

British Academy
School Marrakech
— Belong Achieve Become —

BEHAVIOUR REWARDS SANCTIONS.

(Including Pupil Exclusions)

BASM 31

POLICY 31 BEHAVIOUR REWARDS SANCTIONS

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1. BACKGROUND

This policy provides a framework within which behaviour at BASM is managed. It has been developed in accordance with the principles outlined in the DfE guidance 'Behaviour and Discipline in Schools (2016)'. This policy applies to all pupils in the school, including those in EYFS. Consideration is given to the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these.

Given that every child is different there needs to be flexibility in the way the policy is administered. This is particularly true for children with SEND. For example, a child with SEND in Year 4, who forgets to bring a book to class, will be managed differently to a child in Year 9 without SEND who comes to class without his/her books. Professional judgement is required, taking into account the individual needs of the child.

At BASM we aim to integrate behaviour management into the fabric of the school's relationships. Of critical importance is the quality of relationships between members of staff and pupils. Teachers, teaching assistants and non-teaching members of staff all play a crucially important role in shaping and managing behaviour by their own attitudes and behaviours.

The bedrock on which a school builds an effective policy on reward and discipline must be a community-wide emphasis on mutually respectful relationships. At the heart of which is the example set by staff in everything they do. They provide the context within which reward and sanction have true power to change children for the better. They must understand how children are motivated internally, not just externally, and there needs to be a clear commitment to building children up through the use of rewards and discipline, not just obtaining desired behaviour. This will increase self-determination in the children and leads to better behaviour, better outcomes in the classroom.

Teachers, new to BASM, have some autonomy when rewarding/disciplining a child, but only within the framework outlined within this policy.

2. GENERAL STATEMENT

We strive to create a positive caring learning environment which encourages children to develop a sense of respect and responsibility towards themselves and others.

We know that low esteem affects behaviour, learning and relationships and that children thrive on praise, recognition and respect. However, this does not mean that negative behaviour can be ignored. Limits are set which are there to protect the safety and the rights of all. The youngsters in our charge must be encouraged to, and ultimately, actually respect these limits.

Our aim is to teach children to choose responsible behaviour and in doing so to raise self-esteem, increase their success within school across the curriculum and help them to become caring and responsible members of our community.

Traditional discipline and reward systems worked primarily by 'controlling' the behaviour of the pupils, i.e., they used external motivators to get pupils to behave how the teachers wanted them to behave. In more recent times research has shown the key to good behaviour is good child-teacher relationships and the fostering of *internal* motivation in the child. Of course, sanctions are still required at times and boundaries must be clear or children flounder. But when relationships are good the pupils will *want* to behave well and *want* to repair things if they have crossed a line – in which case external motivators will be needed less.

BASM does not use any form of corporal punishment. Nor must any threat of such punishment be made. **Staff must actively promote the wellbeing of all children, even at the moment of reprimand.**

3. ROLES AND RESPONSIBILITIES

BASM has a structure of roles and responsibilities for implementing the Behaviour Management Policy.

STAFF

Staff have a responsibility to be role models to the pupils in everything they do. The example set by staff and their relationship with the children is a crucial element in the formation and development of the children's own attitudes, standards and behaviour.

Staff need to be aware of the influence their behaviour can have on the children. The way staff speak to and about children is reflective of what they believe about them. Staff should therefore not be problem-focused but contribute positively to a school culture that is hopeful and strengths-focused, yet realistic. Aware at all times that we are working with children, not adults.

Staff should take into account that some children will naturally be extrovert, and find it easy to contribute in class, to raise their hands and to offer opinions. Others will be more introvert. They will want to think things through. One is not better than the other. The frequency with which a child raises their hand to answer a question is not a reliable measure of effort.

Staff have four key responsibilities in this regard.

- To be role models, mirroring the behaviours and values we are encouraging children to develop.
- Implement the Behaviour Policy consistently. Don't leave it to another colleague. Don't refer a child to the Head.
- Be fully conversant with relevant school policies (Anti-bullying, Code of Conduct, Safeguarding & Child Protection).
- Maintain excellent communication with home. Communicate 'good' news as well as concerns about unsafe behaviour.

- Do the above face to face, via a phone call rather than e-mail. Though email is better than nothing.

So far as children are concerned follow the following general principles.

- Develop a culture of positive language and feedback.
- Ensure the child understands exactly what it is you are rewarding / reprimanding.
- Reward hard work and effort (not only attainment).
- Reward positive attitudes such as cooperation, helpfulness, open-mindedness, respect, a sense of justice and a commitment to those who are weaker.
- Rewards should celebrate success, not be an incentive for success i.e. the absence of poor behaviour when a child is working on controlling an aspect of his/her behaviour.
- Involve the child in the process of rewarding i.e. children should be allowed to reflect on their own attitude/work and consider whether or not a reward is appropriate.

FORM TEACHERS

The Form Teacher has a very significant role in the implementation of this policy. They act as a guide and confident to their students and have a unique opportunity to influence behaviour/attitudes. The first link between parents and the school. He/she must do all in their power to develop a rapport of mutual understanding via face to face, telephone, and e-mail. Communicate good news to parents, seek out opportunities to congratulate/celebrate a child's success.

If there is an issue at school that can be resolved easily and quickly the Form Teacher must be proactive and make contact with the parents. Let them know what has happened and how the issue has been / is being resolved. If the issue is more complex the Form Teacher will inform the Primary Coordinators or Head and together they will agree an appropriate plan of action.

At regular Staff Meeting pupils are discussed, additional factors (which may affect behaviour or learning) may be revealed, and collective decisions made. The Form teacher leads these discussions.

THE HEAD

The Head must be kept informed but will only become involved with parents in matters which are considered serious.

The Head is additionally responsible for ensuring the Behavioural Management Policy is consistently and fairly implemented throughout the school and reports to Governors on the effectiveness of the policy. The Head supports the staff by implementing the policy and by setting the standards of behaviour.

ADVISORY BOARD OF GOVERNORS

The governing body has the responsibility of overseeing this policy and reviewing its effectiveness. The Head has the day-to-day authority to implement the behaviour policy, but the Governors may give advice to the Head on particular issues, including decisions on exclusion and expulsion.

PARENTS

We expect parents to be aware and promote positive behaviour at all times, but particularly at the moment when there is a problem. Punctuality, wearing the full BASM uniform, regular attendance, actively supporting their child's learning and co-operate with the school in its approach to teaching and learning. If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the manner in which their child has been treated, they should initially contact the Form Teacher, and if they are not satisfied with the outcome speak to the Head.

PUPILS

This policy is predicated on the following beliefs.

- **A child's value** comes **not** from **what they can do** and how well they can do it but **who they are** – all are inherently valuable individuals with unique personalities, gifts, and talents.
- Underpinning what we do is the sense that people *can* **change** – the hope of positive development, without expecting perfection.
- Children have a certain amount of free will and need to be charged with a certain amount of responsibility for their own behaviour. At the same time, they are **products of the family and sub-cultural systems** in which they have grown up, thus **sometimes** they may have **very little control over certain aspects of their behaviour**. These influences on behaviour need to be born in mind with every individual child. When a child has made a deliberate wrong choice for personal gain it is right that they should have this shown to them so that they can learn and take the opportunity to change. But when they have made mistakes over which they have little control they need us to help them unpack what has happened and learn from it, without judging.

Taking all of the above into account, pupils are expected to treat other people with respect at all times, their personal belongings and the environment around them with care and respect. To try to make BASM a better place.

4. REWARDS AND CONSEQUENCES

The school structure for recognising good and unacceptable behaviour is based on a system of **rewards** and **consequences**. These are outlined below and should be the founding principles of school-based and phase-based developments. The following table provides examples of worthy actions and unacceptable actions with the appropriate rewards and consequences in response to their value and seriousness, respectively.

The forms of unacceptable behaviour have been categorised into 3 levels according to seriousness with the realisation that a transgression deemed to be minor can move from Level 1 to Level 2 or even Level 3 if rules are consistently broken and infringed.

EARLY YEARS / YEAR 1 AND 2

Rewards

Positive Behaviour Strategies (Early Years/Years 1 and 2)

- Children will be praised for positive behaviour.
- Adults will model positive behaviour.
- Set routines for certain activities (e.g., story time, mealtimes, tidying up, and getting ready for play) will be fostered to allow children to gain an understanding of the expectations of their behaviour.
- Children will be prompted to follow expectations. Teachers will expect to gradually reduce the number of prompts over time.
- Stories and songs will be used as a strategy for encouraging/supporting positive behaviour.
- Adults and children will agree a set of clear guidelines/boundaries for the class group.
- Adults will be consistent with their expectations.

Strategies for managing classroom/playground behaviour in EYFS/Years 1 and 2

- Behaviour is ignored / child is distracted.
- The child is spoken to requesting they stop the behaviour.
- Teacher explains exactly what it is they need to stop doing and why.
- Remove the child from the situation. Change location/activity & potentially engage the child in an adult-led task.
- If behaviour persists a verbal warning will be given to the child, explaining that if the behaviour does not stop, he/she will be moved, spend time away from classmates with another adult for a 'time-out'.
- Persistent inappropriate behaviour will lead to the involvement of the Head of Primary

PRIMARY Y3-6 POSITIVE REINFORCEMENT LADDER- (CODE OF CONDUCT)

	POSITIVE BEHAVIOUR 1 HOUSE POINT	LOW LEVEL DISRUPTION LEVEL 1 SANCTION	CONSEQUENTLY
LEVEL 1	Children who fulfil the basic expectations of the school. The list is a guide but not all inclusive: Being actively engaged with lessons, contributing, helping peers and teachers, working hard, looking smart, being well prepared, completing homework, being a positive presence around the school, tidying up without being asked to do so, volunteering, supporting younger pupils and new pupils. Subject Teachers and Class Teachers can award House Points	There is an expectation that children will arrive on time for class with the correct books / equipment etc and work hard. That children between Y3-Y6 will broadly speaking follow the instructions given by teachers inside and outside of the classroom. Not taking care with work when working in class, distracting, talking when the teacher has asked children to listen, bringing prohibited items to school, arriving late, poorly organised, without the right equipment are all examples of LLD.	Apology Verbal reprimand Name written on board Instruction to move seat Restorative action
	POSITIVE BEHAVIOR 2 HOUSE POINTS	MEDIUM LEVEL DISRUPTION LEVEL 2 SANCTION	CONSEQUENCES
LEVEL 2	Consistently fulfilling the basic expectations of the basic expectations of the school and being a reliable and consistent role model for other pupils. Demonstrating a willingness to take the lead, being committed, collaborating with classmates and teachers, being curious about their learning, taking learning risks, reflecting on their own learning, showing perseverance, researching independently, actively trying to	Consistently failed to fulfil the basic expectation that children will arrive on time for class with the correct books / equipment etc and work hard. Wilful disobedience, actively stopping other pupils from working. Being disruptive, and in doing so demonstrating a lack of respect for other pupils and teachers.	Time out Loss of break time Verbal or written apology. No improvement loss of break detention. Student to complete reflection sheet on why they acted in that manner/student solution for solving problem. (In discussion with teacher). Given to Form Teacher. Detention

	<p>ensure that BASM is a positive community. This might include, speaking English outside the classroom, helping other students, tidying up in class without being prompted, discrete acts of kindness</p>	<p>PARENTS TO BE INFORMED</p>	
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SECONDARY POSITIVE REINFORCEMENT LADDER (CODE OF CONDUCT)

	POSITIVE BEHAVIOUR 1 HOUSE POINT	LOW LEVEL DISRUPTION LEVEL 1 SANCTION	CONSEQUENTLY
LEVEL 1	<p>Students who fulfil the basic expectations of the school. The list is a guide but not all inclusive: Looking smart, wearing appropriate uniform, being appropriately prepared and actively engaged with lessons, contributing, helping peers and teachers, working hard, looking smart, being well prepared, completing homework on time, being a positive presence around the school, tidying up without being asked to do so, volunteering, supporting younger pupils and new pupils. Taking an obvious pride in making a positive contribution to school life at BASM</p> <p>Tutor can award points for- Consistent Positive Behaviour</p>	<p>There is an expectation that children will arrive on time for class with the correct books / equipment etc and work hard. The focus on LLD is on attitudes and behaviours which over time lower standards and are unhelpful in enabling children to learn. Poor punctuality, inappropriate equipment, prohibited equipment (phone), needing constant reminders etc. But are not wilfully disobedient.</p> <p>Homework is to be dealt with independently of other sanctions. A pupil may have a legitimate problem. They should approach a teacher in advance and try to agree on an extension. 24 hour grace period might be normal. If homework is simply not submitted – an automatic subject teacher detention.</p>	<p>Apology Verbal reprimand Name written on board Instruction to move seat Restorative behaviour action (if consistent - as a last attempt to rectify the situation - subject teacher detention).</p> <p>If consistent non homework (x 3) to Level 2. Inform Tutor / Form teacher to resolve. Standard Homework Email to inform parents</p>
	POSITIVE BEHAVIOR 2 HOUSE POINTS	MEDIUM LEVEL DISRUPTION LEVEL 2 SANCTION	CONSEQUENCES
LEVEL 2	<p>Consistently fulfilling the basic expectations of the school, and being a reliable and consistent role model for other pupils. Demonstrating a willingness to take the lead, being committed, collaborating with classmates and teachers, being curious</p>	<p>A consistent failing to fulfil the basic expectation to arrive on time for class with the correct books / equipment etc and work hard.</p> <p>Inconsistent performance which occasionally amounts to wilful disobedience, actively stopping other pupils from working. Being disruptive, and</p>	<p>Subject Teacher Restorative Behaviour Form to be completed. Given to teacher concerned. Student reflection on why they acted in that manner student solution for solving problem. Follow up by discussion with teacher). On completion to be given</p>

	<p>about their learning, taking learning risks, reflecting on their own learning, showing perseverance, researching independently, actively trying to ensure that BASM is a positive community.</p> <p>This might include, speaking English outside the classroom, helping other students, tidying up in class without being prompted, discrete acts of kindness</p> <p>Pastoral house points to be given at Form Teacher / Tutor Discretion.</p>	<p>in doing so demonstrating a lack of respect for other pupils and teachers.</p> <p>Beware a child's poor behaviour may be a response to being bullied. Perhaps their equipment is being hidden, they are being made to be late by other pupils. Don't jump to conclusions</p>	<p>to Form Teacher / Tutors</p> <p>Verbal / Written apology.</p> <p>Detention: see end of document for details.</p> <p>Send to Form Teacher / Tutor.</p> <p>Form Teacher / Tutor Report. (Daily report scanned and emailed home to parents.</p> <p>Two weeks no improvement move to Level 3</p> <p>Inform Head of School.</p>
	<p>POSITIVE BEHAVIOUR</p> <p>3 HOUSE POINTS</p>	<p>SERIOUS DISRUPTION</p> <p>LEVEL 3 SANCTION</p>	<p>CONSEQUENCE</p>
<p>LEVEL 3</p>	<p>Consistently fulfilling the basic expectations of the basic expectations of the school and being a reliable and consistent role model for other pupils.</p> <p>Demonstrating a willingness to take the lead, being committed, collaborating with classmates and teachers, being curious about their learning, taking learning risks, reflecting on their own learning, showing perseverance, researching independently, actively trying to ensure that BASM is a positive community.</p> <p>The focus here should be on not only the child's consistent excellence in their own performance but their</p>	<p>Behaviour which makes BASM an unsafe place to be, and which stops other pupils' from being able to enjoy coming to school to learn e.g., Bullying, verbal abuse / threatening behaviour, fighting. Bringing alcohol or cigarettes into school.</p> <p>A wilful, undermining of basic school rules and etiquette concerning uniform, use of mobile phones, punctuality, preparedness for lessons, undermining good order in lessons etc.</p>	<p>Level 2 or Level 3 Report</p> <p>Fixed term suspension or</p> <p>Exclusion after investigation by the Head, consultation SLT</p>

	<p>active interest ensuring that those around them are able to learn and enjoy school. The focus here is on building the wider community. That might involve standing up for right, when it might be difficult to do so, challenging disruptive and bullying behaviours, showing initiative in relation to health and safety risks, giving up their own time to help others.</p> <p>In this respect, supporting younger children, new pupils, challenging peers who are having a negative impact on others. Being brave, courageous, standing up for what is right.</p> <p>The benchmark should be on attitudes and behaviours, not on absolute level of attainments. A clever child, may come top in a test, without much effort.</p>		
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5. EXCLUSION AND EXPULSION

The Head is the only person granted authority by Governors to **exclude / suspend** a child, and only after consultation with the Chair or Deputy Chair of governors. **No other member of staff has the right to do so or even threaten to do so.** Exclusion is a last resort prior to expulsion. A child may be excluded for a variety of reasons. Typically, their general behaviour may be poor, and in spite of the normal disciplinary procedures being invoked there is little or no change. However, exclusion may also be a response to a single serious act.

Exclusion may go hand in hand with a requirement from the school that a child receives expert guidance outside of school, otherwise his/her place will be forfeited.

Although the more straightforward response may be to expel a child for poor behaviour, it is important to work with the parents of the child concerned and to find the right balance between protecting the school community in general whilst endeavouring to support the excluded child.

There is no set limit to the number of exclusions and/or the length of time a child is excluded (this may extend from a single day to a more prolonged period). However, under normal circumstances it would be unlikely that a child would be excluded more than twice before parents were instructed to remove the child from school.

A child may be expelled (required to leave the school permanently) due to their general behaviour being poor and which in spite of normal disciplinary procedures being invoked, showing little or no sign of improvement, or for a single particularly serious act. Parents have an automatic right of appeal to the expulsion via the governing body.

6. THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN CHILDREN

The Head may authorise all teachers and other people, (e.g. teaching assistants) at BASM, to use reasonable force to restrain pupils. Where necessary, force can be used to control or restrain pupils. Categories where reasonable force might be used include:

- prevention of injury to anyone
- prevention of damage to property
- maintenance of good order and discipline.

There is no legal definition of reasonable force but the following criteria have been established for guidance:

- if the circumstance of the incident warrants it.
- the degree of force must be in proportion to the circumstances.
- the age, understanding and sex of the pupils.

Minimum force should always be used but never as a punishment. Force that should not be used includes:

- any hold that might restrict breathing
- kicking, slapping or punching
- forcing limbs against joints
- holding by the hair or ear
- holding face down on the ground

Any incidents must be reported immediately to the Head of Head of Primary and a written record of the incident must be made within 60 minutes giving details of the following:

- pupils involved
- time
- location
- staff/adults involved
- context

7. LIAISON WITH EXPERT PROFESSIONALS / BEHAVIOUR CONTRACTS

The school will undertake reviews of the needs of pupils and involve external professionals where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand.

For a small percentage of children a Behaviour Management Policy such as this with House Points etc will mean very little. They will not be motivated by House Points and will challenge the rules and regulations. AT BASM we are aware of this and occasionally individual contract of behaviour with an individual code of conduct will be used, for a short time, however such contracts will remain in accordance with the stated values of the school, and must be signed off by the Head, parents and students. When using Behaviour Contracts, allowances must be made on an individual basis for children with reports / IEPs.

8. HOUSE SYSTEM

House system is used to reward and encourage positive behaviour, academic through awarding positive participation in lessons and through enrichment activities.

9. RECORD KEEPING

The school keeps a record of rewards and sanctions through recording on Cpm's central register of sanctions imposed for serious misbehaviour is kept by the Deputy Head Pastoral so that patterns of misbehaviour can be identified. Serious misbehaviour is defined as behaviour which leads to the direct involvement of the Head of Primary or Head. A hard copy of the Serious Incident Form is kept in a file. The record includes the pupil's name, Year Group and the nature of the offence and the sanction imposed. This register includes exclusions, major detentions and disciplinary meetings with parents. The Head keeps a record of any pupil who is suspended for a fix-term, or who is expelled.

10. MALICIOUS ALLEGATIONS AGAINST STAFF

Malicious allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

11. MONITOR AND REVIEW

The Behaviour Management Policy is reviewed annually by all staff lead by the Head. The Head reports to the governors on the effectiveness of the policy having evaluated and analysed feedback from teachers, pupils and parents and the **central register of sanctions**. This process of monitoring and review takes place throughout the year, culminating with a formal review during the Summer Term, the outcome of which is fed into the school's development plan.

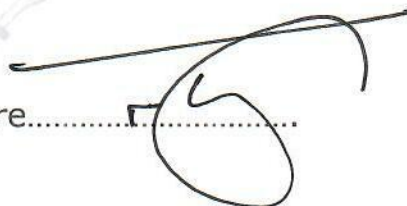
SIGNED BY: HEAD

Head's Signature



RATIFIED BY: ADVISORY BOARD OF GOVERNORS

Advisory Board Member's Signature.....



17.6.25

REVIEWED: August 2022, June 2023, June 2024 NEXT REVIEW DATE: June 2025

APPENDIX 1 GENERAL ADVICE FOR STAFF

- **Appropriateness** – rewards and reprimands must be appropriate to the age group and must always recognise the value of the individual child, and be a positive step towards his/her development.
- **Flexibility** – every situation needs to be treated individually, but in a context of consistent boundaries which are obvious to all children.
- **Immediacy** – pupils shouldn't have to wait for reward or discipline to come into effect. Ideally they should be able to 'start each day afresh'.
- **Good Communication** – with parents, other staff, and children themselves.
- **Meaningful** – we won't just give children random things to do as punishments – the sanction will make sense to them – it will have some connection to what they have done.
- **Redemptive** – no punishment for punishment's sake, but with the aim of bringing about something positive in the child (even if it is making them understand there are consequences for crossing boundaries). We will aim always to preserve the child's dignity and avoid shame.
- **Hopeful** – we will always maintain hope that change can happen and not give up on a child.
- **Reflective** – children should be encouraged to reflect on their behaviour/attitude.

DO

- Lead by example (be punctual, well organised, gentle, compassionate, fair)
- Criticise the behaviour not the child.
- Draw attention to examples of good behaviour
- Take time to investigate a situation in detail.
- Expect good behaviour, be surprised by bad behaviour.
- Be quick to reward and slow to reprimand.
- Demonstrate self-control with all children. The most rewarding children often require an extraordinary amount of support and patience.
- Be consistent in all aspects of discipline
- Do not use whole Form punishments.
- **Really**, listen to all sides in any given dispute.
- Admit mistakes and apologise for them.
- Seek advice from colleagues if you find a particular child, or group of children difficult to manage.
- Move a child to the front of the form: this can be very effective.

DON'T

- Jump to conclusion based on previous experience of a child.
- Rush to a decision.
- Expect children to accept things that you would not accept yourself as an adult i.e. public criticism
- **Issue Lines:** the writing of lines as a punishment is often justified in the form: 'You have wasted my time, so I will waste your time'. As time-wasting is not a quality we wish to encourage, lines are not to be issued.
- Ever use Whole Form punishments: these are ineffective and unfair.

MAYBE

- **Sending a child out of the classroom:** The removal of a child from Y3 onwards, from a classroom (whilst still being observable) for no more than two minutes may be useful for making a point or for calming a situation down. However, staff must make sure that a child is always visible. Prolonged or repeated removal is not acceptable under any circumstance. Any child who cannot be contained in the classroom must be referred to the Head of Primary or Head. It is not acceptable under any circumstances to instruct a child in Y2 or below to stand outside of a classroom.
- **Loss of play-time/lunch-time/recreational time:** It is acceptable to 'sin-bin' a child at break for five/ten minutes if they have been misbehaving during break. It is not acceptable to take away **multiple** breaks from a child, for a misdemeanour in form or at break i.e. "Right I've warned you and now you're going to miss all your breaks for the next year!"