



**British Academy**  
School Marrakech  
— Belong Achieve Become —

# **BEHAVIOUR, REWARDS AND SANCTIONS**

## **BASM POLICY 31**

## **POLICY 31 BEHAVIOUR POLICY**

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THE BRITISH ACADEMY SCHOOL MARRAKECH

## 1. RATIONALE

At the British Academy School Marrakech, we are committed to setting and upholding high standards of pupil behaviour, as we recognise this is essential to creating a safe, respectful, and inclusive environment in which all pupils, from EYFS to Sixth Form, can develop and thrive. Maintaining a high standard of behaviour is fundamental to maintaining the conditions where meaningful learning can take place without disruption. All our students have the right to a high-quality education and a positive learning experience, free from the negative impact of misbehaviour and enhanced by a culture of respect, responsibility, and positive conduct. Equally, the wider school community, including staff, students, parents, and guardians, has a right to be treated with courtesy and respect, so that all members share a sense of belonging and are not adversely affected by misbehaviour in the school.

We aim to promote positive behaviour not merely through control and compliance, but by helping students develop internal motivation, self-awareness, self-discipline, responsibility, a belief in the British Fundamental Values, and a sense of community. By nurturing and developing positive behaviour, rather than solely enforcing it, we aim to equip our students with the qualities and characteristics they will need to succeed professionally and personally, preparing them for adulthood. The aim is to facilitate students becoming responsible and compassionate members of society who behave maturely and considerately, without the need for supervision.

To set and uphold high standards of pupil behaviour, we strive to proactively promote positive behaviour, teach pupils to make responsible choices, intervene to prevent or de-escalate misbehaviour, and address any incidents in a fair, consistent and effective way. Our behaviour policy sets out the principles, expectations and procedures through which this is achieved. It has been developed in accordance with the guidance provided by the Department for Education in England, most recently outlined in *Behaviour in Schools* (2024).

## 2. MEETING THE NEEDS OF VULNERABLE STUDENTS

While the behaviour policy is applied consistently across the school, we make reasonable adjustments to our expectations and procedures for students with Special Educational Needs and Disabilities, as well as for those with other specific needs and/or vulnerabilities, in accordance with the United Kingdom's *Equality Act* (2010). Such adjustments are made to ensure pupils with specific needs and vulnerabilities are supported fairly and effectively and are not unjustly disadvantaged by the rigid application of undifferentiated rules and sanctions without consideration of individual circumstances. Personalised *Learning Support Plans* are created for specific pupils who the school has identified as requiring additional support. These may formalise reasonable adjustments to how the behaviour policy is applied to a pupil, ensuring that expectations and interventions are tailored to the pupil's specific needs in a fair and consistent manner. Not every student with Special Educational Needs and Disabilities, or with other specific needs and vulnerabilities, will be provided with a *Learning Support Plan*. Staff are expected to apply the behaviour policy as a consistent but flexible framework, exercising their professional judgement to meet the needs of their pupils.

As highlighted in England's *Keeping Children Safe in Education* (2025), misbehaviour can be both a consequence of, and an indicator of, underlying safeguarding concerns. The wellbeing and safety of our students is our most important responsibility which must always take precedence over the application of our behaviour policy. Staff receive regular safeguarding training and must be aware of the association between misbehaviour and potential safeguarding concerns. All staff are expected to be alert to the possibility that a student's challenging, disruptive and/or inappropriate behaviour may be an indication that the child is at risk of harm, has been harmed or is being harmed. Professional judgement, guided by safeguarding training, must be exercised by staff when deciding if an incident should be logged and managed as a behavioural incident, a safeguarding concern, or both.

When a member of staff believes a misbehaviour is a potential indication of a safeguarding concern, they must follow our safeguarding policy. This includes recording the concern on CPOMS and referring it to the Designated Safeguarding Lead (DSL). Misbehaviour can be dealt with solely as a safeguarding concern, following the safeguarding policy, or can be dealt with as both a safeguarding concern and a behavioural incident, following both the safeguarding policy and the behaviour policy. Staff must exercise their professional judgement, guided by safeguarding and behaviour management training, to decide which response is most appropriate for the context. The DSL has access to the records of all past and present behavioural incidents and may choose to initiate a safeguarding response based on an individual incident or on a pattern of behaviour, regardless of the initial classification by the reporting member of staff.

### **3. ROLES, RESPONSIBILITIES AND EXPECTATIONS**

#### **ALL STAFF**

All members of staff have a responsibility to be aware of the impact their actions can have on the attitudes and behaviours of our students. Accordingly, staff should aim to positively influence pupil attitudes and behaviours by conducting themselves in a manner that sets a positive example for students to learn from. All members of staff are expected to be proactive members of our community who take action to promote positive behaviour, teach pupils to make responsible choices, intervene to prevent or de-escalate misbehaviour, and report any incidents that come to their attention. All staff must be aware that our school does not accept the use of any form of corporal punishment in any context, including any threats of using corporal punishment, and that sanctions must always be deployed appropriately and professionally as a means of correcting misbehaviour. Staff must actively promote the wellbeing of students, even during incidents of misbehaviour and the deployment of sanctions.

#### **STUDENTS**

All students have the right to a positive learning experience, free from the negative impacts of misbehaviour and enhanced by a culture of respect, responsibility, and positive conduct. In turn, every student has a responsibility to uphold this environment by behaving in a way that does not disrupt the learning or wellbeing of others. By making respectful and responsible choices, students should aim to contribute to the school community.

Students are expected to treat peers, staff, visitors, and the school environment respectfully and considerately. They are expected to always follow the school rules and behaviour policy. Students should conduct themselves in a manner that sets a positive example for others to learn from and should encourage their peers to maintain the school's behavioural standards. If an incident comes to the attention of a student, they have a responsibility to report it to a member of staff and to conduct themselves in a way that does not escalate the incident. These responsibilities and expectations are in place for the benefit of the whole school community.

#### **PARENTS AND GUARDIANS**

A strong partnership between parents, guardians, and the school is essential to creating a consistent and supportive environment in which students can reach their full potential. As a school, we aim to work collaboratively with parents and guardians, engaging with them in a constructive and respectful manner. In turn, we expect parents and guardians to engage with the school in a similarly constructive, collaborative and respectful way. Parents and guardians should support the school in promoting the positive behaviour of our students. In particular, we expect parents and guardians to facilitate their children attending school, arriving punctually, wearing the school uniform, having the correct equipment, completing their homework, and using technology appropriately. Parents and guardians are

also expected to provide the necessary conditions at home for students to function optimally at school. If the school need to deploy reasonable sanctions, parents and guardians have a responsibility to support the school in ensuring that their child will not repeat the misbehaviour.

Parents and guardians have a responsibility to be aware of how their actions, particularly when on the school site, can affect the attitudes and behaviours of our pupils. Our school expects parents and guardians to behave in a manner that sets a positive example for children and to ensure their actions do not infringe on the wellbeing of any members of our community. If a parent or guardian becomes aware of an incident, we expect them to report it to the school and conduct themselves in a way that does not escalate the incident.

## **TEACHING STAFF**

Teaching staff are expected to be fully conversant with all relevant school policies, including the behaviour policy, the anti-bullying policy, the code of conduct, and the safeguarding policy. Teaching staff have a responsibility to proactively implement the behaviour policy as consistently and fairly as possible, both inside and outside of their classroom. They have a responsibility to meet the needs of vulnerable students when doing so, providing reasonable adjustments that are either outlined in *Individual Learning Plans* or deemed necessary in the context of the situation. They must take actions to promote positive behaviour, teach pupils to make responsible choices, intervene to prevent or de-escalate misbehaviour, and ensure that students who have broken the Code of Conduct receive an appropriate sanction, following the actions on the Code of Conduct. All behavioural incidents that are Level 2 or above on the Code of Conduct that come to the attention of teaching staff must be formally recorded on School Base, to provide the school with data that can be used to track, evidence, and improve behaviour in the school.

Teaching staff are expected to act as role models in the school, displaying the behaviours and values we are encouraging our students to develop. They should aim to form and develop professional relationships with their students that facilitate the students behaving and learning. Teaching staff also have a responsibility to establish and maintain a line of communication with parents and guardians regarding both positive and negative behaviour, to ensure parents and guardians are aware of any relevant incidents and can provide additional support at home.

Teaching staff should aim to encourage positive behaviour not solely through the use of the Code of Conduct's sanctions, but also through deploying a range of positive behaviour management techniques, including rewards, positive redirection, and praise. When sanctions are required, teachers should aim to use the Code of Conduct's sanctions in a way that is constructive and professional. After students have been sanctioned, it is regarded as good practice to hold a restorative conversation to calmly address the misbehaviour and restore the professional relationship between the teacher and student.

## **FORM TEACHERS**

Each morning, students attend a tutor session with their Form Teacher. Form Teachers have a significant role in the implementation of the behaviour policy, as they see each of their students every morning and are therefore in a good position to identify growing behavioural concerns or positive trends, such as changes to attitudes or an increase/decrease in behavioural issues generally. Form Teachers are expected to be proactively tracking and monitoring the behaviour of their students and any issues they may be facing. Form Teachers are expected to use the behavioural tools they have at their disposal such as Report Cards to address any issues they identify. They must also report any serious behavioural concerns to the Deputy Head Pastoral and should also communicate home.

Form Tutors should aim to build and maintain excellent relationships with their students and use these relationships to guide their students into making respectful and responsible choices. They have a responsibility to lead tutor sessions that actively teach and promote positive behaviour and the Fundamental British Values.

## **Senior Leadership and the Advisory Board of Governors**

As per the Code of Conduct, all Level 3 incidents are referred as soon as possible to a member of the Senior Leadership team. All senior leaders have a responsibility to ensure that serious ongoing incidents that are referred to them are dealt with appropriately, following the Code of Conduct. Senior leaders must refer any serious incidents with urgency to the Deputy Head Pastoral. The Deputy Head Pastoral's role involves tracking, evidencing and improving behaviour across the school, including ensuring that serious Level 3 incidents are dealt with in a timely manner and with appropriate sanctions and interventions.

The Deputy Head Pastoral must keep the Head of School informed on all serious Level 3 incidents, as the Head of School has oversight of all systems, including behaviour, in the school. The Head of School, or the acting Head of School in the event of the Head of School's absence, is the only member of staff with the authority to externally suspend or permanently exclude a student.

The Head of School will only make a final decision on whether a student will be permanently excluded from the school after a meeting of the School's Disciplinary Advisory Committee. This is a committee of relevant staff, composed of senior leaders and board of governors, who review the case and provide advice to the Head of School.

The Head of School and the Deputy Head of School are expected to review behavioural systems in the school and keep the Advisory Board of Governors informed of the behavioural systems so that they can provide advice to the Head on specific issues.

## **4. Rewards and Sanctions**

Rewards are used throughout the school to promote and celebrate positive behaviour, while sanctions are used throughout the school to correct and deter misbehaviour. While both are crucial to establishing and maintaining a culture of positive behaviour, they do not replace or diminish the need for the other actions outlined in our behaviour policy, such as the aforementioned teaching of positive behaviour, teaching the Fundamental British Values, developing strong teacher-student relationships, communication with parents and guardians, and providing positive examples of respectful behaviour.

### **Sanctions and the Code of Conduct**

Our school adheres to a sanction system with three levels of seriousness, as outlined in the Code of Conduct. Level 1 is defined as low-level misbehaviour that is dealt with by the supervising member of staff, such as the teacher in the classroom, the teaching assistant in the classroom, or the member of staff on duty during break and lunch times. Members of staff should proactively watch out for and intervene in Level 1 misbehaviours, with the aim of correcting and de-escalating the misbehaviour where possible. While the Code of Conduct provides a list of example misbehaviours that are categorised as Level 1, the list is by no means exhaustive or rigid. Staff should use their professional judgement, guided by both continuous professional development and the Code of Conduct, to decide whether a misbehaviour should be categorised as a Level 1 or should be escalated to a more serious level. Misbehaviours that are considered "low-level" vary depending on the age of the student and therefore behaviours may or may not be escalated due to age-related considerations.

The Code of Conduct provides a list of possible actions that a member of staff may take in order to address a Level 1 misbehaviour, including sanctions such as removal of Golden Time and detentions, but also including de-escalation and correction techniques such as the removal of misused items and the relocation of the student in the classroom. The list of actions is by no means exhaustive or rigid. Staff should use their professional judgement, guided by both continuous professional development and the Code of Conduct, to decide which action best suits the context of the misbehaviour.

Considerations must be made to the student's age, *Individual Learning Plans*, any vulnerabilities that justify reasonable adjustments, the motives for the misbehaviour, any possible safeguarding concerns that the misbehaviour may be indicating, and the needs of the pupil. While verbal warnings may be given in many different forms to address a Level 1 misbehaviour, the language of "Yellow Card" should be used as a warning to the student that they are on a last formal warning before their behaviour escalates to a Level 2 misbehaviour, which is a "Red Card".

Level 2 behaviours are defined as "Red Card" misbehaviours, where the student must be removed from the situation for at least the rest of their session. The session being their lesson, their breaktime, their lunchtime, or any other activity they are in. Students may receive a Level 2 "Red Card" for a serious incident of misbehaviour or for misbehaviour that is persisting despite the use of Level 1 actions. During Level 1 misbehaviours, a student may be temporarily removed from a session, for instance to facilitate a conversation or to allow time for the student to regulate their emotions, but this is done as a temporary measure with the intention of reintroducing them to the session shortly after.

Contrastingly, a "Red Card" is used to permanently remove the student from the rest of the session. The student must be relocated outside of the session with a different member of staff for at least the duration of the rest of the session (e.g. the rest of the lesson they were removed from). In most cases, students should be returned to their normal schedule following the end of the session from which they were removed. However, staff may decide to extend the time beyond the remainder of the session from which they were removed based on the context of the situation, for instance if the student was removed towards the end of a session and would otherwise only be removed from their schedule for too short amount of time. In cases where staff extend the amount of time beyond the remainder of the session, consideration should be made for any potential lost learning. Students who receive a "Red Card" must be returned to their normal schedule after a maximum of two sessions, although this is separate to any time the student is removed as part of an investigation.

When a "Red Card" is given, the removal of the student from the session must be followed up with communication home to notify parents/guardians of the incident. Sanctions may also be given, although this depends on the age of the child. In secondary and Key Stage Two, the student who received the "Red Card" should also receive a breaktime or lunchtime detention wherein they complete a detention reflection form.

Level 3 misbehaviours are defined as misbehaviours that are so serious or so persistent that they require the involvement of the Senior Leadership Team. Members of Senior Leadership may be involved in Level 1 misbehaviours if they happen to be the member of staff who is supervising the student at the moment of misbehaviour. Members of Senior Leadership may also be involved in Level 2 misbehaviours if they happen to be the member of staff most available for the student's relocation. However, they are involved in these cases in their capacity as a member of staff, rather than as a senior leader.

Contrastingly, Level 3 misbehaviours require the incident(s) to be investigated and/or dealt with by the senior leadership team due to the seriousness of the incident(s). A student may receive a Level 3 referral to senior leadership for a very serious incident of misbehaviour or for Level 2 misbehaviour that is persisting despite the use of Level 2 actions. For instance, if a student receives a "Red Card" and is removed from their session but then continues misbehaving for the member of staff they have been relocated to, they should then receive a Level 3 referral to Senior Leadership.

A student who engages in a Level 3 misbehaviour must be relocated to a member of the senior leadership team as urgently as possible, specifically to the Deputy Head Pastoral when possible. The case will then be allocated to a member of the senior leadership team, specifically to the Deputy Head Pastoral when possible. When a Level 3 referral is made, the case must be followed up with communication home by senior leaders to notify parents/guardians of the incident. This should occur as a parental meeting when possible. The senior leader who is allocated the case must use their professional judgement, guided by the Code of Conduct's recommendations, to decide on the actions

taken and the sanctions given for the misbehaviour. The student may be Internally Excluded (i.e. excluded from their normal schedule and located away from all other students to complete work independently). The student may be Internally Excluded for any reasonable period of time, although a day is the recommended amount of time. The senior leader may also, after consulting and seeking permission from the Head of School, give a formal warning letter to the student and their family. All formal warning letters must be internally recorded by the school.

If a student receives three Formal Warning Letters in a single academic year, a meeting of SDAC (the School's Disciplinary Advisory Committee) should be arranged to discuss the student's future at the school and the possibility of permanently excluding the student. The committee's advice should be taken into consideration by the Head of School. Should the student remain in the school following the SDAC meeting, a meeting of SDAC should be arranged for every subsequent Formal Warning Letter the student receives. The senior leader may also, after consulting the Head of School and seeking permission, externally suspend the student and arrange for the student to return home and stay away from the school for any reasonable period of time.

For more serious cases, the senior leader may refer the case directly to the Head of School. The Head of School may deal with the case, re-allocate the case, or organise a meeting of SDAC. After considering the advice provided by SDAC, the Head of School is the only member of staff with the authority to permanently exclude a student from the school. The decision-making process of permanently excluding a child must aim to find the right balance between protecting the school community, whilst also supporting a child with behavioural difficulties. The parents and guardians of a permanently excluded student may appeal the decision via the advisory board of governors, who have the authority to review the decision. (Refer to appendix 1)

## **Rewards and Praise**

While the Code of Conduct outlines the actions and sanctions our school uses to address misbehaviour during and/or after incidents, our use of rewards and praise aim to prevent misbehaviour from occurring by promoting and celebrating positive behaviour and thereby establishing and maintaining a culture of respect, responsibility, and positive conduct. Teaching staff and Form Teachers should use praise and rewards during their sessions. The way in which this is done will vary depending on the age of the group, but it should be done in some way for every single class.

Teachers have received Continuous Professional Development on how to use rewards and praise during their sessions and should deploy strategies such as 'catch them being good', positive re-direction, classroom jobs, and positive communication home. Praise is most effective at modifying behaviour when it is behaviour-specific praise that explicitly defines the behaviour that is being praised for the students and our school considers this good practice. There are also a number of reward schemes run by the school such as weekly certificates provided in assemblies, rainbow charts and lucky dips used by EYFS and KS1, House Points, and Reward Times.

## **5. THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN CHILDREN**

The British Academy School Marrakech does not accept the use of any form of corporal punishment in any context, including any threats of using corporal punishment. Physical force must never be used as a sanction.

Members of staff do have the authority to use reasonable force to control or restrain children in circumstances where physical force is deemed necessary to avoid injury or damage to property. Members of staff should use their professional judgement, guided by continuous professional development, to decide whether a specific situation warrants intervention with physical force. Physical force should only be used as a last resort and when necessary. The degree of force used must be in proportion to the circumstances and risks, with the minimal force that is necessary being used. Considerations must be made for the age(s) of the student(s), the size(s) of the student(s), the risks

involved, and any student vulnerabilities. Any use of force must be recorded immediately in an incident report.

Members of staff using physical force must never:

- Restrict breathing
- Kick, Slap or Punch
- Force limbs against joints
- Pull or hold hair and/or ears
- Hold a student facedown

## 6. CONTINUOUS PROFESSIONAL DEVELOPMENT

Staff will receive regular continuous professional development for behaviour management, including on the Code of Conduct, relationship building, rewards and praise. This development is intended to provide staff with the tools they need to facilitate the establishment and maintenance of a culture of respect, responsibility, and positive conduct. We aim to establish an environment where if a member of staff is unsure or struggling with behaviour management, they feel comfortable vocalising this so that appropriate support can be put in place by the school.

## 7. RECORD KEEPING

The school keeps a record of positive behaviour on School Base through House Points. The school also keeps a record of misbehaviour through negative points, detentions, and other records on School Base. This data is kept for the purpose of tracking, evidencing and improving behaviour. Copies of any Final Warning Letters or Behaviour Contracts are also recorded centrally. The Deputy Head Pastoral must actively use this data to track behaviour across the school.

## 8. ALLEGATIONS AGAINST STAFF

The school takes all allegations against staff seriously, including allegations of teachers breaching the behaviour policy or applying it unfairly. All allegations against staff are investigated by the Head of School. Efforts will be proactively made by the school to ensure all people involved are treated fairly, confidentially, and are guarded against negative publicity. Members of staff under investigation will not be automatically suspended but may be suspended if the Head of School deems the response appropriate, considering the seriousness of the allegation and/or the weight of the immediate evidence.

## 9. POLICY REVIEWS

The Behaviour Management Policy is reviewed regularly by the senior leadership team and the Advisory Board of Governors. The senior leadership team and the advisory board of governors will liaise on the effectiveness of the policy, taking into consideration feedback from the school community. The central records will be crucial in this process, providing insights into the effectiveness of the policies.

SIGNED BY: HEAD

Head of School ..... *N. Bunnot* .....

Advisory Board

Signature.....pp.NT.....

Last date of modification: 26/08/2025. Next review August 2026



<b>CODE OF CONDUCT</b>	
<b>Level 1- Yellow Card</b>	
Low-Level misbehaviour managed by the supervising member of staff	
Examples	Actions
Shouting out Not listening Misuse of equipment Rocking on chair Distracting others Not following instructions	1:1 conversation Removal of misused items Relocated in class Time deducted from Golden Time Verbal warnings (e.g. Yellow Card) Detention
<b>Level 2 - Red Card</b>	
<b>Misbehaviour requiring the student to be removed from the situation</b>	
Examples	Actions
Continuing Level 1 behaviour despite above actions Deliberate damage to property Refusal and defiance to staff Disrespectful behaviour Use of profanity	Relocation to a different classroom Communication home Student placed on RAG Report Card Detention Restorative Conversation
<b>Level 3- Senior Leadership</b>	
<b>Misbehaviour referred to Senior Leadership</b>	
Examples	Actions
Continuing Level 2 behaviour despite above actions Threatening or offensive language directed at staff Physical violence	Student relocated with SLT SLT parental meeting Formal Warning Letter issued Day of Internal Exclusion Suspension Referral to SDAC
<b>School Disciplinary Advisory Committee, (SDAC)</b>	
<b>The student's future at the school to be considered</b>	
Examples:	Actions
Persistent failure to comply with the Code of Conduct Serious breach of the Code of Conduct	SDAC meeting to review placement Student Expulsion Student Plan issued