

## **1 RATIONALE**

BJAB recognises its duties relating to the UK Equality Act 2010; we understand and will ensure that our policies and practices relating to behaviour management are fair, non-discriminatory and do not put individuals or groups of people at a disadvantage.

## **2 AIMS AND OBJECTIVES**

The purpose of this policy is to:

- highlight UK government guidance and legislation that is relevant to behaviour management;
- outline the BJAB approach to managing behaviour;
- describe the roles and responsibilities of different sections of the BJAB community in relation to behaviour management;
- set out how we expect pupils at BJAB to behave;
- ensure a fair and consistent approach across the whole school;
- explain our systems for rewards and sanctions;
- describe the different types of guidance and support we give pupils to help them manage their own behaviour;
- describe additional support and interventions on offer for pupils who struggle to manage their behaviour;
- explain how we record behaviour;
- set out BJAB's approach to preventing and tackling bullying;
- clarify BJAB's approach to specific issues including removal from classroom, dealing with malicious allegations and suspensions and exclusions.

## **3 LEGISLATION AND GUIDANCE**

The guidance and legislation that are relevant to this policy include:

- Behaviour and discipline in schools
- Education and discipline in schools
- Education and Inspections Act 2006 (Sections 88-94)
- Keeping Children Safe in Education
- School suspensions and permanent exclusions
- Searching, screening and confiscation at school

- Use of reasonable force in schools
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

## **4 BEHAVIOUR PRINCIPLES**

At BJAB we strongly believe that through the promotion of positive behaviour a pupil's emotional intelligence is developed. As has been evidenced in research, a pupil's social and emotional competency is found to be a more significant determinant of academic achievement than IQ alone.

Every member of the BJAB community deserves to feel safe, respected and able to work in a calm and orderly environment. As such, kindness is central to our ethos. Discrimination and abuse are not tolerated at BJAB and all pupils are treated with respect, regardless of their own conduct.

The adult BJAB community, including parents, have high expectations and set excellent examples of manners and behaviour. Adults support pupils in developing their understanding of how to behave in different contexts.

BJAB applies rewards and sanctions fairly and consistently. At BJAB we understand that pupils sometimes require additional support in meeting our expectations and in these cases individual support strategies are put in place.

## **5 ROLES AND RESPONSIBILITIES**

All members of the BJAB community have a responsibility for maintaining high standards of behaviour and supporting the implementation of this policy.

### **5.1 The Headteacher, Senior Leadership Team (SLT) & Phase Leader is responsible for:**

- developing a school culture that encourages positive behaviour and tackles misbehaviour effectively;
- monitoring how effectively staff are implementing this policy;
- monitoring how the school manages behaviour and responding accordingly;
- ensuring that rewards, sanctions and other methods for managing behaviour are implemented fairly and consistently;
- ensuring that behaviour is managed in line with legislation on safeguarding, equal opportunities and other statutory requirements;

- ensuring that all staff are keeping records about behaviour, in line with the stated requirements;
- reviewing data to ensure that no groups of pupils are being disproportionately affected by this policy;
- analysing data related to behaviour, in order to evaluate the effectiveness of the school in managing behaviour and to identify any areas for further improvement.

**5.2 Staff are responsible for:**

- implementing this behaviour policy fairly and consistently;
- recording behaviour incidents and concerns in line with requirements;
- issuing rewards and sanctions in line with the school policy;
- modelling appropriate behaviour to pupils;
- treating all pupils with respect, regardless of the pupil's own conduct;
- fostering a positive learning environment where pupils are able to complete their work, feel safe and progress academically;
- implementing strategies that have been put into place to help pupils to manage their own behaviour.

**5.3 Parents are responsible for:**

- working in partnership with the school to support them in implementing this behaviour policy;
- supporting their child to understand how to behave appropriately;
- informing the school of any circumstances that may impact on their child's behaviour;
- discussing any concerns with a relevant member of staff.

**5.4 Pupils are responsible for:**

- ensuring that their behaviour is in line with the rules and expectations of the school;
- taking responsibility for their own behaviour;
- communicating concerns or issues that they have regarding behaviour to an appropriate member of staff.

All members of the BJAB community are expected to report, without delay, any incident which compromises the safety of others or for example knowledge of any other individual being in possession of any of the listed prohibited items. This can be in person to a trusted adult, through our TellUs email address.

## **6 SCHOOL SYSTEMS AND EXPECTATIONS**

Every member of the BJAB community deserves to feel safe, respected and able to work in a calm and orderly environment. As such, kindness and respect are central to our ethos. We use the following motto across the school, as a rule for all.

‘Be kind, respectful and do your best’ (Appendix 1)

When responding to incidents or misbehaviour, staff at BJAB consider whether there are any signs that a pupil may be suffering, or is likely to suffer harm. Where this may be the case, staff will follow the school’s child protection policy and speak to the designated safeguarding lead (or deputy).

## **6.1 Promoting good behaviour**

At BJAB we understand that children may need to be taught how to behave in different situations and that pupils may need to be given strategies to help them take responsibility for their own behaviour. BJAB deploy the following to achieve this:

- consistency
- proximity
- positive phrasing and body language
- silent signals
- routines
- mutual respect
- creative, interactive and engaging teaching

## **6.2 Pupil Support**

BJAB strives to ensure that the individual needs of every child are met. When required, BJAB will work with families and outside agencies to deliver a tailored approach. Where a pupil regularly misbehaves, BJAB works with stakeholders and outside agencies to discover if there are any underlying causes. This support is monitored by the SENDCo. BJAB recognises its legal duty under the UK Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

## **6.3 Rewards and sanctions**

At BJAB, we use an agreed system of recognition and sanctions to encourage appropriate behaviour. We understand that it is important to use rewards and sanctions fairly and consistently, so that pupils know both what to expect and what is expected of them.

## **6.4 Recognition**

We strongly believe that recognition of pupils embodying the school rule is of core importance; we do this in a number of ways:

- A simple ‘thank you’
- ‘Dojos’ are awarded to pupils in the Lower School for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Dojos are recorded online as part of the School House system and are announced each week in assembly by House Captains.

- Certificates
  - i. pupils in from EYFS to Year 6 are nominated each week to be a 'Hero. This is given to a child who has demonstrated characteristics linked to the Round Square Discovery Heroes. Or acknowledges 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.
  - ii. Pupils in EYFS to Year 6 may also be awarded a 'Cloud 9' for recognition of outstanding work or kindness around the school, e.g. for assisting their peers or demonstrating initiative.

Pupils who receive a certificate are invited to attend the Headteacher's Tea Party each week.
- Assemblies and school events are used.
- Postcards home can be awarded by any member of the BJAB staff and are posted home via the school office.
- Meeting with the Headteacher and Deputy Head

## **6.5 Sanctions**

At BJAB we define misbehaviour in two ways Misbehaviour and Serious Misbehaviour, examples of each are:

Misbehaviour:

- Disruption in lessons, in corridors between lessons, and at break and lunchtime
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Incorrect equipment
- Use of mobile phone or Smartwatch in school
- Eating in class or chewing gum

Serious Misbehaviour:

- Repeated breaches of the school rules
- Misbehaviour at any time, including outside of school, that could have serious repercussions for the orderly running of the school and/or poses a threat to themselves, another pupil, member of staff or member of the public and/or could adversely affect the reputation of the school
- Physical violence towards another pupil, including biting
- Any form of bullying including any abusive comments towards or about another individual (note also that pupils should report any such abuse which they come across or are aware of).
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting

- Physical behaviour, such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
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- Vandalism
  - Theft
  - Selling on the school site, on school trips or travelling to or from school
  - Use of mobile phone to take pictures, recordings or videos of other students/staff (includes upskirting)
  - Fighting
  - Smoking of any substance
  - Vaping
  - Racist, sexist, homophobic or any other discriminatory behaviour
  - Serious rudeness to, or aggression or violence towards, a member of staff or online abuse of a member of staff
  - Impersonating a member of staff
  - Malicious allegations
  - Tampering with fire or other safety systems
  - Possession of any prohibited items. Examples of these are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs (substances which produce “legal highs” which have a similar effect to illegal drugs will be treated in the same way for disciplinary purposes)
    - Stolen items
    - Tobacco, cigarette papers, e-cigarettes
    - Fireworks or any incendiary devices incl matches and lighters
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

A summary for Staff can be found in Appendix 2.

Sanctions at BJAB do not humiliate or shame a pupil.

Incidences of misbehaviour will be dealt with by the staff member who witnesses the incident using the consequence ladder.

In the Primary School, the consequence ladder is displayed in all classrooms (see Appendix 2).

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.

Repeated incidents of misbehaviour, witnessed by the same adult more than three times, should be logged on CPOMS. If a pupil's behaviour is logged on CPOMS more than 3 times, within a 5-day period, the class teacher will contact the parents of that pupil and the pupil will receive a sanction, with their class teacher.

Incidents of serious misbehaviour should be logged directly onto CPOMS. All incidences are monitored by the Phase Leader and SLT, and sanctions applied in these cases will be proportionate, considered, supportive and considered on a case-by-case basis. These sanctions may include:

- ❖ **Loss of privilege.** This is a period where the pupil is required to remain under supervision of BJAB staff when their peers are having a scheduled break or have been allowed to go home. Staff will always ensure that pupils are given reasonable time to eat, drink and use the toilet.
- ❖ **Research and presentation task.** These could include researching the reasons why an incident is considered to be inappropriate and presenting their findings to a younger audience or members of staff.
- ❖ **Community service or Action projects.** These could include supporting younger children during the breaktime of the pupil involved, litter picking or leading on a kindness promotion project.
- ❖ **Report card** (Appendix 1). This is used as a self-reflection tool and to identify areas for development in a behaviour plan, if needed.
- ❖ **Behaviour plan.** A strategy plan, created with the pupil, parents and Headteacher/ Deputy Headteacher, identifying areas for development and strategies that the pupil could use. This would be shared with staff who have regular contact with the pupil.
- ❖ **Removal from classroom.** Removal of a pupil from the classroom is a disciplinary response where a pupil is required to spend time out of a classroom under the instruction of a member of staff. Removal is a serious sanction and will only be used when other options have been exhausted, or if the behaviour is so extreme that it requires the pupil to be removed straight away and in response to serious misbehaviour.

Removal can be used to:

- maintain the safety of other pupils or staff;
- restore a stable learning environment when other approaches have been unsuccessful;
- enable pupils exhibiting challenging behaviour to be able to continue their education in a managed environment so that the education of others is not disrupted;
- enable a pupil to stabilise their emotions and de-escalate in a safe space.

During a removal, we will make provision for the continuation of a pupil's education. The education that a pupil receives may not be the same as they would have had if they had remained in class, but it will be relevant and meaningful. Pupils who have been removed from class will be supervised by a suitably trained and experienced member of staff.

Pupils will not be removed from classrooms for extended periods of time. The use of removal will always be kept to the minimum length of time required to achieve the desired outcome.

In line with UK guidance, if a pupil is removed from a classroom, the pupil's parents will be informed on the same day. BJAB will update CPOMS to include:

- the name of the pupil who has been removed;
- the circumstances surrounding the removal, including details of any behaviour triggers if these are apparent;
- the date and time of removal;
- any other individuals involved;
- any background factors that may be relevant;
- when parents were informed about the removal and by whom.

❖ **Suspension and exclusion.** BJAB is an inclusive school and believes that suspension and exclusion should only be used as a last resort. BJAB believes that all pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspensions and exclusions in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or following a serious incident. Headteachers are permitted to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. Full details can be found in our Exclusions policy.

Following any of these sanctions, BJAB will support pupils to ensure they do not feel isolated.

The approach will be individual to each pupil but could include:

- offering additional pastoral support;
- putting the child on an individual behaviour support plan;
- facilitating a restorative conversation;
- initiating additional academic support (when the incident is related to unmet academic needs);
- offering support or information to the child's family,
- obtaining specialist support from external agencies, e.g. mental health support, addiction support.

## **6.6 Monitoring of behaviour**

At BJAB records of pupils' achievements, certificates and commendations are recorded on ISAMS. This is regularly reviewed by the Senior Leadership Team (SLT), in order to ensure that a fair and consistent approach is being applied by all staff.



Incidents of Misbehaviour and Serious Misbehaviour are recorded on CPOMS. All incidents are reviewed by a member of the Senior Leadership Team (SLT) daily. The SLT annotates entries if a sanction is in line with the behaviour policy. The data is used to:

- establish patterns and trends for individuals, groups and the whole school;
- highlight whether removals are happening disproportionately to any particular group, such as those with protected characteristics;
- identify specific factors which may be impacting on behaviour - for example, if it happens at a certain time of day or in specific classes;
- identify what the major causes for Serious Misbehaviour are;
- analyse whether for example removal has an impact on minimising the need for other sanctions, e.g. exclusions;
- evaluate whether the data indicates any staff training needs.

Incidents which have been managed by the SLT are clearly annotated in their self-published actions.

## **6.7 Preventing and tackling bullying**

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online’.

### **ANTI-BULLYING ALLIANCE**

Definition of bullying (National Children's Bureau 2023)

Further details linked to reporting and dealing with incidents can be found in the Anti-Bullying Policy.

## **6.8 Child on Child abuse**

At BJAB, we are clear that sexual violence and sexual harassment are never acceptable. We will not tolerate this behaviour online or offline under any circumstances, and pupils whose behaviour fall below the school's expectations will be sanctioned.

BJAB staff will never condone or normalise sexually abusive language or behaviour by treating it as ‘banter’, an inevitable fact of life or an expected part of growing up. It is our policy that staff will challenge all inappropriate language and behaviour between pupils or towards other members of the school community.

If we have concerns regarding sexual violence and sexual harassment, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE).

We will take all reports of sexual violence and sexual harassment or child-on-child abuse seriously. Those affected will be reassured that they will be supported, kept safe and are being taken seriously, regardless of when the incident(s) took place. Abuse that occurred online or outside of the school premises will be taken equally seriously.

In instances where child-on child abuse is found to have taken place, BJAB will take disciplinary action in line with this behaviour policy.

BJAB's designated safeguarding lead (or deputy) will lead the school's initial response. Each incident will be considered on a case-by-case basis. Referrals will be made, and support services engaged as appropriate.

## **6.9 Searching and Confiscation**

Searching can be a helpful tool in keeping the school community safe. At BJAB searching of pupils is allowed if permission is given. In case the permission has not been granted, we reserve the right to contact the police, in accordance with Belgian law.

Prohibited items are:

- knives or other potential weapons;
- alcohol;
- illegal substances/drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any other articles that they suspect have been or are likely to be used to commit an offence, cause personal injury or damage to property.

If anyone at the school has reasonable grounds for suspecting the pupil is in possession of a prohibited item, the Headteacher may contact the Police to search the pupil without their agreement. Any search by a member of staff for a prohibited item and all searches conducted by police officers are done so in line with our Safeguarding policy and recorded on CPOMS, the school's safeguarding reporting system. This is irrespective of whether an item is found.

Headteachers and authorised staff may also search for other banned items that BJAB identify as an item that may be searched for. These items are:

- over the counter medicines;
- prescription medicines (unless the school has given consent);
- energy drinks;
- aerosols;
- e-cigarettes and related products;
- lighters and matches;
- chewing and bubble gum;
- mobile phones;
- smart watches;

- jewellery (with the exception of that which is permitted in our uniform policy);
- glass bottles;
- items that are inappropriate for the age of the child carrying them.

An authorised staff member carrying out a search may confiscate any item that they suspect:

- poses a risk to staff or pupils;
- is prohibited;
- is identified in the school rules as an item for which a search may be made;
- is evidence in relation to an offence.

When searching and/or screening pupils, or determining how to deal with a confiscated item, we follow the detailed guidance that has been published in the UK by the DfE.

Please note that the law protects school staff from liability in any proceedings brought against them for any loss or damage to items that they have confiscated as long as they have acted lawfully.

#### **6.10 Reasonable force**

At BJAB, we understand that there are circumstances when it is appropriate for staff in schools to use reasonable force to keep pupils and other members of the school community safe.

BJAB staff have the power to use reasonable force to prevent pupils from:

- committing an offence;
- harming themselves or others;
- damaging property.

However, reasonable force should only be used as a last resort when other approaches have failed.

Further details can be found in our Reasonable force policy.

#### **6.11 The power to discipline beyond the school gate**

At BJAB, we reserve the right to address misbehaviour outside of the school premises when one or more of the following criteria are met:

- when the pupil is taking part in a school-related activity or one organised by the school;
- when the pupil is travelling to or from school;
- when the pupil is wearing school uniform or is identifiable as a pupil of the school in some other way.

Whether or not the criteria above have been met, BJAB also reserves the right to discipline pupils if their behaviour outside the school premises:

- poses a threat to another person;
- could have repercussions for the orderly running of the school;
- could impact on the school's reputation.

A decision on whether to discipline pupils for misbehaving outside of the school premises will be taken by the Headteacher.

We recognise that for all cases of misbehaviour, the school can only discipline a pupil on school premises, or elsewhere when that pupil is under the lawful control of a staff member.

## 7 STAFF INDUCTION AND TRAINING

BJAB recognises that in order to facilitate effective behaviour management, staff need to be given adequate training and support. We offer regular training to staff; some of this will be delivered to the whole staff. In other instances, it may be relevant to offer personalised support to individuals or groups of staff.

Staff are given specific training to BJAB's behaviour policy and approaches to behaviour management during the induction process and regularly thereafter.

If an individual member of staff is struggling with their behaviour management, they will be given support to develop this. The approach taken will be determined by the needs of the member of staff but could include additional training, one-to-one coaching/mentoring and, if required, the implementation of a support plan.

## 8 COMMUNICATING THE POLICY

This policy is shared with all staff at the beginning of the academic year and is available on the staff drive for referral. Parents are able to access this policy through the school website and a copy is also available, in paper format, from the school Office.

During induction week the policy procedures are shared with pupils and a is also summarised in the pupil handbook.

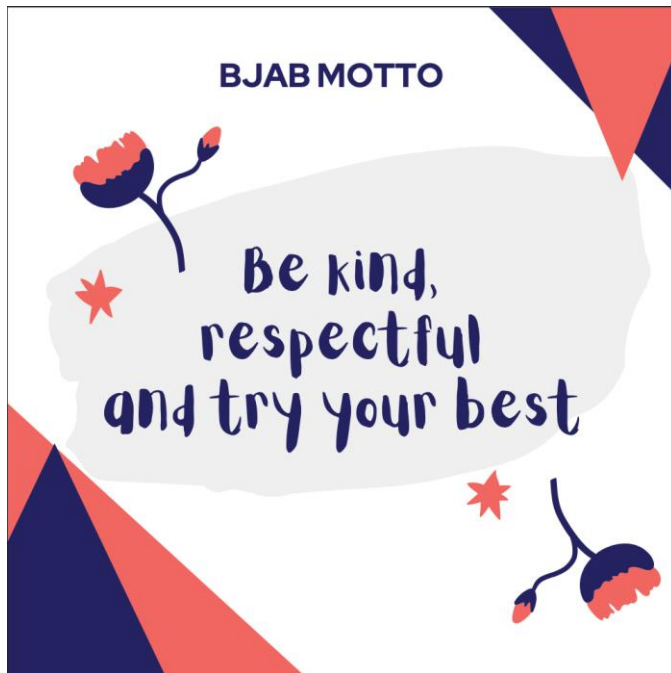
## 9 MONITORING AND REVIEW

This policy is the responsibility of Mr Retter, the Headteacher and Victoria Cowx, Deputy Headteacher.

Headteacher: ..... (Francis Retter)	
Deputy Headteacher .....(Victoria Cowx)	
Updated: August 2024	To be reviewed: July 2025



## Appendix 1



## Appendix 2

