



British Forces School Naples

# Managing Behaviour Policy

*May 2022*

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## **1. Aims**

This policy aims to:

- Provide a clear and consistent approach which demonstrates how we support our pupils to manage their own behaviour
- Provide information on our school vision for our pupils and how the staff will support the pupils to realise this
- Define the different levels of behaviour, including bullying
- Outline how pupils, staff and parents are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline how we celebrate good behaviour and achievement

## **2. Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special education needs and disability (SEND) code of practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

## **3. Our School Vision**

At BFS Naples we encourage all of our pupils to manage their own behaviour. Our school ethos is underpinned by the desire to enable our children to successfully manage their own behaviour by embracing our school motto, adhering to our school rules and displaying our Learning Behaviours.

**Our School Motto:**

*'Be the best that you can be in all that you do'.*

**Our School Rules:** [See Appendix 2](#)

1. We use kind hands and kind feet.
2. We respect everyone and everything.
3. We always try our best.
4. We are polite and use good manners.
5. We are honest.

**Our Learning Behaviours:** [See Appendix 3](#)

1. Collaborative Learner

2. Independent Learner
3. Motivated Learner
4. Reflective Learner
5. Resilient Learner
6. Thoughtful Learner

To enable our children to successfully manage their own behaviour, the staff make a promise to the pupils;

- ✓ We promise to help you to be the best that you can be.
- ✓ We promise to help you to develop your learning behaviours to become life-long learners.
- ✓ We promise to support you to become thoughtful, independent and reflective members of our whole community
- ✓ We promise to celebrate our military ties and embrace la vita Italiana.
- ✓ As a family of staff, we promise to work collaboratively to develop a school community based on mutual respect and support
- ✓ We promise to build your resilience so you never give up when facing challenges in our ever-changing world

[See Appendix 1](#)

#### **4. Our Behaviour Management Philosophy**

At the heart of our Behaviour Management philosophy, we aim to support every child to successfully manage their own behaviour. We understand that successful behaviour management is based upon securing the emotional safety of a child. In order for us to successfully meet the needs of all pupils, we aim to ensure that they know our expectations, rewards, boundaries, routines and consequences.

We view behaviour as communication and that behaviour is an expression of an unmet need. A child may face challenges in managing their behaviour for many different reasons which may include:

- Learning needs
- Medical needs
- Nutritional factors
- Emotional needs
- Trauma
- Family or friendship worries

When a child comes to school with challenges or worries, these worries and concerns can be reflected in their behaviour. We work hard at forging positive relationships with all our pupils and families to enable us to discover why a child may not be behaving as we expect, if and when a problem occurs. If a pupil encounters challenges when managing their own behaviour, they will always receive help, support and guidance from the staff team.

We enable our pupils to actively manage their own behaviour in several ways:

- ✓ By knowing our children well and forging positive relationships with all pupils
- ✓ Through active promotion of our school rules and expectations through assemblies and in class PSHE lessons through active promotion of our Learning Behaviours
- ✓ Through active promotion of our school motto
- ✓ Awarding children with House Points when they make good choices
- ✓ Awarding our Star of the Week certificate to a pupil in each class every week with a particular focus on our Learning Behaviours
- ✓ Inviting children to attend Headteacher Tea Parties when they have demonstrated our School Rules and Learning Behaviours
- ✓ Being consistent with the consequences for poor behaviour choices
- ✓ Having clear routines and class boundaries



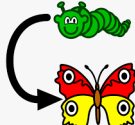
- ✓ Actively including the children in discussions about their behaviour and involving them in determining any consequences for poor behaviour

## 5. Definitions of Behaviour

### Low level disruptive behaviour

Low level disruptive behaviours are not overtly confrontational or challenging, but distract from teaching and learning. These behaviours will be addressed by teachers and members of support staff in the classroom and in the playground. All staff will highlight the positive behaviours of others, explicitly sharing behaviour expectations. When a child displays low level disruptive behaviour, the staff will instruct the child what **to do** in order to support the child to immediately adapt and change their behaviour. All staff have a shared understanding of the definition of low-level disruptive behaviour and are consistent in their approach. Examples of low-level disruptive behaviour are:

- Calling out
- Name calling
- Fiddling with resources during learning time
- Chatting when not appropriate
- Not paying attention
- Distracting others

Stop	
Think	
Change	

To address low-level disruptive behaviour and enable the children to manage their own behaviour, we operate an Orange Card system in school. If a child is displaying low-level disruptive behaviour, they are handed a school Orange Card. The Card contains 3 words and accompanying pictures: Stop, Think, Change. The card is given in silence to allow learning to continue. This visual prompt allows the child to amend their behaviour and if the child successfully changes their behaviour, the card is removed. If the behaviour continues once a card has been issued and the child is not able to amend their behaviour, the child will lose Golden Time in class which will be recorded **See Appendix 4.**

This sheet will then go to the HT for weekly tracking. Each week the children who lose Golden Time will spend time with the HT to discuss what happened and consider what they will do to try and prevent it from happening again. If patterns emerge through the weekly tracking, parents will be contacted with a view to discussing further support.

The Orange Cards are used by all members of staff and can be used both inside and outside. When the children are at play, if an Orange Card is issued it will result in a 5-minute time out, after which they can then return to their play. If they are unable to successfully return to their play, their teacher will be informed and they will lose 5 minutes of their Golden Time.

### Medium level disruptive behaviour

When a child consistently displays low-level disruptive behaviour and is not able to adapt, manage or improve their behaviour, they will be referred to the AHT or HT. An investigation will take place to determine the reason for the behaviour and a support package will be put in place to support the child to adapt and change their behaviour. This could include a Behaviour Plan or WELSA support. Possible actions or sanctions could include:

- Parents may be contacted and invited to attend a meeting to discuss ways forward
- A behaviour Plan may be created to track and monitor progress **See Appendix 5**

- Loss of school privileges, eg. Loss of Golden Time, exclusion from school trips
- Restorative Practice session – see section 6.
- Removal from class to complete learning

### **High level disruptive behaviour**

High level disruptive behaviours are serious and overtly confrontational. Examples of high-level disruptive behaviour are:

- Challenges to authority
- Destruction of school or private property
- Refusal to comply with instructions
- Verbal abuse
- Physical abuse

When high level disruptive behaviour is displayed by a child, the SLT, will implement a support package in collaboration with the class teacher and members of support staff to help the child to improve their behaviour. Examples could include:

- Creating a Behaviour Plan with the child (See example [Appendix 5](#))
- Seeking advice and support from our Educational Psychologist
- WELSA support
- Contacting parents and arranging solution focused meetings
- Creating and monitoring interventions – eg. social and nurture groups or 1:1 support
- Implementing the DCS Exclusion Policy when necessary

### **Isolated Incidents**

If a child is involved in an isolated incident, the staff will complete an Incident Form – [See Appendix 6](#). A copy of this will be given to the headteacher who will monitor and track the forms.

All High Level and serious isolated incidents should be recorded on MyConcern. MyConcern® is a simple to use, safe and secure software for recording and managing all safeguarding concerns. The system enables all staff to record any safeguarding concern, safe in the knowledge that a proper record has been made and that their safeguarding lead has been automatically notified. It is widely used in schools in the UK and worldwide.

## **6. Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
------------------	------------

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy. Any allegations of bullying will be dealt with immediately by a member of the SLT and parents/carers will be informed. Any incidents of Bullying will be recorded on MyConcern.

## **7. Restorative Practice**

On occasions, we support our children to resolve any potential conflict through a Restorative Practice approach. A member of staff will speak to the children involved in a quiet space and initially set boundaries for the session. The children must listen to each other without interruptions, negative sounds or gestures. The member of staff will then ask the children to speak in turn to answer the following:

- 1. What happened?** The member of staff will ask the children exactly what happened. They will listen to the children, one at a time, and then repeat back what they believe has happened to clarify the event/s. Once each child has provided their account the member of staff will have a clear picture of exactly what happened. During this time, nothing else will be discussed and there will not be the opportunity to respond as it is purely a fact-finding task.
- 2. How does it make you feel?** Each child will be encouraged to speak about how the incident has made them feel. This can be a very powerful part of the session as the children hear the impact of the event on others. The adult will listen once again without judgement and will then repeat what the child has said to clarify understanding.
- 3. What do you want to happen now?** As the facts of the event/matter will now be clear and the children will know how each other feels about it, they will have the opportunity to say what they want to happen. The outcome of this is dependent on the individual event. The children are never made to apologise or to be friends with someone not of their choosing. The member of staff will support the children carefully through this process to ensure that the children are all happy with the outcome. On the rare occasion that the children want to spend time apart following an incident, the staff will stress the importance of our school rules and that if they cannot be friends, they will be expected to display kindness and respects to others.

## **8 . Roles and responsibilities**

### **School Governance Committee**

Our School Governance Committee will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness and support the SLT to fully implement the policy.

### **The headteacher**

The headteacher is responsible for reviewing this behaviour policy through consultation with the staff and SGC. The headteacher will support the staff to apply the policy consistently and work with the SENDCo to monitor the standards of behaviour across the school.

The headteacher and SENDCo will ensure that all behaviour incidents and any support plans, contact with parents or exclusions are confidential. This information will only be shared with the staff working with individual children who need to know in order to support the child concerned. The headteacher will always promote positive behaviour in assemblies and ensure that adequate staff training is provided.

### **School Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour at all times; promoting our school rules and values
- Collaborating with SLT if a child requires support
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Forge positive relationships with all pupils
- Display and actively promote our Learning Behaviours
- Telephone parents when its necessary to share information about their child's behaviour

All staff have a responsibility to develop positive relationships with pupils which may include:

- ✓ Greeting pupils in the morning/at the start of lessons
- ✓ Establishing clear routines
- ✓ Communicating expectations of behaviour in ways other than verbally
- ✓ Highlighting and promoting good behaviour
- ✓ Initial feedback focuses on what **to do** as opposed what not to do
- ✓ Promoting our School Motto, School Rules and Learning Behaviours
- ✓ Concluding the day positively and starting the next day afresh
- ✓ Using positive reinforcement and encouragement
- ✓ No shouting or raised voices
- ✓ Ensuring confidentiality when speaking to a child about any inappropriate behaviour, both in class and with parents/carers

The senior leadership team will support staff in responding to behaviour incidents.

### **Parents/Carers**

Parents are expected to:

- Support their child in adhering to the School Rules
- Support their child to aspire to and actively display our Learning Behaviours
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Treat the school staff with respect

### **Pupils**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show kindness and respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Adhere to our School Rules



- Treat the school buildings and school property with respect
- Wear our correct uniform
- Aspire to display our Learning Behaviours and School Motto

## **9. Celebrating Achievement**

Celebrating success is very important to us at BFS. We celebrate the academic work, effort and the behaviour of all our pupils. We enjoy celebrating success and achievement in several ways:

### **Star of the Week**

Every week a Star of the Week is presented with a certificate in our weekly Celebration Assembly on a Friday afternoon. This will acknowledge the good work that has taken place in class, with a particular focus on our Golden Rules and Learning Behaviours.

### **Tea with Me**

Every week the headteacher will host a tea party for one child in each class who has demonstrated good behaviour and effort in class.

### **House Points**

We have 3 houses: **Etna, Stromboli and Vesuvius**

The children can earn House Points from all members of staff. The points are collected at the end of each week and the House Captains will share the results in the weekly Celebration Assembly. The points will be converted into marbles which are collected in tubs. Every ten house points converts to one marble. When the tub is full all of the children from the house will receive a collective reward. The reward will be of their choosing. E.g. movie afternoon, water fight or play afternoon.

### **Learning Behaviours**

Each of our Learning Behaviours are represented by an animal. Each class has a soft toy animal which represents the particular behaviour. Teachers will allow children who display the Learning Behaviour to have the soft toy sit with them as they work and this will be highlighted in assemblies to promote active examples of our Learning Behaviours.

## **10. Off-site behaviour**

Our pupils are expected to behave in accordance with our school policy when off-site. If we have concerns regarding a child and their ability to manage their own behaviour prior to a school trip or outing, they may be excluded from off-site activities. This will always be in collaboration with parents/carers.

## **11. Malicious Allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct

## **12. Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them hurting themselves or others.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

### **13.Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

### **14.Playground Behaviour**

Our playground is supervised by our LSAs who are regularly supported by a member of the teaching or leadership team. When the children are supervised at play, the staff act as Play Leaders. They take control of different areas of the playground to ensure support is provided for all pupils. They have the following responsibilities:

- To ensure the health and safety of all pupils
- To ensure that the school rules are adhered to
- To ensure that children are included and that they have access to fun activities
- To lead play and teach the children new games to play
- To help the children to resolve any conflict
- To demonstrate good manners and respect to others

### **15.Confidentiality**

When a child receives support to manage their behaviour, we always treat the incident confidentially. When the Headteacher or Assistant Headteacher are involved in resolving an incident, they will not share the consequences following the incident with the pupils. They may choose to share this with staff who work with the children in order to ensure maximum support, but in all other regards, the incident will be dealt with confidentially. This can often lead to a pupil, parent or member of staff being under the impression that the pupil does not face any consequences. If this happens, concerns should be shared with the leadership team who will be able to provide the necessary reassurance that actions have been taken, without sharing any details.

### **16.Contact with Parents**

If a member of staff needs to contact a parent regarding a behaviour incident they will always try to telephone in the first instance. If a parent is not available the member of staff will email the parent to briefly explain the incident and request a telephone conversation at their earliest convenience.

## **17. Pupil transition**

When a new pupil arrives at BFS, their records will be shared with their new teacher two weeks prior to their arrival. During their first week they will be invited for a HT Welcome Brew. This will be a settling in meeting and an opportunity for the HT to determine if any additional transitional support is required. At the end of their first full week, the class teacher will email the parents to invite them into school for a meeting for a brief meeting to discuss how well they are settling in.

To ensure a smooth transition to the next year, pupils have three transition sessions with their new teacher(s). During this time they will create work that will go on display for when they arrive in their new class in September. In addition, staff members hold transition meetings to share all relevant information on each individual pupil.

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 new settings for those pupils transferring to other schools.

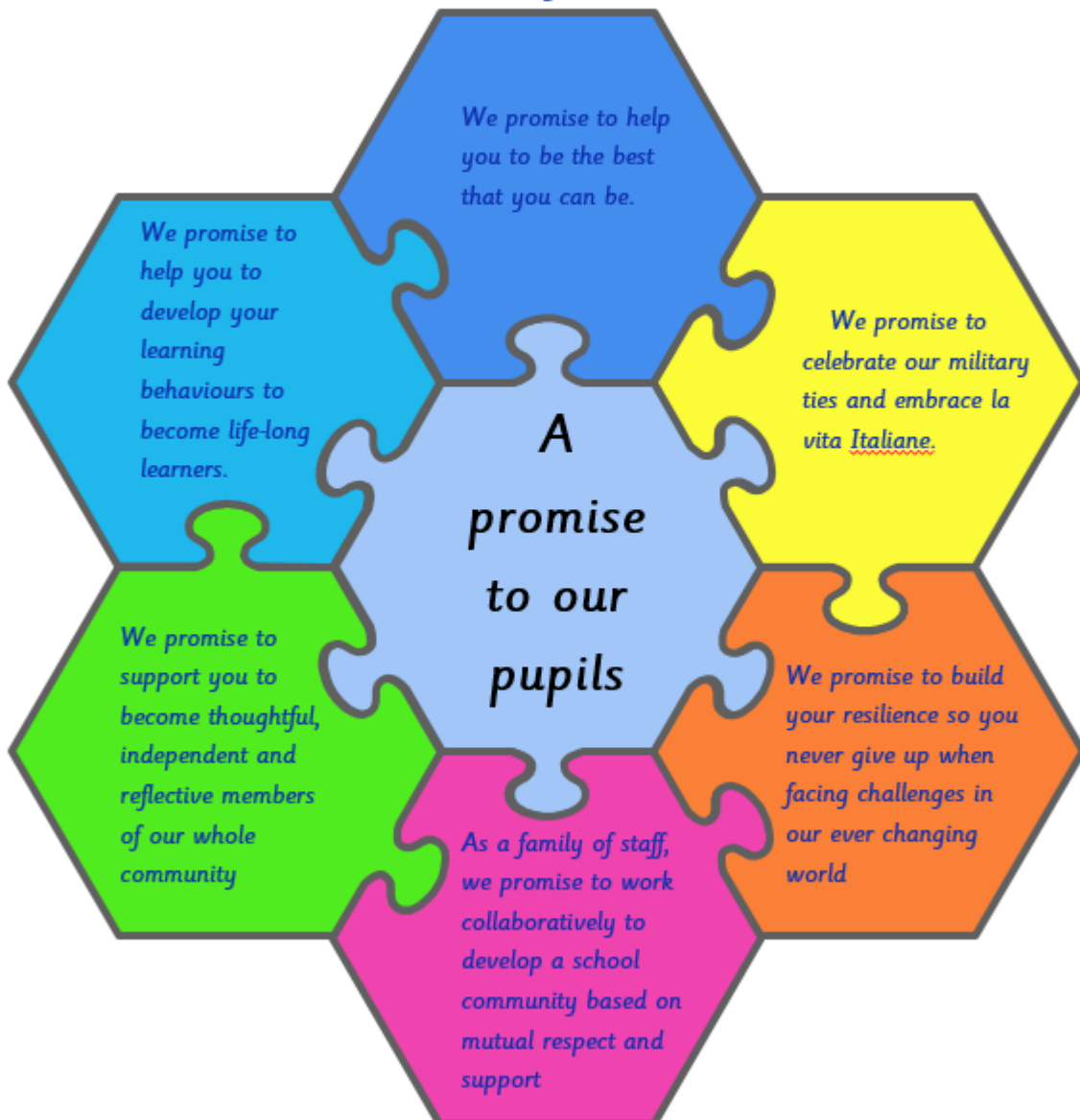
When our pupils leave school, they will be awarded with a leavers coin and photograph. These will be presented in an assembly when parents are also invited to attend.

**APPENDIX 1**

*Our BFS Naples School Promise*

## APPENDIX 1 Our BFS Naples School Promise

*January 2022*

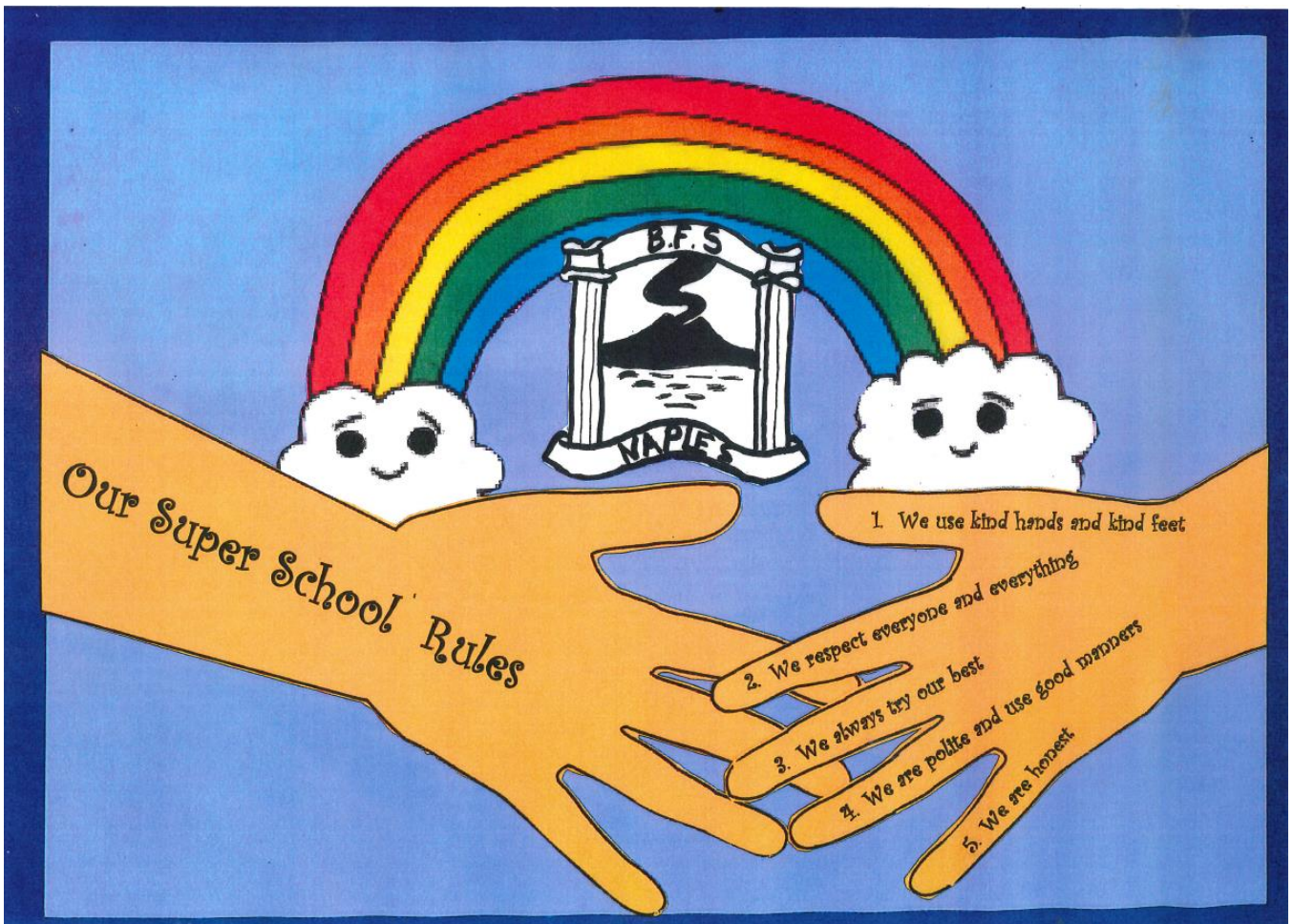


**APPENDIX 2**

*BFS Naples School Rules*

# Naples School Rules







*January 2022*



APPENDIX 3

Our Learning Behaviours

January 2022

do I believe?	What would you see me do?	What would you hear me say?
 <p><b>Term 1.1: Italian Bee</b></p>	<p><b>Motivated Learner</b> I am an active and motivated learner.</p>	
<p>I can take initiative with my learning. I take pride in my work. I want to get involved. I am enthusiastic about learning.</p>	<ul style="list-style-type: none"> <li>Fully involved in a task</li> <li>On task</li> <li>Actively seeking new knowledge</li> <li>Actively engaging with new challenges</li> </ul>	<p>"I need to know." "Can I share/ show my learning?" "Can I find out about...?" "My targets are..."</p>
 <p><b>Term 1.2: Striped Dolphin</b></p>	<p><b>Collaborative Learner</b> I work well with others.</p>	
<p>I can share my ideas and opinions with others. I respect and value everyone's ideas. I can listen and respond positively to the ideas of others. I work responsively as part of a team.</p>	<ul style="list-style-type: none"> <li>Working with others</li> <li>Listening to others</li> <li>Responding to others</li> <li>Changing actions in response to others' ideas</li> </ul>	<p>"I am sharing." "I am listening to others." "I hadn't thought of that." "Let's work together."</p>
 <p><b>Term 2.1: Scillian Pond Turtle</b></p>	<p><b>Resilient Learner</b> I never, never, never give up!</p>	
<p>I know it's ok to get things wrong. I can learn from my mistakes. I take risks and I'm willing to try new things. I can challenge myself.</p>	<ul style="list-style-type: none"> <li>Taking risks</li> <li>Accepting mistakes</li> <li>Embracing challenge</li> <li>Staying positive</li> </ul>	<p>"How can I?" "I will change the way I do this." "I will have a go." "I won't give up."</p>
 <p><b>Term 2.2: Little Owl</b></p>	<p><b>Thoughtful Learner</b> I am a critical and creative thinker.</p>	
<p>I can think of ideas. I can think of new ways to do things. I can always learn something new. I can make links between my learning.</p>	<ul style="list-style-type: none"> <li>Adapting an approach</li> <li>Questioning</li> <li>Exploring and Predicting</li> <li>Applying their learning in new ways</li> </ul>	<p>"What about..." "I think..." "Why?" "How/ How else?"</p>
 <p><b>Term 3.1: Red Squirrel</b></p>	<p><b>Reflective Learner</b> I can improve my learning.</p>	
<p>I can always improve. I can identify how to make improvements. I have high expectations of myself. I can learn from others.</p>	<ul style="list-style-type: none"> <li>Wanting to find ways to improve</li> <li>Adapting their learning based on the ideas of themselves or others</li> <li>Having high expectations</li> <li>Showing pride in their achievements</li> </ul>	<p>"I can use this." "What might be better is..." "This has gone well." "My next step will be."</p>
 <p><b>Term 3.2: Marsican Brown Bear</b></p>	<p><b>Independent Learner</b> I can be independent in my learning.</p>	
<p>I can help myself. I find ways to solve the problem. I know when and who to ask. I take responsibility for my learning.</p>	<ul style="list-style-type: none"> <li>Working alone</li> <li>Focusing on my learning</li> <li>Solving problems</li> <li>Following instructions</li> </ul>	<p>"I can have a go by myself." "I can do it." "I know how to find out." "What happens if?"</p>

**APPENDIX 4**

**BFS Orange Card Behaviour Tracking Form**

Name and Year Group	Class	Date

<p><u>Behaviour Incident</u></p>
<p><u>Consequence</u></p>
<p>Staff name and Signature:</p>

**Headteacher Tracking**

<p>Date of Tracking Meeting:</p>	
<p><u>Discussion and Actions Arising:</u></p>	

Child Signature: \_\_\_\_\_ HT Signature: \_\_\_\_\_

**APPENDIX 5**

**Behaviour Plan**

Picture chosen by child inserted here
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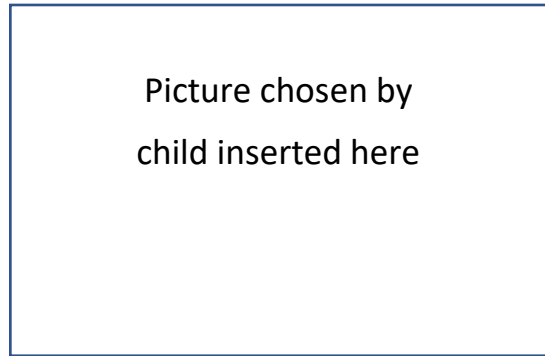
Name: \_\_\_\_\_

Created: \_\_\_\_\_

What I am good at:	What I need to get better at:
What I am going to do and who will help me:	



## APPENDIX 5



Name: \_\_\_\_\_

Week beginning: \_\_\_\_\_

### How well I am doing?

I want to fill my sheet with smiley faces. I will put a face in the box to show how well I have done:

<u>Day</u>	<u>Lesson 1</u>	<u>Playtime</u>	<u>Lesson 2</u>	<u>Lunchtime</u>	<u>Lesson 3</u>
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Teacher/Parent comments:



If parents/carers are informed:			
Name of parent/carers informed:	Date and time informed	In person Telephone Email	Parent/carer response and any follow up actions
My Concern Reporting			
<i>Staff member to note their name, time and date that the incident was recorded on MyConcern</i>			

**The member of staff completing this form has a responsibility to share it with all concerned. Copies must be given to the class teacher and HT/AHT for their information**

Name and signature of staff member completing this form:	
<b>Date:</b>	
Name and signature of the class teacher receiving this from (if not the one completing the form):	
Date:	
Name and signature of HT/AHT receiving this from:	
<b>Date:</b>	