

BCG Behaviour Policy EYFS & Primary

Date of implementation: April 2022
Policy review date: April 2024

Rationale

The ethos underpinning the Behaviour Policy at The British College of Gavà reflects our core values. Our expectations regarding behaviour help to ensure a community who shares and works towards common goals and values that support and encourage the development of effective global citizens.

Personal and social responsibility, adaptability and resilience are fundamental tools that equip students with the ability to make good decisions. Students with these skills are better equipped to make the right decisions.

We aim, in school, to teach students the benefit of open mindedness and respect for individuality through calm discussion and conflict resolution strategies which, if supported at home, encourage students to reflect on the consequences of their words or actions and initiate change within themselves. In the context of lessons, where teachers plan to meet the needs of the students, where learning techniques are varied and effective, where style is positive and purposeful, and where teachers use personal skills to strike a rapport and mutual trust with students, behaviour problems are rare.

The British College of Gavà Core Values

It is crucial that students should know and be encouraged to strive towards the core values of the school, which are contained in the mission statement. These are the personal skills necessary for success at school and in life in general. Tutors should embed these principles when planning learning experiences, primarily during PSHE periods, as well as discuss with the students informally; at break or lunch when a suitable situation arises. Students should be encouraged to reflect on their behaviour and its relation to the school's core values whenever appropriate.

Aims

- To actively encourage good student behaviour by fostering a rich and positive atmosphere based on the school's core values, high expectations and excellent example/lead taken by adults in our community.
- To support positive relationships between students, staff, parents and other members of the school community achieving a spirit of trust and cooperation.
- To achieve a calm and orderly environment where effective teaching and learning can occur and students' social, moral, spiritual and personal development is supported.
- To foster an inclusive ethos where the varying needs of all students are met.
- To encourage a sense of community and mutual responsibility.
- To help students develop self-respect which will enable them to meet situations with clarity and confidence.
- To maintain a consistent approach to behaviour throughout the school, working closely with parents and carers.
- To encourage open mindedness and tolerance enabling students to integrate and flourish in a rapidly changing, dynamic and multicultural world.

Procedures

Role of the Student

Students are expected to:

- Have in mind and strive to achieve the school's core values
- Respect and follow the school and classroom rules
- Accept responsibility and the consequences of their actions
- Listen to and respond appropriately to what adults say
- Show an openness to talk about any behaviour concern that arises and work with others towards resolving problems and creating a happier future
- Be polite and respectful to all members of the school and wider community
- Value the school property and treat it respectfully

Role of Staff

Staff are expected to:

- Model high standards of behaviour
- Encourage students through effective discussion to reflect on their choices both positive and not.
- Create a calm, purposeful and positive atmosphere in which peer praise and feedback are encouraged
- Provide carefully planned and effective learning situations
- Encourage all students to achieve their full potential, setting realistic expectations
- Encourage positive relationships based on mutual respect and trust
- Provide a personalised approach to the specific behavioural needs of students, mentoring each carefully and liaising with other staff as well as parents
- Follow the guidelines in this policy consistently; specifically, the 'Non-adherence to Positive Behaviour Policy' section
- Universal Support-Quality First Teaching on behavioural management strategies in lessons should be consistently applied especially when there are students with challenging behaviours
- Read and get familiar with Educational Individual Plans especially of those students with behaviour difficulties like ADHD, ADD, Oppositional Defiant Disorder and ASD

Role of Parents and Carers

Parents and carers are expected to:

- Support their son/daughter in striving to achieve the school's core values
- Help ensure that their son/daughter understands the school rules fully, support them in adhering to the rules and helps them understand the consequences of not adhering to them
- Inform the tutor of any changes in circumstance that may affect their son/daughter's behaviour
- Discuss any concerns promptly and through the correct channels; principally with the class tutor
- Encourage open mindedness, celebrate differences and promote tolerance that is necessary for students if they are to be able to successfully navigate the world independently after BCG overcoming problems with resilience and reflective change.

Positive Behaviour Management

The British College of Gavà believes that the pursuit of positive behaviour and happiness at school is the key to all other objectives. Positive behaviour strategies underpin the Behaviour Policy. In EYFS & Primary, our aim is to nurture pupils to have an intrinsic desire to make progress and take advantage of their educational experience to the fullest using mistakes as opportunities to grow. However, it is important that pupils are shown they - and their learning - are valued and celebrated in the following ways:

Rewards

It is crucial to reinforce good and positive behaviour as much as possible. The British College of Gavà believes that in the long-term students must have a high level of intrinsic motivation to succeed in school and life rather than rely on extrinsic rewards. Such extrinsic rewards are used, therefore, sparingly. Staff should wherever possible utilise methods of reward that will stimulate intrinsic motivation; extravagant verbal praise, positive body language, public appreciation/recognition (in front of class, student's parents, another teacher, head teacher) and award of responsibility. Class Teachers are permitted to operate systems that involve: earning whole class points, table points, marble run/token winning type initiatives to promote motivation and encouragement in their classes. Class Teachers are expected to monitor rewards given and must ensure fairness and equality across their class.

- **Certificates** - These can be linked to the Learner Profile school values, excellent behaviour choices, effort for learning or any area of the child a teacher feels should be rewarded and celebrated. Students in EYFS and Lower Primary are awarded Star of the Week certificates. These can be awarded for positive behaviour as well as academic success. Students achievements are celebrated and announced in the fortnightly BCG Newsletter.
- **House Points** - Each child across the whole school is allocated to one of the four houses (*Red, Green, Blue, Yellow*). Students are awarded house points for altruistic acts, participation and performance in House competitions and academic success. House points are only used positively and never deducted. Each House competes to win the House Cup at the end of every academic year. In classrooms, House Points are recorded on the House shield displays. The Year 6 House Captains are responsible for collecting them weekly and sharing these with the Primary House Coordinator. These are then shared with the Whole School Enrichment Coordinator to be added to the whole school running total. Students in EYFS are given House Point stickers to help reinforce the idea of belonging to their House community.
- **Merits** - TO BE INTRODUCED SEPTEMBER 2022 - The Primary School aims to introduce in the next academic year a Merits reward system for excellent academic achievement and effort. Merits will be used as a way for praising a student for improved effort and/or standard of work in any curriculum area. This will differ from the House Points which will continue to track solely altruistic acts of kindness, behaviour and attitudes. Merits will mostly be awarded by the class teachers and the number achieved will be tracked on ISAMS. This total is accumulative and continues with the child as they progress throughout Primary. Primary students will receive a Merit certificate at every twenty-five Merit step and

a Merit Badge at each hundred. As the students' progress, the design of the certificates and badges go from Red (25-100), Yellow (125-200), Green (225-300), Blue (325-400) then Purple (425-500).

- **Stickers** - These are used across the phase, however, more predominantly in the EYFS and Lower Primary phase owing to the fact our younger pupils like something tangible to hold onto that reflects their achievement. Stickers should not be given out too readily nor for every piece of good work. Examples of learning or behaviour that involve considerable effort from individual pupils should be acknowledged.
- **Celebration of high-quality work** - Students are given the opportunity to showcase their achievements through engaging displays within the wider school and in the classrooms, by presenting to a class or year groups in assemblies and showing work to the Heads of School or the Principal.
- **Announcements** - Parents and Carers are informed via various methods of students' achievements; Google Classroom, BCG Social Media platforms, fortnightly Newsletter, praise postcards, email or at the start/end of a school day, in person, if feasible.

Positive Reinforcement: It is also crucial that staff mentor students to be reflective regarding their behaviour. If a student displays good or positive behaviour, after positive reinforcement, the member of staff should prompt the student to think about how this good or positive behaviour has made them feel. Prompt them to foster a motivation to repeat. Further to this, ask the student why the behaviour was so good/positive in order that they understand completely (and conversely understand why the opposite type of behaviour may lead to an undesirable situation and feeling).

DISCIPLINE AND SANCTIONS

All pupils are told how they are expected to behave and are aware of the sanctions that will be imposed should they fail to comply. Expectation of behaviour is made very clear at the start of each school year and to any new pupil that may arrive at other times. Primary classes contribute to, and devise, a Class Charter which all pupils must agree on and sign. This is displayed in classrooms and referred to when needed. This acts as a useful prompt to remind pupils of the expectations. Class displays should only promote positive behaviour. Happy/Sad face displays are not allowed. Teachers are encouraged to refer to their class charters when discussing both positive and negative behaviour incidents, to emphasise the importance of them.

Non-adherence to Positive Behaviour Policy

<p>Low-level behaviour (1) Including but not limited to: talking when the teacher or another peer is talking, refusing to work with a partner, prodding a pupil, talking in assembly, unkind behaviour (minor)</p>	<p>TEACHER Teachers are expected to implement the behaviour management strategies they have acquired. Initially, acknowledge the behaviour as being inappropriate - not the child. Gentle reminders on the expected behaviour are often all that is needed to address low-level behaviour and to get pupils back on track. Behaviour is a form of communication. A discussion with the pupil would usually shed light on why they have chosen to behave in a particular way.</p>
<p>Low-level behaviour (2) Including but not limited to: consistent and persistent disruption of the above, misbehaviour on the bus, unkind behaviour towards a student (more severe)</p>	<p>TEACHER Further discussion, potential loss of 5 to 15 minutes (not exceeding) of break time. This can be either a break or lunchtime. Missing time in this way is referred to as 'Reflection Time'. Pupils are encouraged to complete a think sheet to reflect about their behaviour choices, the impact on how it has made themselves and others feel and consider options of how to put it right. This needs to be a supportive process and the think sheet shared has to be discussed with the teacher and shared with parents if needed.</p> <p>Restorative conversations where appropriate.</p> <p>Community service consequence e.g. picking up litter given if deemed appropriate.</p> <p>Behaviour to be recorded onto Behaviour Log. If deemed necessary, parents/carers to be informed.</p>
<p>Serious behaviour (3) including but not limited to: consistent and persistent disruption of the above behaviours, any behaviour that puts themselves, their peers or any member of</p>	<p>HEAD OF PRIMARY Behaviour recorded onto Behaviour Log.</p> <p>Restorative conversations where appropriate.</p>

<p>staff in danger, bullying (1st offence), repeated inappropriate language, continued misbehaviour on the bus.</p>	<p>Community service consequence e.g. picking up litter given if deemed appropriate.</p> <p>Meeting with the parents/carers.</p> <p>Cases will be assessed individually and may lead to a one-day internal exclusion.</p>
<p>Extreme behaviour (4) including but not limited to: consistent and persistent disruption of the above behaviours, physical violence towards peers or adults, swearing at teachers or adults in the school, leaving school premises without permission, stealing, racism or other forms of discrimination, continued bullying after the first warning, inappropriate use of technology, such as cyberbullying, viewing & sharing inappropriate material.</p>	<p>HEAD OF PRIMARY &/OR PRINCIPAL</p> <p>Meeting with the parents/carers.</p> <p>Behaviour recorded onto Behaviour Log.</p> <p>Cases will be assessed individually and may lead to a suspension or in extreme cases, expulsion.</p>

- Any incidences of bullying, racism or homophobia must be reported to the Head of Primary. This will then be followed up with parents.
- We operate a 'No-Shouting' Policy which must be followed. A quiet, calm voice is most effective in dealing with behaviour issues.
- Pupils must not be sent out of lessons to stand outside the classroom. It is permissible for them to sit out of an activity within the classroom. If behaviour has persisted but remained low-level, a teacher can send the pupil to a neighbouring class for 'time out'. Teachers must watch the pupil walk to the neighbouring class to ensure safety and knowledge of pupil whereabouts.
- Sanctions for missing homework: Expectation of homework must be made clear to both parents and pupils. This must be clearly communicated in hard copy and via Google Classroom. In Primary, where a pupil does not hand in homework on time, they are given an additional day and told it must be handed in the following day. This is not necessarily publicised but it is acceptable if it is a 'one-off' scenario. If the homework is not submitted the following day, please inform parents to find out why and offer support where possible. If pupils repeatedly fail to hand in homework, up to 15 minutes of break or lunchtime can be used in order for the pupil to complete their homework.
- Any pupil missing break or lunchtime for any reason must be supervised at all times. This may mean that teachers stay in with the pupil or the teacher from another class.
- SEND students with behavioural plans may have a system of rewards and consequences that may differ from the stages described in the non-adherence to

Positive Behaviour Policy. Teachers should refer to IEP and apply the system as it is described there. SEND students are always encouraged to complete the think sheet as part of the consequences for non-adherence to Positive Behaviour Policy.

Tracking Behavioural incidents - All incidents considered level 2 and above are to be logged on the Behaviour Log - <https://forms.gle/2QGDO9KeD7i3eGXq8>

It is incredibly important all staff log any behaviour incidences on the form. Incidences that occur both inside and outside of the classroom must be logged accordingly. The Google Form link to the Behaviour log is shared with all staff and it is recommended that staff bookmark this link.

Mobile phones - Students in Primary are not permitted to bring mobile phones, smart watches or any device that can connect to the internet into school. This also applies to any day or residential trip.

Bus Behaviour - Behaviour on the bus is monitored by a private employee of the bus company. The duty of the bus monitor is to inform both parents and the school of any incidents that occur on the bus. The school will follow up on these depending on the nature of the behaviour incident.

Open door policy - At BCG, we operate an open-door policy. Parents/Carers are encouraged to come and speak with the school regarding matters of their child's work and behaviour. Parents are able to arrange meetings directly with the class teacher and Heads of School, if they wish.

After all parent meetings, staff should report back to the Head of School any relevant information regarding that child.

Use of reasonable force - Although it is likely to be a very rare occasion at BCG, staff may need to use reasonable force to control and/or restrain students. Staff should use no more force than is needed and it should be proportionate to the consequences that it is intended to prevent.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. (DfE, July 2012)

Reasonable force can be from guiding a student to safety to the more extreme circumstances, such as an intervention to prevent violence or injury. It can also be used to prevent students from hurting themselves or others or to restrain a student who is at risk of harming themselves. Where physical control or restraint has been used, a member of SLT should be informed as soon as possible, as further action may be needed, which could include contact with parents.

Monitoring and Review

It is the responsibility of the Head of School and Principal to monitor the general level of good and positive behaviour among the students, the level of negative and undesirable behaviour as well as liaise with staff. The 'Behaviour Policy' will be reviewed every two years.