



Primary School Behaviour for Learning Policy

Purpose

Our aim is to establish the highest possible standards of behaviour at IBSB. This is important so that the school is always a warm, caring, friendly and happy place where learning can flourish. Pupils' behaviour around the school should be impeccable; every lesson should be characterised by its focus on learning, free from distractions. Every pupil and every member of staff should be able to feel relaxed and happy, confident that their working environment reflects our core values and is one where people are kind, courteous, and respectful at all times.

We have very high expectations of our pupils' behaviour and learning potential, in line with High Performance Learning World Class Schools, coupled with a belief that every pupil is capable of meeting them. The rules exist to help us make sure learning can happen in the best possible conditions. Everyone has to follow the rules; allowing systems to work for everyone's benefit.

Our ***Behaviour for Learning*** system is based on the principle that, once pupils know the rules and the consequences, they can make the right choices for themselves and for others. When children thrive at school and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere full of humour and love.

The purpose of this policy is to provide clear guidelines for staff, pupils and parents to ensure our core values are recognised and followed, so an environment is provided in school (and online) where all can work together with the common purpose of helping everyone feel happy, safe, and secure.

It is important to note that expectations of pupil behaviour do not diminish during periods of online learning. Throughout this policy, when it refers to school, it encompasses in school and online learning. Naturally, consequences and sanctions may be different (reviewed later in the policy) but behavioural expectations remain high.

Overview

This document is a statement of the principles and strategies for managing pupil behaviour at IBSB. It was reviewed through a process of consultation with staff.

This policy follows a positive approach to encouraging good pupil behaviour:

- It recognises that the vast majority of our pupils are well-behaved
- It works actively to re-enforce and recognise this good behaviour
- It recognises the impact poor behaviour has on learning and teaching
- It provides a clear guide for applying consistent sanctions for poor behaviour

Every effort will be made by all members of staff to adopt a positive and consistent approach to managing student behaviour in our school. The Behaviour for Learning Policy offers a clear framework to support teachers and pupils in establishing a positive learning environment.



Rewards and Sanctions

Rewards

We operate a comprehensive rewards system. We celebrate achievement in all its forms – including academic success, sporting success, engagement in the creative arts, and involvement in charities and the community. We do not believe it is appropriate to give rewards for good behaviour day-to-day; pupils should learn to behave well as a matter of principle, not in response to extrinsic incentives. However, we acknowledge and celebrate all pupils who display excellent behaviour throughout the year. This includes the following:

- Praising good behaviour and good work, including emails to parents and well done notes.
- Awarding house points or dojo points for good behaviour and positive contributions to lessons and school life.
- Inspire to Achieve Certificates given out to celebrate good work in class weekly and in a 4 week rotation in the Friday assembly (KS1; Lower KS2; Upper KS2; Specialists' subjects) supported by display on central board and website and email to parents. This is during in school periods. During online learning periods, this work is shared via the weekly online assembly to the whole community.
- Award Star of the Week to the pupils most deserving in a weekly celebration assembly.
- Annual Awards, including an IBSB Core Value Award and HPL Class Award to celebrate those children consistently displaying our core values and competencies for High Performance Learning.

Sanctions/Disciplinary Procedures

To make the system easy for everyone to understand, we have introduced a set of consequences for disruption of learning within the classroom called C1, C2, C3, and C4, and a B8 (Basic 8) for basic behaviour expectations at all times within school. These are described below:

B8: A Break Time Reflection is issued as an immediate consequence if a pupil fails to follow the Basic 8 behaviour expectations of the school. This will usually take place within a day and offer an opportunity to reflect on the behaviour, how and why it happened and the affect it had on them and the others involved. B8s should be reported to the Head of Primary by the teacher who issues it. The Head of Primary will supervise the reflection, record on Schoolbase and inform the parents.

C1: A first warning, clearly given. This is a signal that a pupil's behaviour is unacceptable and is affecting learning and therefore needs to be changed. For a C1, a pupil's name will be listed on the whiteboard (or similar visual method / verbally for PE/[online](#)) but if no further problems arise, no further action is taken.

C2: The second warning. This indicates that the pupil is on the edge of a significant consequence and is continuing to affect the learning taking place in the lesson and must comply with the rules without fail. Again, the pupil's name is listed, but if no further problems arise, no further action is taken.

The C1 and C2 consequences are only used during a lesson and allow teachers to refocus pupils on learning as firmly and as quickly as possible. No further action is taken provided they return to behaviour that is consistently within the rules. At this stage teachers will reiterate the consequence of receiving a C3.

It is expected that the C2 will be sufficient to remind a child to refocus on learning in that lesson. If so, by the end of the lesson, the C2 will be expunged. They will begin the next lesson with a



clean sheet. However, in the rare case when the behaviour choices continue to be poor, a C3 will be given.

C3: A next day 'Protecting Learning' detention for up to 50 minutes (during lunch time). The pupil may be exited from the class for the remainder of the lesson to another agreed classroom (with work to complete, a reflection task or a book to read). The pupil will return to the following lesson, except if the pupil's behaviour is still deemed as unacceptable by the exit room teachers. ***All detentions will take place the next day (wherever possible) in the Head of Primary's office during lunch break, Monday to Friday.***

All C3's should be completed without negotiation. Teachers will inform the Head of Primary of any C3's as soon as possible via the form, the Head of Primary will log them on Schoolbase as a C3 warning. It is the responsibility of the individual pupil to attend and to use the time productively. Pupils can continue the work from the lesson they missed, complete assignments, engage in productive study or, if they have no other work to do, they can read. C3's will be supervised by the Head of Primary and, as far as possible, support will be offered where pupils need help to engage with their work. Lunch will be eaten separated from the other children.

Parents will be sent an email to inform them that a C3 detention has been issued, by the Head of Primary. This will be sent as soon as we can to give as much notice as possible, but we will assume that parents have received the message we send. If a C3 is missed a parental meeting will be called for the following day. A C3 detention takes priority over any other activity within school and the school will consider it compulsory to attend.

During online schooling, pupils who receive a C3 will have an online interview with the Head of Primary the following day to discuss their behaviour. Parents will be informed in the usual manner.

If pupils receive multiple C3 detentions they must all be served on consecutive days until all detentions have been completed.

C4: A full day in internal suspension under strict supervision. Pupils who repeatedly fail to follow the Behaviour for Learning Policy or the sanctions issued will be required to sit in supervised isolation, to work in silence and to complete the work that is set. This is a very serious sanction. It signifies that the pupil has made choices that are unacceptable within our community. The isolation day gives them a chance to reflect on the choices they have made. This sanction will also involve a parental meeting with the Head of Primary, the form teacher, and possibly Student Services. Pupils who misbehave during their time in the isolation room will receive a fixed term exclusion. During online schooling, a C4 will still take place with the pupil completing their work set by the pupil's teachers with the Head of Primary supervising the online sessions.

Parents will be contacted to inform them that a C4 detention has been issued and to arrange an immediate parental meeting. Every effort will be made to contact parents to explain why this sanction has been issued. The internal suspension shall take place for a minimum of one day the day after the sanction is given.

In the Classroom

Pupils are expected to follow these simple rules in every lesson (in school or online):

- **Respond promptly to the signal for attention**
- **Follow instructions from teaching staff when given**
- **Remain on task as directed**
- **Listen when others are speaking**



- **Respect our core values**

Teaching staff will use the C1, C2 and C3 sanctions if pupils do not follow these rules. Teaching staff will explain their signal for attention to their pupils and will make it clear what each task is as the lessons progress.

Explaining the B8 (the Basic 8 Expectations)

If pupils break the following rules, they will be given an automatic B8 Detention to be served the following day. Multiple B8's (4 or more) within a week will result in a C3 detention.

- 1. Be prepared for lessons:** This includes the books for the lesson, homework on time, reading stage books, musical instruments, PE kit etc.
- 2. Wear correct uniform:** pupils are expected to wear the correct uniform at all time. If a pupil is not in correct uniform they will be reminded by their form teacher on the first day, with an email sent home, a B8 detention will be given if the pupil is not wearing correct uniform on the fourth day (see Uniform Policy) or if the pupil is repeatedly out of uniform. The Head of Primary will inform the parents. During the pandemic time, uniform will be extended to also mean wearing a mask appropriately.
- 3. Walk correctly on the stairs and corridors:** any member of staff can remind pupils to follow the rules and give a B8 reflection if a pupil continues to run or jump on the stairs / corridors.
- 4. Use the toilets sensibly:** any member of staff can remind pupils to follow the rules and give a B8 reflection if a pupil continues to not use the toilet facilities sensibly.
- 5. Line up and return to classes properly:** Pupils at end of break should freeze following the 3 whistles and walk back to their line up or class appropriately. During the pandemic, children must remember to keep their distance during breaks and moving around school.
- 6. Attend assemblies properly:** Pupils are expected to enter and leave assemblies quietly and not disturb the children around them by talking or touching during assemblies.
- 6. During the Pandemic only:** Wash your Hands Regularly
- 7. Be respectful:** Pupils are expected to behave in a respectful way to all members of the IBSB community and property. A B8 reflection will be given for swearing or use of offensive language, in any language, answering back to an adult, use of threats against another, wilfully breaking school property etc. It will also be given to a child who wilfully or repeatedly ignores the English Only rule in school, or uses a language other than English to exclude others in the community.
- 8. Behave appropriately in the lunch room:** Again, the consequence for breaking these rules is a B8 reflection:
 - Clear away all rubbish, plates and cutlery after using the dining room
 - Using private voices without shouting in the lunchroom
 - Following all instructions from members of staff without argument

Serious incidents or failure to cooperate will be dealt with via a C3 or C4 Isolation or Exclusions, depending on the severity or frequency of the transgression.

Please note that teachers cannot punish pupils physically. They can however physically restrain a pupil where it's necessary to stop a child injuring him or herself or someone else, damaging property, or causing serious disruption.



Procedures for pupils with persistent behaviour issues

Behavioural Contract

Parents invited by class teacher to attend an informal meeting

If a child's poor behaviour persists the child will be referred to the Head of Primary School. The child will be placed on a behaviour contract after discussion with the parents. 1 or 2 targets will be agreed and the report will be signed each morning and afternoon by the class teacher and the parent each evening. This report will last for a week initially and will be reviewed on a weekly basis for up to a month.

Pupil placed on IEP for behaviour

Parents informed via email by Student Services: meeting to be arranged between Student Services, class teacher, and parent

Failure to improve behaviour sufficiently will lead to the child receiving an IEP with clear and agreed targets set to improve behaviour, following the meeting.

Out of School Suspension

Parents informed via letter by Head of Primary, Head of School, and Executive Director: Parent-Head of Primary Meeting

If behaviour still does not improve or it is deemed to be detrimental to the welfare or learning of other pupils in the school, the child will be suspended from school for a fixed initial period of 1-5 days after consultation with the parents. During this time, the child will be given work to be completed. This work must be handed in to the class teacher when returning to school after suspension. In some occasions parents will be asked to bring the child to a meeting with the Head of Primary on the first day back from a suspension.

Exclusion/ Expulsion

Parents informed via letter by Head of Primary, Head of School and Executive Director: Parent-Head of Primary Meeting

Ultimately, the school reserves the right permanently to exclude a child.

In all cases of persistent inappropriate behaviour there will be investigation and analysis of what is causing the behaviour. Strategies will be put in place to support both teachers and pupils in an attempt to remediate the behaviour.

Related Policies

WS Exclusion Policy
PS Uniform Policy