX 3 - Senior School

This appendix outlines current practices and is not exhaustive; it is subject to change as needed over time.

Visible Consistencies

Visible consistencies are taught explicitly and used in the Senior School to guide pupils on key aspects of expected behaviour. We believe that visible consistency with visible kindness allows exceptional behaviour to flourish.

Visible consistencies for the Senior School at The BSA

	Consistencies for adults
	Consistencies for students

Routine	Expectation
Ready for school	• Arrive in the correct uniform/kit and on time every day • Make sure you have the correct equipment, including a fully charged laptop and a water bottle in school every day • Bikes to be parked in the right place (not against the fencing) • No chewing gum or nail varnish • The only jewellery worn is a wristwatch and stud earrings (Years 7 - 11) • Make-up should be neutral • Phones and smart watches switched off in lockers (Y12 & 13 - Phones in designated SF spaces only) • Tutors to remind students of the above
Tutor time	• Heads or Deputy Heads to greet students warmly at the gate • Form tutors to offer a warm, personal greeting to each student • Teaching team to encourage polite replies and 'model' conversation • Classroom to be fully prepared where possible - Form time activity ready on the board and form tutors to engage with the students and the activity • Students to engage with and complete the activity • Daily/Weekly notices should be displayed on the smartboard • Noticeboard should be up to date - rotas, tutor allocation, active tutor time, HoL, birthdays, homework timetable • Late children welcomed quickly to keep the flow of learning • The gate closes at 8.40 am and the register is completed asap.. Registers should be taken aloud (unless in assembly) e.g 'Good morning + student name' and students should respond appropriately). • House Points awards/shared • Students will sign in late once the gate has closed at 8:40am.
Assembly	• Walk in quietly • Registers to be taken in assembly • Be quiet, calm and participate when asked to • Listen carefully to what is being shared, staff to support with behaviour throughout • Staff will be on hand to make sure students come in calmly, sit sensibly, and leave quietly row at a time starting with the back rows • Use both exits to maintain a flow to Period 1 lessons, dismissing from the back row, forwards • No bags

	• Late students are noted and spoken with at the end of the Assembly by HoS/DHT • Keep to time to ensure Period 1 lessons are not affected
Break/Lunchtime	• Ball games can be played in the active space area, and teachers to monitor sensible play • Ball games can not be played in the courtyard, teachers to reinforce • Students should not use the pitch area until it has been vacated by the Junior School students • Students should not be in corridor/classroom spaces during any break times unless specifically permitted by a staff member - staff members on duty to reinforce • Students should be reporting any issues and responding positively to staff on duty
Wet break	• Wet break should be in form rooms unless it is a students year group's turn to be in the Senior Hall eating • Phones should remain in lockers, teachers to reinforce • Form Rooms should be treated with respect and left in a tidy state • Deputy Heads will decide on wet play and communicate a decision to all staff via email
Moving around the building	• Walk sensibly and quietly around the building (one way system) • Walk on the right hand side of the stairs • Walk in single file on the stairs • During a fire drill, students go outside in silence and return inside quietly • Students can carry their coats from one lesson to another • The stairs by the school entrance is only to be used by Sixth Form or to access the Theatre
Lunchtime	• Coats removed when eating • Sensible behaviour with appropriate table manners • Students to clean up after themselves on the table and help others when needed • Quiet, polite conversations • Respond to instructions quickly • Report issues to staff on duty • Show respect to adults and each other
End of day	• Help to clear tables, put away equipment etc • Stand behind chairs before being dismissed • Exit through the active space, only the Sixth Form may exit through the Globe
Toilet breaks	• Toilet breaks should, where possible be taken during transition times, break times or lunchtimes.

Praise and Rewards for behaviour that contributes to a positive school community

Behaviour that contributes positively to the school community will be acknowledged and rewarded in the following ways:

- **Praise**, both verbally and in writing, will be used to acknowledge the good behaviour being demonstrated.
- **House Points** will be recorded in the school system as a formal acknowledgement of good behaviour. These points will contribute to the profile of the individual student and also to the overall total for the House of that student.
- Exceptional examples of good behaviour will be acknowledged in writing by **Senior Leaders** in the school including Heads of Key Stage, Deputy Headteachers, the Headteacher and the Principal.

Consequences for behaviour that does not meet expectations

Behaviour that fails to meet the School's expectations falls into two categories: **Misbehaviour** and **Serious Misbehaviour**. These consequences and sanctions will reflect the nature and seriousness of the misbehaviour.

Misbehaviour will be managed in the first instance by Class Teachers and then escalated, if required, to middle leaders (Heads of Department or Heads of Year or Key Stage).

Serious Misbehaviour will be managed by Heads of Key Stage and the Senior Leadership Team.

A non-exhaustive list of examples of **Misbehaviour**:

- Not being ready to learn - incorrect equipment for lessons, late to school, late to lesson, using mobile phone during the school day;
- Lacking respect or tolerance for others - being unkind, lacking good manners, leaving dining hall in an untidy/unclean state, inappropriate uniform (jewellery, make-up, nail varnish etc), chewing gum in school;
- Causing others to feel unsafe or excluded through words (including online) or actions;
- Disrupting the learning of other students, homework missed, academic dishonesty in class or homework.

Incidents of **Misbehaviour** could result in:

- A conversation between the teacher and student with a record logged on ISAMS
- A structured reflection activity set by the teacher with a record logged on ISAMS
- A lunchtime workshop set and supervised by the teacher with a record logged on ISAMS
- A lunchtime workshop held within a department and supervised by department teachers with a record logged on ISAMS
- Repeated cases of misbehaviour across a number of academic areas or contexts will result in escalation to the Head of Year or Key Stage and SLT

A non-exhaustive list of examples of **Serious Misbehaviour**:

- Verbal abuse
- Truanting from school
- Physical altercation or fighting
- Bullying behaviour (see Anti-bullying Policy)
- Discrimination in all forms
- Behaviour that threatens the physical and /or psychological safety of others (online or in person)
- Illegal activity (report directly to SLT) (see Drugs and Alcohol Policy)
- Bringing weapons (replica or real) into school
- Serious vandalism
- Bringing the school into disrepute
- Academic dishonesty in assessed work (for example coursework)
- Serious disrespect for other members of the school community
- Breaching the student Acceptable Use Policy for ICT

Each instance of Serious Misbehaviour will be managed on a case-by-case basis by members of the SMT in liaison with the relevant HOKS. The reality of situations of this nature and of this level of seriousness is that any decisions about the sanctions that may follow need to be taken in the full understanding of the context. All cases of Serious Misbehaviour will be reported to parents by HOKS or SMT.

Incidents of **Serious Misbehaviour** could result in:

- SLT detention / workshop
- Internal or External Exclusion (the length of exclusion to be decided based on the context and level of seriousness)
- Behaviour monitoring report
- Supervised break and lunchtimes
- Extended withdrawal from lessons with alternative arrangements made for Teaching and Learning
- Home-School Agreement (contract) targeting desired behaviour changes.
- Temporary suspension of particular privileges including participation in school trips, events, activities, clubs and teams
- Changes to student grouping/timetable - put in place following bullying behaviour, for example.

Sanctions for Serious Misbehaviour will be reviewed against the data on ISAMS and may need to be adapted to support vulnerable students and those on the LS register.