

<b>Behaviour Management Policy</b>			
<b>Policy Code</b> G3		<b>Effective Date</b>	<b>June 2023</b>
<b>Responsible Department(s)</b>	<b>Principal</b>	<b>Review Date</b>	<b>June 2025</b>

**Introduction**

Children spend much of their childhood and youth in school where, not only do they acquire academic knowledge; they learn how to communicate, interact, and co-exist with others. It is the School’s desire - and duty - to ensure that its students have an opportunity to learn in a caring, supportive environment and develop the social skills necessary for life in today’s global society.

The behaviour policy outlined here reflects the values of BXCL. The School recognises each individual as a unique and special person who each contributes in his or her own way to life in our community. If the School is to create and maintain an environment that is conducive to learning, it must encourage and reinforce certain standards of behaviour.

The purpose of this document is to:

- define acceptable standards of behaviour
- encourage a consistent response to both positive and negative behaviour
- promote self-esteem, self-discipline and positive relationships
- ensure that the School’s expectations and strategies are widely known and understood
- encourage the involvement of home and School in the implementation of this policy
- be a system that works for all and involves all School staff
- should reinforce good choices and discourage poor ones
- relate to the School guiding statements
- ensure that the School is a happy, safe and purposeful environment, where all students feel safe and secure and have respect for themselves and for others.

Specifically staff should:

- ensure all students are treated according to their needs and at all times the approach is fair and consistent;
- reinforce and reward good behaviour in a positive way;
- help students understand that they are responsible for their own actions;
- help students understand how their behaviour affects others;
- ensure all students are given the opportunity to receive praise and rewards for their good behaviour and achievement;
- give students positive encouragement to tell the truth and that students must be able to learn from their mistakes;
- ensure students have an opportunity to make amends for any misdemeanour

When students are travelling to and from School in uniform they are considered to be representing the School and are therefore subject to its rules.

The School reserves the right to take interest in and sanction any misconduct by any student at any time, beyond the bounds of the School day, week or term, where such misconduct prejudices the good order and welfare of the School and its students.

At the beginning of each academic year, and regularly throughout the year, teachers and students will discuss expectations of behaviour, both in the classroom and around the School. Class rules may then be drawn up in line with our guiding statements and displayed in classrooms.

BXCL has a central role not only in a child's academic development but also in his or her social and moral development. The School values the basic principles of honesty, respect, diversity, consideration and responsibility. The School's standards of behaviour, outlined here, reflect these principles.

It is expected that all students, staff and parents will:

- be polite
- be kind and helpful – don't hurt anybody's feelings
- be honest – don't cover up the truth
- be respectful of ourselves, each other and the School property
- be attentive and listen carefully
- be calm and gentle, and do not hurt anybody
- be ready to learn to the best of our ability

These expectations should be positively reinforced during assemblies and class tutor time.

Similarly, all students, staff and parents are expected to follow simple rules:

- Walk sensibly around the School – do not run
- Inside the building, keep to the left
- Outside the building, play appropriately in the playgrounds
- Try to include other children in your games
- Play sensibly so that no-one gets hurt
- Play sensibly so that other children's games are not spoiled
- Put litter in a bin
- Junk food/sugary drinks/chewing gum prohibited
- Stay in designated areas
- In the cafeteria, eat quietly, remembering table manners
- If you want a friend, be a friend
- Share and take turns
- **DO NOT BRING PROHIBITED ITEMS** – e.g. lasers, weapons, flammable items, explosives such as fireworks, knives, toys, craft knives, alcohol, drugs, cigarettes, vapes, dangerous items etc.

Rules of behaviour should be positively reinforced during assemblies and class time. The playground behaviour of students will be reinforced by the teacher on duty.

### **Managing Behaviour**

The teacher uses positive methods of discipline and guidance that encourage self-esteem, self-control, and self-direction, focusing on:

- using encouragement for appropriate behaviour
- reminding students of expectations
- redirecting negative behaviour into a more acceptable choice

***Use of corporal/physical punishment must not be used under any circumstances***

BXCL uses a conflict resolution approach, which is based on seven simple mediation steps:

- approach calmly, stopping any hurtful actions
- acknowledge student's feelings
- gather information
- restate the problem
- ask for ideas for solutions and choose one together
- give praise for resolving the problem/honesty
- be prepared to give follow-up support

The process of resolving conflict helps students build their independent problem-solving and social skills. The six steps are used differently depending on the age of the children. When children have limited language skills, the adult observes what is going on and provides much of the language describing both the problem and the solution. Students' participation and agreement with the process is still important. A young child may confirm with the teacher by nodding, answering yes/no questions, or pointing. As children mature, they are able to take over more and more of the process themselves, and eventually are able to do it independently.

### **Guidelines on student conduct**

All classroom and Home Room Teacher's (HRTs) should be the primary source of information about a child's growth in social and emotional development and about any persistent behaviour problems a child may have. Although specialist teachers and other staff members are expected to manage behaviour on the spot, on-going problems should be discussed with the classroom or HRT and a behaviour management plan of action should be considered.

- offences of the following nature should always be directed to the Head of School:
- fighting
- obscene or derogatory remarks about another person's race, ethnic group, or religion
- Possession of weapons
- Drugs/alcohol/cigarettes/vaping

At BXCL we will not tolerate behaviour that impacts on other people's learning and/or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the students involved. In each class the classroom teacher and the children will agree a clear system outlining the steps that will take place if inappropriate behaviour occurs. Our philosophy is to help students learn through their mistakes and to take responsibility for their choices. We handle the discipline of each student in an individual manner that is appropriate to the age and developmental level of the child's focusing on teaching the student the acceptable behaviour.

Students who have hurt another (by action or words) may need time to calm down and regain control in a suitable quiet place. Adults must ensure that the student is safe and supervised at all times. When appropriate the adult needs to kindly and firmly make clear that such behaviour is unacceptable and help the student to understand the impact of his/her actions upon others, apologise and move forward positively.

Any occasion where a student has been seriously hurt and requires or when an incident takes place, this should be recorded (Engage Daybook).

If the student has been hurt by another student, the parents of both parties must be informed on the same day and steps taken to reduce the likelihood of reoccurrence (staff to inform PRE). Discussions with parents about behaviour should include celebration of positive behaviour, as well as any concerns. Parents and older students are expected to help plan and implement strategies to manage any difficulties and to improve behaviour.

Care must also be taken with language in order to make clear that it is the behaviour and not the child that is unacceptable. Sarcasm or labels should NOT be used.

A record must be kept of any occasion where physical restraint is used, and parents/carers informed on the same day (Annex 5). Physical intervention is only to be used with minimum force and only in order to prevent further accident or injury to a student.

If inappropriate behaviour continues over a period of time and the above procedures are not having an impact then a Positive Behaviour Report may be drawn up and the following actions may occur.

- discussion between teacher/student/parent - agreeing on targets for behaviour
- student reduced to a part time timetable
- fixed term exclusion
- permanent exclusion. It can only be the decision of the Principal to seclude or exclude a child or reduce a student's timetable.

**Annex 1**

Inappropriate and Positive Behaviour

<b>Not striving to meet BXCL values</b>	<b>How it might look</b>
Be happy	Refusing to follow instructions Excluding people from activities
Be honest	Cheating Lying
Be resilient	Low level disturbance (interrupting, talking, getting distracted, distracting others, not listening)
Be kind	Rudeness to staff/student Not respecting school property
Be bold	Poor effort
Be inquisitive	Poor engagement, little work
Be XCLent	Poor organisation (no equipment, no books etc) Incorrect uniform Poor punctuality

Awarding of House Points for Positive reinforcement

<b>BXCL Values</b>			
<b>Happy</b>	Showing positively in their learning	Being friendly to their peers	Showing a positive demeanour
<b>Kind</b>	Work with younger students	charity work	acts of kindness, helpfulness
<b>Honest</b>	Honest in their communications	Showing integrity, moral principles	Academic honesty – giving credit for others work
<b>Inquisitive</b>	Showing reflection	Showing interest and asking questions	Exploring and researching beyond expectation
<b>Resilient</b>	Showing academic progress	Working above and beyond	Good attitude to learning
<b>Bold</b>	Taking a risk	Stepping out of their comfort zone	Trying something new
<b>XCLent</b>	Outstanding individual pieces of work	Excellent effort	Any outside of the classroom activity where they shine

**Annex 2 Examples of rewards for positive behaviour**

Level	Positive Behaviour	Reward
1	Demonstrating BXCL values	Verbal praise 1 house point Subject highlight
2	Continued level 1 Contribution to school activities	Verbal praise 1 house point Head of department/tutor/class teacher highlights Email home
3	Continued level 2 Commitment to school responsibilities	Verbal praise 1 house point PL highlights
4	Continued level 3 Acknowledgement for outside school activity	Verbal praise 1 house point DH highlight Mention in assembly
5	Continued level 4 95% attendance	Verbal praise HoS/HoP/Principal highlight Mention in BXCL Times Become an official ambassador of BXCL

(50 house points – bronze certificate, 100 house points – silver certificate, 150 house points – gold certificate, 200 house points – platinum certificate. Showing all BXCL values = BXCL Values certificate)

**Examples of support for concerning behaviour**

Level	Concerning Behaviour	Potential actions
1	Not striving to have the BXCL values	Subject/class teacher: Reinforce positives/praise Verbal warning/resolution
2	Repeated level 1 (3 times or more)  Directed swearing/derogatory language/inappropriate contact/truancy	Record on Engage Reinforce positives/praise  Subject/class teacher - Natural consequence/ break or lunch time reflection - constructive feedback (7 mediation steps) and/or email home
3	Continued level 2	Record on Engage: HoD or form/class teacher consults PL then meets with parent resulting in: a) Mentoring/counselling/Head of Inclusion intervention and/or b) Tutor/subject/class report
4	Continued level 3  Direct violence Bullying Stealing	Record on Engage a) PL meets with parent resulting in PL report.  DH meets with parent resulting in either or a combination of: a) Head of Pastoral report b) Mentoring/Counselling/Head of Inclusion intervention c) Internal exclusion during break/lunch and/or lesson/s
5	Continued level 4 Possession of weapons Drugs/alcohol/cigarettes Racism Extreme violence Sexual abuse	Deputy Head consult with Head of Secondary/Primary then meet with parents resulting in DH report and/or exclusion. Or Head of Secondary/Primary/Principal of School meets with parents resulting in either or a combination of: a) Internal exclusion during lessons and/or break/lunch b) Fixed term exclusion c) Permanent exclusion d) Police intervention

### Annex 3

#### Classroom Expectations

- ✓ Students should not enter a classroom unless a teacher is present – they should line up quietly and appropriately outside
- ✓ Lessons to start promptly
- ✓ There is a formal start to each lesson with uniform being checked
- ✓ Students get out relevant equipment, bags are removed from the desk and students are quiet ready to start the lesson

*A positive learning environment is created by:*

- ✓ Positive language and interaction
- ✓ Behaviour is conducive to all students being able to learn
- ✓ Appropriate conversations
- ✓ Allowing all students to concentrate and have equal teacher time
- ✓ Asking for support or answering questions by raising hands
- ✓ All homework is planned for, written on the board and time given for this to be accurately recorded in student planners. This is checked for all students
- ✓ At the end of the lesson students are dismissed in an appropriate and orderly manner

**Annex 4: Record of Meeting with Parent (s) /Behaviour Plan**

<b>Date</b>	
<b>Name of Student</b>	
<b>Class</b>	

**Present at Meeting**

**Reason for Meeting**

**Agreed Actions**

<b>Date of Next Meeting if Required</b>	
---	--

Signature..... (Parent)  
 Signature..... (School)



