



British Junior Academy of Brussels  
Promoting Positive Behaviour Policy  
Revised January 2021



The British Junior Academy of Brussels

Promoting Positive Behaviour Policy

This policy is for the whole school including the Early Years Foundation Stage

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**The British Junior Academy of Brussels is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.**

This policy should be read alongside Exclusions, Expulsion, Removal and Review Policy; Teaching and Learning Policy; Assessment Policy; Marking and Feedback Policy.

## **1 AIMS AND OBJECTIVES**

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. This policy is enforced with regard to maintaining high self-esteem.

1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

In our school the **'BJAB Code'** reflects the Values education we promote. They are:

- Be gentle
- Be kind and helpful
- Be honest
- Work hard
- Respect others and property

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2 REWARDS AND SANCTIONS**

### **2.1 Rewards**

We praise and reward children for good behaviour in the school:

- Teachers congratulate children.
- Other children congratulate children.
- Parents are informed of good behaviour and good work – either informally or more formally e.g. note or certificate is sent home.

- Children are sent to another teacher or member of the Senior Leadership Team to be congratulated.
- Each week, we nominate a child or a number of children from each class to be 'High Flyer'. This is given to a child who has shown acts of kindness towards others or/and has taken initiative to help others or/and has been a positive role model for his/her peers or/and has worked hard or/and has made excellent personal progress in an area of the curriculum. Each 'High Flyer' receives a certificate in the school assembly or in class. High Flyers are invited to the Headteacher's Tea Party, which takes place at 2pm every Tuesday. Children in Years 7 and 8 receive their certificate directly from the Headteacher during a separate meeting.
- Children who behave and work especially well in a lesson can be sent to the Head teacher. Their names are recorded on a 'bird' for good work and behaviour.
- Teachers award Dojo points to children in EYFS, KS1 and Lower KS2 and Stars to children Upper KS2 and Years 7 and 8 to children for either consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Dojo points are recorded online as part of the School House system and are announced each week in assembly.
- During BJAB Day children from Years 1-8 nominate a child for the Citizenship Award. This is a given for acts of kindness towards others or has taken initiative to help others or has been a positive role model for his/her peers.
- During BJAB Day, achievement and contribution by Year 8 and leaving children is celebrated.
- Once a Term children have an opportunity to show achievements both inside and outside school.

## 2.2 Sanctions

*Applicable to pupils in EYFS to Year 4*

The school employs a number of sanctions to enforce the 'BJAB Code', and to ensure a safe and positive learning environment. These are displayed in each classroom as a consequence ladder. We employ sanctions appropriately to each situation with adjustments, where required, being made for pupils with SEND.

**Sanctions should never publicly humiliate the child.**

Below is an example of a Consequence Ladder:

1. Non Verbal / Quiet word
2. Verbal warning – including why the behaviour is unacceptable
3. Name on board
4. Time out – away from the situation until the child calms down, and is able to work sensibly again with others. Time out can be moving closer to the teacher or to another place within the classroom
5. Loss of privilege

**If behaviour does not improve then the following sanctions are followed (not necessarily all stages will be followed as it depends on the incident, severity of misbehaviour and the child's reflection):**

- **Sent to the Headteacher** or member of Senior Leadership Team to discuss their behaviour
- **Parents asked to come into school to discuss behaviour and external advisors are consulted, if required.**

*Applicable to pupils in Year 5 to Year 8*

Number of incidents	Sanction	Outcome
1	Verbal warning	- Spoken to at end of lesson by teacher
2	1 Stripe	Teacher discretion: <ul style="list-style-type: none"> <li>• Pupil working at teacher desk</li> <li>• Time out at break/play (5C at 10.45 or 13.30 - call/email Tory to let her know child coming).</li> <li>• Recorded on ISAMs and in Homework Diary</li> </ul>
Multiple incidents which have led to the accumulation of 3 Stripes in one day	Referral to class tutor	Letter sent home to parents informing of behaviour.
Persistent behaviour recorded across consecutive days	Report Card	Letter sent home informing parents of report card – parent/teacher meeting.  Report card implemented for agreed duration.
Failure to meet report card standards.	SLT/Headteacher meeting	Class teacher/SLT/parent meeting.  Onwards strategy and sanctions agreed.

### 3 Hurting others

3.1 The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and **prevents the child from taking part for the rest of that session**. The teacher sends for a member of the Senior Leadership Team.

- We do not allow hitting, kicking, punching or biting in our school. Any child who is violent in class or at playtime is sent straight to the Headteacher. An appropriate sanction will be applied and their parents will be informed.
- The Headteacher keeps a record of the names and reasons that children are referred. If a child has been sent to the Headteacher regularly, the parents are called to discuss the behaviour and an action plan to help the child to improve his/her behaviour is drawn up with the parent, Headteacher and class teacher.
- If a child hits, swears or is found to have made malicious accusations against staff, he/she is sent to the Headteacher, his/her parents are informed and he/she will be suspended from school (see Exclusions, Expulsion, Removal and Review Policy).
- If a child threatens, hurts or bullies another child, the class teacher records the incident in the class incident book and the child is sent to the Headteacher. Parents are informed (see Anti-Bullying Policy).

3.2 The class teacher discusses the expected behaviour based on the '**BJAB Code**' with their class at the beginning of the year and throughout the school year. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE time.

3.3 The school does **not tolerate bullying** of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school without fear (see Anti-Bullying Policy).

3.4 **Teachers in our school do not hit, push or slap or humiliate children with their words or actions.** Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself.

3.5 How to behave appropriately is discussed regularly in class through our Values curriculum.

3.6 We **encourage responsibility** and in each classroom children are given responsibility to work together to look after the classroom environment.

3.7 Our **School Council encourages responsibility and active citizenship.** We expect our School Council to be positive role models.

3.8 Children in **Year 8** are given additional responsibilities such as: Head Boy/ Girl and House Captains. Children in Year 4 are given roles as Deputies on the Blvd St Michel site.

3.9 We value and reward those children who are good role models and encourage our Years 8 and 4 Ambassadors and School Council to set a good example for the other children in the school.

#### 4. Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with schools to which pupils are transferring.

This policy will be reviewed every two years or more often if needed.

This policy is the responsibility of Sarah White, Headteacher	
<b>Headteacher:</b> .....	
<b>Date revised:</b> January 2021	<b>To be reviewed:</b> January 2023

Appendix A – PMT1



Meeting Between:
Date:
Requested by:
Reason for Meeting:
Observations:
Outcomes:

Appendix B – BJAB Code and Consequence Ladder

