



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 other 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 happens 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 in the Primary School 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 recognise this good behaviour and use it to set the behavioural norms and expectations for our school
- It recognises the impact poor behaviour has on learning and teaching
- It provides a clear guide for applying consistent and progressive 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, As an HPL World Class School, praise of students exhibiting examples of excellent learning behaviour is important. We therefore acknowledge and celebrate all pupils who display excellent behaviour throughout the year. This includes the following:

- Awarding house points or dojo points for good behaviour and positive contributions to lessons and school life.
- HPL Certificates given out to celebrate children showing excellent examples of HPL competencies during the Friday assembly and then displayed in school.
- Award Star of the Week to the pupils most deserving in a weekly celebration assembly.
- Annual Awards, including an IBSB Core Value Award, COBIS Academic Award and the CIS Community 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 using the Behaviour Tracking doc. The Head of Primary or the teacher will supervise the reflection. The Head of Primary will 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 that 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 or club 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 C1 or C2 will be sufficient to remind a child to refocus on learning in that lesson. If so, by the end of the lesson, the C1 or 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) with the Head of Primary 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 shared doc. 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 a Quick Message on Kinderpedia 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.

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

C4: A full day 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 the Student Counsellor. 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.



All B8s, C3s and C4s are logged in the shared doc so that Form Teachers, MLT and SLT are able to use this behaviour data to monitor standards within their area of responsibility. C4s should also be saved in the exclusion tracking table to be shared as required during school BSO inspections. If a sanction is imposed because a student's behaviour falls below that expected (inside and outside the classroom) then staff must ensure that the detention is logged as soon as possible but within 24 hours.

The student given the detention should be aware of why they have received the detention, and parents should also be informed by Quick Message on Kinderpedia.

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. See Appendix A for more details of the B8 System.

- 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.
- 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.
- 6. Playground:** Pupils are expected to behave with consideration on the playground during breaks, including keeping the area tidy.
- 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:
 - Help to clear away all rubbish, plates and cutlery after using the dining room
 - Using indoor 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

The Head of Primary is responsible for tracking the number of sanctions received during the academic year and taking the appropriate action.

Number of B8s	Number of C3s	Minimum response	Responsibility
5	3	Form teacher to arrange parental meeting to discuss behaviour/academic concerns.	Form Teacher
10	5	Pupil may receive a C4 (1 day internal suspension) 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.	Form Teacher, Student Counsellor and Head of Primary
15	7	Head of Primary to arrange parental meeting to discuss behaviour/academic concerns. Parental meeting record to be completed and sent to parents to sign.	Head of Primary
20	10	Pupil receives first or second 1 day internal suspension (C4) Parental meeting with Head of Primary and Student Counsellor. Head of Primary to place student on report for 2 weeks, and if no improvement is noticeable, report continues. Behaviour monitoring to move from Form Teacher to Head of Primary and Student Counsellor who will also meet with student to discuss behaviour/academics, and also to meet with parents.	Form Teacher, Student Counsellor and Head of Primary
25	12	Head of Primary and Head of School arrange parental meeting to discuss behaviour/academic concerns. Parental meeting record to be completed and sent to parents to sign.	Head of School/ Head of Primary
30	15	1 day external suspension Head of Primary and Head of School to place student on Head of School report for 2 weeks. If targets are not met, report period to be extended. Behaviour monitoring to move from Head of Primary to Head of School. Head of School to meet with student to discuss behaviour/academics, and also to meet with parents.	Head of School
35	17	Head of School to arrange parental meeting to discuss behaviour/academic concerns. Parental meeting record to be completed and sent to parents to sign.	Head of School
40	20	A second 1 day external suspension Parents and student to be informed that re-enrolment for the following year will not take place. Student to be monitored for remainder of academic year by being on report directly to the Head of School, with regular meetings between head of school, student and parents.	Head of School/Head of Primary

When a student receives an internal suspension, the school reserves the right to advise parents that their child may not be re-enrolled, based upon the nature of the reasons why detentions are given, or whether there is a clear improvement in behaviour for learning with agreed targets met.



Each academic year, students should be given the opportunity to have a ‘fresh start.’ However, students who achieved more than 40 B8 reflections or 20 C3 detentions in the previous academic year, and who remain at IBSB will be monitored in Term 1 and should not be allowed to misbehave in the same way the following year.

Out of School Suspension

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 pupil will be suspended from school for a fixed initial period of 1 day after consultation with the parents. During this time, the pupil 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 pupil to a meeting with the Head of Primary on the first day back from a suspension. As with C4s, external exclusions should be saved in the exclusion tracking table to be shared as required during school BSO inspections.

Exclusion/ Expulsion

In all cases of persistent inappropriate behaviour there will be investigation and analysis of what is causing the behaviour before exclusion is considered. Strategies will be put in place to support parents, teachers and pupils in an attempt to remediate the behaviour. In incidences where behaviour is at a level where a student would need to be accelerated through the levels within this policy, the SLT of the school will convene to make a decision as to the appropriate response based upon the evidence and behaviour exhibited. Examples of poor and severe poor behaviour can be found in **Appendix B**.

Ultimately, the school reserves the right to permanently exclude a child. As with C4s and external 1 day exclusions, permanent exclusions should be saved in the exclusion tracking table to be shared as required during school BSO inspections.

Related Policies

- Primary School Curriculum Policy
- Primary School Homework Policy
- Primary School Teaching and Learning Policy
- Whole School BYOD Policy
- Whole School Child Protection and Safeguarding Policy
- Whole School Diversity, Equality, Equity, and Inclusion Policy
- Whole School SEND & Inclusion Policy
- Whole School More Able and Talented Policy
- Whole School Diversity, Equality, Equity, and Inclusion Policy
- Whole School Exclusion Policy
- Whole School Uniform Policy

Document Control	
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Appendix A

B1 Resources

B Ready

- Bring your books to lessons
- Bring your homework on time
- Bring your fully charged laptop

B Tidy

- Help tidy the classroom
- Keep the cloakroom tidy
- Take care of the resources

B Responsible

- Look after the library and stage books
- No doodling or graffiti on the desks or books



B2 Uniform

B Smart

- Wear the IBSB Uniform from the school shop
- Black shoes or trainers
- No hoodies or jeans allowed

B Careful

- No jewellery except stud earrings and a necklace
- Leave your mobile phone at home



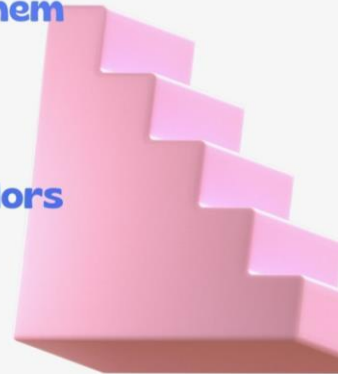
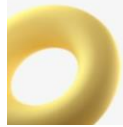
B3 Stairs and Corridors

B Safe

- Walk inside the school
- Hold the banisters, but don't swing on them
- No jumping down the stairs

B Collegial

- Walk on one side of the stairs and corridors
- No pushing in, please
- Be quiet, other classes are working



B4 Toilets

B Sustainable

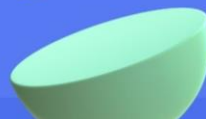
- Do not waste water, soap or tissues

B Hygienic

- Aim, flush, wash hands, bin tissues

B Private

- Respect others privacy in the toilet



B5 Line up

B Calm

- 3 whistles freeze, one whistle walk to the line
- Straight lines, no pushing or pushing in
- Be quiet

B Ready

- Take your coats, snack boxes, water bottles
- Walk quietly to class
- Ambassadors hold the doors



B6 Playground

B Kind

- Words - use kind words that do not hurt or exclude
- Body - play nicely, not aggressively
- Share the swings and playground equipment

B Proactive

- Tell the teachers if you have, or see, a problem
- Place litter in the bins
- Remember to self regulate if you are annoyed



B7 Respect

B A good role model

- Greet people politely
- Be a better listener and communicator
- Manners - remember your please and thank yous
- Focus on yourself and not what others are doing



B Better

- Pay attention to your colleagues and teachers
- Learn from your mistakes
- Respond positively to reminders to behave better

B8 Lunchroom

B Prepared

- Wash hands
- Water bottle
- Places - go to where you should sit

B Polite

- Stay in your seat, ask to leave
- Eat nicely, using the cutlery
- Eat more, talk less
- Help to tidy up



Appendix B

Examples of behaviour that would be deemed as unacceptable

'Poor Behaviour' includes (N.B. This is not an exhaustive list but does cover the types of behaviour which are considered to be inappropriate).

- Repeated instances of low level misbehaviour in class, or around school
- Deliberate physical aggression
- Rough play, play fighting
- Intentional hurting of feelings
- Leaving school grounds without permission
- Intentional ignoring of staff instructions
- Use of bad language
- Intentional minor damage of property



- Theft of minor items
- Insolence, cheekiness, back answering
- Bullying (isolated incidences)
- Not doing homework
- Cheating in a test (more than one detention may be given depending on the test)
- Not wearing the correct school uniform

The school reserves the right to miss out any of the strategies mentioned in the policy if the poor behaviour is deemed severe (severity differs from one circumstance to another). This will result in moving to an appropriate consequence within the behaviour policy.

Possible 'Severe Poor Behaviour' may include:

- Smoking on campus
- Drinking alcohol on campus
- Gambling on campus
- Verbal abuse of a teacher
- Serious fights where a person is seriously injured
- Severe theft or the destruction of other people's property (including the schools)
- Possession or use of a potentially dangerous weapon such as a sharp knife
- Any wilful behaviour that is deemed to place or to have potentially placed the health of others in jeopardy
- Deliberate, intentional significant damage to property
- Any situation that is deemed potentially harmful to the reputation of the school
- Drug use or the selling of drugs
- Physical aggression toward a member of staff
- Extreme verbal abuse or physical violence toward a student
- Sexual misconduct
- Persistent Racist or sexist comments
- Persistent bullying

Again, this list is not exhaustive, but does cover the types of behaviour which are considered to be inappropriate. For any of these Severe Poor Behaviours, students would be automatically either be internally excluded, or externally excluded after a review of the evidence. In some cases, permanent exclusion may occur. Please refer to the WS Exclusion Policy for further details.