



British Junior Academy of Brussels
Promoting Positive Behaviour Policy
Revised March 2022



The British Junior Academy of Brussels

Promoting Positive Behaviour Policy

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

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.

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 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. Cloud 9 from the Headteacher 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 and/or has taken initiative to help others and/or has been a positive role model for his/her peers and/or has worked hard and/or 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 weekly. Students in Years 7 and 8 are awarded a 'Head Teacher Commendation' every two weeks and receive the award directly from the Head
- children who behave and work especially well in a lesson can be sent to the Headteacher. Their names are recorded on a 'Cloud 9' for good work and behaviour

- teachers award Dojo points to children in the Lower School and Stars to children in the Prep School for either consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Dojo points and Stars are recorded online as part of the School House system and are announced each week in assembly.
- during BJAB Day, achievement and contribution by all children are celebrated

2.2 The school employs a number of sanctions to ensure a safe and positive learning environment. In the Lower School this takes the form of a consequence Ladder and in the Prep School a stripe system (see Appendix D). We employ sanctions appropriately to each situation with adjustments, where required, being made for pupils with SEND. **Sanctions should never publicly humiliate the child.**

In the Lower School, the consequence ladder is displayed in all classrooms (see Appendix B).

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 may be consulted.**
- **behaviour may be tracked in the future using the Behaviour Report Card (Appendix E)**

In the Prep School, a poster displaying the Stars and Stripes system is displayed in all classrooms (see Appendix C).

Detentions are used in Years 5 – 8 as a form of discipline and are given in response to a behaviour and attitudes that result in a Stripe. Following an offence, the relevant Stripe points are recorded to the pupil profile on iSAMs and are visible to class teachers and SLT for monitoring.

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 an online 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/or Deputy 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 may be suspended from school (see Exclusions, Expulsion, Removal and Review Policy).

- if a child threatens, hurts or bullies another child, the class teacher reports the incident to SLT using an incident form and the child is sent to the Headteacher. Parents are informed (see Anti-Bullying Policy).

The school does **not tolerate bullying** of any kind (see Anti-Bullying Policy).

4 BEHAVIOUR EXPECTATIONS

The class teacher discusses the expected behaviour 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 PSHEE time.

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.

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

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

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

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 in the Lower School.

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 is 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, Victoria Cowx, Deputy Headteacher of Lower School and Tom Mitchell, Deputy Headteacher of Prep School.

Headteacher:(Sarah White)

Deputy Headteacher of Lower School(Victoria Cowx)

Deputy Headteacher of Prep School(Tom Mitchell)

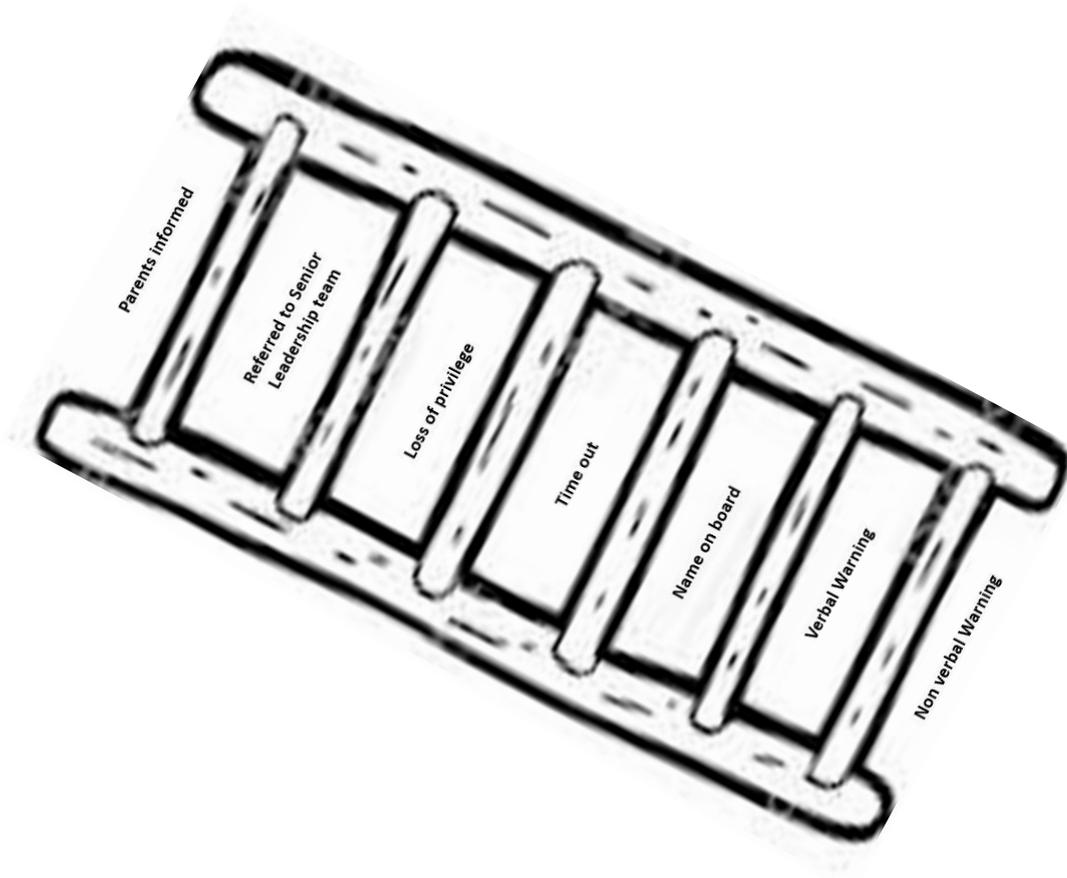
Date revised: March 2022	To be reviewed: March 2022
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Appendix A – PMT1



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

Appendix B – Consequence Ladder



Appendix C – Stripe system

STARS AND STRIPES

STARS

STARS ARE AWARDED BY TEACHER DISCRETION FOR CLASS WORK,
HOMEWORK AND ATTITUDES THAT REFLECT THE BJAB VALUES.

STRIPES

STRIPES ARE AWARDED FOR UNACCEPTABLE BEHAVIOUR AND ARE GRADED
FROM S1-S4. EXAMPLES INCLUDE:

(S1) DISRUPTING OTHERS' LEARNING

(S2) MISUSE OF ICT DEVICES & INTERNET

(S3) BULLYING

(S4) DAMAGING SCHOOL PROPERTY, BREACH OF HEALTH & SAFETY

STRIPE RECORDED ON ISAMS, LOSS OF BREAKTIME



THREE STRIPES IN A WEEK: PARENT MEETING, AGREED INTERVENTION



SUSTAINED OFFENCES: SLT PARENT MEETING, PLACED ON REPORT CARD



PERSISTENT FAILURE TO MEET EXPECTATIONS: HEADTEACHER MEETING

Appendix D - Example of Stripe sanction system

Number of incidents (Individually Assessed)	Sanction	Outcome
1 st S1 offence	Verbal warning	Spoken to at end of lesson by teacher
2 nd S1 offence in same lesson	S1	Recorded on ISAMs Break time detention at teacher discretion.
Multiple S1 incidents which have led to the accumulation of 3 Stripes in one day or an S2 incident	S1, S2, referral to class tutor	Recorded on ISAMs Break time detention
Multiple S1 or S2 incidents recorded across consecutive days or an S3 or S4 incident.	Referral to class tutor & SLT	Parents contacted by class teacher Recorded on ISAMs Agreed intervention, e.g. break time detention, reproduction of work
Sustained negative behaviour and incidents recorded through ISAMs monitoring	Report Card (standards and expectations set out and agreed on an individual basis and reviewed weekly)	SLT Parent Meeting Recorded on ISAMs, reporting to Deputy Headteacher of Prep School Progress meeting at end of agreed term
Persistent failure to meet standards and expectations of report card and the 'BJAB Code'	SLT/Headteacher meeting	SLT/Headteacher Parent meeting. Onwards strategy and sanctions agreed. Refer to Exclusions, Expulsion, Removal and Review Policy

Examples of offences include, but are not limited to:

S1

- presenting work without due care and attention
- shouting out during a lesson
- failure to wear uniform correctly and ignoring requests to do so from a member of staff
- disrupting other students' learning, despite warnings by the teacher.

S2

- using inappropriate language (not directed at a teacher) in lesson

- misuse of ICT network
- negative behaviour towards another student.

S3

- using inappropriate or offensive language towards an adult
- intentionally damaging another student's work or property
- walking away from an adult without permission (in defiance)
- a significant breach of health and safety
- the persistent bullying of another student.

S4

- making racist, homophobic or other offensive comments
- fighting on the school premises
- intentionally damaging school property
- viewing offensive material on the internet
- behaving in a manner in the school building which compromises the safety of others
- making inappropriate comments or derogatory remarks about another student on social media.

Appendix E – Report Card

Behaviour Report

This report is designed to check how well I can behave round school. This needs to be given at the start of each activity and filled in at every aspect of the school day, by an adult in my care. This includes breaktimes. They will say if I have *only* displayed good behaviour and they will sign it. The behaviour report will be reviewed by the class teacher each week, where a decision to stay on report or not will be made.

Pupil Name: _____

Class: _____

Week beginning: _____

Monday: _____

Part of school day	Have I only shown good behaviour? Yes/No	Signature