



WORKING TOGETHER FOR THE SUCCESS OF ALL

Behaviour Policy

The behaviour policy of British Forces School Naples (BFS) has been written and agreed by teaching and support staff. All staff at the school are responsible for promoting and maintaining good behaviour in a safe learning environment for the children in their classrooms and around the school. Staff should also encourage children to understand what constitutes good behaviour and will assist the children in learning to play a responsible role both within the school and in the wider world.

BFS Naples recognises the achievements of children, has an easily understood set of rules, draws attention to unacceptable behaviour and teaches fairness and understanding. The role of the parents is recognised and they are encouraged to become involved in the school wherever possible.

Aims

- To have an agreed and consistent, approach to behaviour throughout the school
- To build up each child's self-esteem by placing the emphasis on praise and reward
- To have an agreed set of rewards for positive attitudes towards behaviour
- To have clear and consistent boundaries for behaviour and consequences for behaviour that is deemed unacceptable.
- For all parties to be aware of the school's systems and graduated response related to our positive behaviour strategies.

The Golden Rules

The Golden Rules are a consistent and agreed set of rules that underpin the behaviour policy at BFS Naples. These rules are known as the Golden Rules and are followed by every class in the school.

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| Do be gentle | Do not hurt anyone |
| Do be kind and helpful | Do not hurt anyone's feelings |
| Do work hard | Do not waste your time or other people's time |
| Do look after property | Do not waste or damage things |
| Do listen to people | Do not interrupt |
| Do be honest | Do not cover up the truth |

In addition to the Golden Rules, the children are involved in the construction of a set of class rules that are age appropriate and reinforce the Golden Rules at the beginning of each academic year. Both the Golden Rules and the classroom rules are displayed in the classrooms. The rules are kept short, simple and realistic. Children are reminded frequently about the rules and why they were made. It is however essential that they contain a method for the basic expectations of positive behaviour in the classroom.

We believe that these rules should be promoted in a positive way through example and reward. We will encourage children at all times to think before they act and take responsibility for their own actions.

We will promote an open atmosphere during circle time which will encourage children to share their fears or problems.

Rewards for positive behaviour

It is so important for children to recognise and be reward for their positive behaviour, especially those whose behaviour is typically good. The following techniques are used to reward good behaviour by all staff and reflect the age and appropriateness for the children across the school:

- ✓ Positive verbal and non-verbal praise
- ✓ Positive marking/comments e.g. 'tickled pink' comments in pink pen as in marking code
- ✓ Class based reward systems including spot prizes, photocopy of learning most proud of etc.
- ✓ Team points
- ✓ Stickers awarded for good work or behaviour
- ✓ Golden Time
- ✓ Certificates presented in Celebration Assemblies
- ✓ Pen licence
- ✓ Headteacher awards

Golden Time rewards

Golden time is a celebration of the positive behaviour demonstrated throughout the week. This typically takes place on Friday afternoons and teachers offer the children a range of class based rewards. Any child who misbehaves may miss some of their Golden Time where they have not been able to earn it back (see sanctions below).

Each month we also hold a Special Golden Time to further reward good behaviour across the school. On these occasions children can select from a range of exciting activities offered each month including arts & crafts, IT (computers/School Wii) and sports etc.

Sanctions

There are times when a child does not behave according to the Golden Rules. In these cases we will follow the agreed sanctions. It will be the responsibility of all adults in the school to promote the Golden Rules but the sanctions will only be applied by those who are employed in the school and have had training. The sanctions are the same for the whole school and will operate in any area of the school. Where possible we will use public praise and private criticism.

The following is a summary of our graduated response which is typically followed for children with the vast majority of children not going past number 3.

1. Non-verbal, e.g. look, gesture
2. Generalised word, reminder of expectations
3. Specific personal reminder
4. Warning
5. Support to manage behaviour e.g. adult assistance to re-engage with learning, moving seat etc.
6. Loss of Golden Time

Loss of Golden Time

- Golden Time can be earned back where appropriate behaviour is displayed during the session and subsequent lessons throughout the week at the discretion of the class teacher.
- Loss of Golden Time is taken during the weekly Golden Time session and is proportionate to the age of the child and the nature of the reason at the discretion of the class teacher and typically lasts a few minutes. During this time, pupils typically sit with a sand timer and are reminded why they are missing part of their Golden Time and what they could do to prevent this occurring again.
- Loss of Golden Time is recorded by the class teacher (see Annex A) to identify how frequently Golden Time is being lost and by whom as there may be a pattern emerging that may result in seeking the support of parents.

- If any child has lost some Golden Time for 3 or more weeks within a half term, parents may be asked to support the school by discussing behaviour issues with the class teacher and Inclusion Leader.
- For children who fail to retain any of their Golden Time on a regular basis, an Individual Behaviour Plan may need to be put in place or the plan reviewed in consultation with the parents, class teacher and Inclusion Leader (see paragraph below).

Pupils with emerging or identified additional needs

A child who presents with social, behavioural and emotional needs may have emerging or identified additional needs. Where class teachers consider that a pupil is a cause for concern for social or behaviour difficulties, they should consult the Inclusion Leader and follow the MOD Schools SEN policy and procedures. There may be different reward and sanction systems put in place for individual children with emerging or identified additional needs as set out in their Individual Behaviour Plans.

Unacceptable Behaviour

As a school we do not accept:

- any children being physically or verbally abusive to any adult
- a child causing unprovoked violence or being abusive towards or striking other children
- bullying or racist abuse towards another child during lessons, play or lunch time or children.

We appreciate that children find it more difficult to control the behaviour in the playground, so the decision of how to deal with incidents arising in the playground will be left to the discretion of the SLT.

All incidents of unacceptable behaviour will be recorded on an Incident Record form (Annex B). The Incident Record form should be completed in an accurate and timely manner made as soon as possible after the incident and by a member of staff who witnessed it or was on duty at the time. The child should be made aware of the seriousness of the incident in a way appropriate to the age of the child. See Annex C for the Serious Incident Procedure.

An accident record is also recorded where an injury occurs in an incident of unacceptable behaviour and the Injury Policy followed accordingly.

In cases of unacceptable behaviour the Headteacher will be involved, parents notified and agreed action undertaken depending upon the nature of the unacceptable behaviour. This may range from a behaviour chart, time out from play/lunchtime to an exclusion from school in accordance with the extant MOD schools Exclusion Policy. Special consideration will be made for children with additional needs in accordance with the strategies in place (see pupils with emerging or identified additional needs).

Reporting an incident of unacceptable behaviour after the event

There may be occasions where an incident of unacceptable behaviour is reported to a member of staff by a child and / or a parent after the event e.g. that one child struck another child in the playground. Such alleged incidents of unacceptable behaviour will be taken seriously and the member of staff should follow the procedure for unacceptable behaviour outlined above and in Annex C in an accurate and timely manner, and as soon after the alleged incident is reported as possible.

This policy should be read in conjunction with other policies: Anti-Bullying, Playground Supervision, Injury, DCPY Restrictive Physical Intervention and Child Protection & Safeguarding

Date previously reviewed: September 2017

Ratified by SGC: November 2018

Next review: September 2019

Class Golden Time Record

Date:.....

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BFS Incident Record of unacceptable behaviour

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| Date of incident: | Time of incident: |
| Pupil Name: | |
| Member(s) of staff involved: | |
| Adult witnesses: | |
| Pupil witnesses: | |
| <u>Please write a brief description of Incident</u> | |
| What happened? | |
| What happened before? | |
| How was it dealt with? | |
| What were the consequences for those involved? | |
| <u>If Parents are informed</u> | |
| Date parent/carer informed of incident: | Time: |
| By whom informed, and means: | |
| Outline of parent/carer response: | |
| Signature of staff completing report: | Date: |
| Signature of teacher-in-charge: | Date: |
| Signature of Assistant Headteacher: | Date: |

Brief description of any subsequent inquiry/complaint or action (Including contact with parents of children who may have been injured/involved as a result of someone else's actions):

Headteacher advised:

Date:

ANNEX C

Procedure for Incidents of unacceptable behaviour

