



## BBIA REWARDS AND SANCTIONS POLICY

### Introduction

Good behaviour is necessary for effective teaching and learning to take place and an outcome of education that our parents expect. Consequently, we regard good behaviour as being of the utmost importance: both the self-discipline of the individual and the corporate behaviour of the entire school.

A rewards and sanctions policy is not merely a list of regulations and sanctions but is also a statement of the school's values and beliefs, setting out expected standards of behaviour for teachers, pupils and parents indicating how each child can be helped and guided. Imposed discipline should be seen as being concerned with the training of children to behave in a socially acceptable fashion whilst in the care of teachers and others in the education process. Generally discipline should aim to be positive and therefore this behaviour policy is intended to promote children's self-discipline within a disciplined yet sympathetic environment.

### Relevant School Aims

- To help the children develop a sense of right and wrong as the foundation for relationships, alongside consideration of the rights, feelings and well-being of all others.
- To sustain a friendly, safe and interesting environment that stimulates and encourages the fascination of learning
- To enable the children to make a positive contribution to our multicultural society and to enjoy life, appreciating and coping with its disappointments and triumphs.

To work with the children to attain the high standards that we expect from them in all aspects of life in school

### Pupils' Rights

- Pupils have the right to feel safe and be safe at all times.
- Pupils have the right to respect.
- Pupils have the right to learning.

### Role of the Principal

It is the responsibility of the principal, supported by the SLT and teaching staff, to implement the school behaviour policy consistently throughout the school, and to report to the trustee(s), when requested, on the effectiveness of the policy. It is also the responsibility of the principal to ensure the health, safety and welfare of all children in the school.



- The principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The principal keeps records of all reported serious incidents of misbehaviour.
- The principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the principal may permanently exclude a child. These actions are taken only after the school owners and trustees have been notified

## Responsibilities of Children

All pupils are expected to display the virtues of politeness, good manners, honesty and tolerance. Children should recognise that some forms of behaviour are unacceptable, e.g. not hurting or harming others physically or emotionally. Children should instead show respect and be considerate towards others, including their work and property e.g. being supportive of one another in times of need, show kindness towards one another, and be prepared to listen to others. They should also demonstrate obedience towards adults, respecting and co-operating with adults in school at all times.

Within teaching rooms children should maintain reasonable volume levels in conversation, using acceptable conversation, appropriate to set tasks, be silent when required to be so, always work to the best of their ability and behave in a way which will ensure their safety and the safety of others. Children should move around the school and its grounds safely and sensibly, caring for the school building, grounds and the environment beyond. They should also dress appropriately and safely for all school activities remembering that they are representatives of the school at all times.

## Role of the parents

Standards of behaviour are well established in children before they come to school, however confusion could arise when the expectations of school are different from those at home. Often in a smaller community such as the home, individual needs can largely be accommodated without undue disturbance, but a school is a larger community and so behaviour which might be tolerated at home may not always be acceptable at school. Parents and teachers should be aware of this and act together to enable the school behaviour policy to work as successfully as possible.

Parents play an extremely important role in shaping the attitudes that produce good behaviour at school, and we expect that, in accepting a place at BBIA, parents undertake to support our aims and policies. A pupil's acceptance of any system of rules for behaviour is determined by the attitudes of home and local society, therefore parental acceptance of the school's expectations and active co-operation with the staff is essential. Although parents are not in school with the children their influence is still greater than that of a class teacher so we encourage an active working partnership with parents in order to promote good behaviour within school. Parents must be aware that the school will address any behavioural issues that arise on school premises or during school hours.



Parents must not seek to affect the behaviour of, or discipline any child who is not their own. They should instead explain to the school any concerns they may have and then their involvement should not go any further.

Parents have a responsibility to ensure that their children do not cause injury or damage to others or to any property and they, therefore, have an obligation to promote the general policy and rules of discipline as laid down by the school. The co-operation of parents is sought in relation to maintaining high standards of pupil attendance, punctuality, personal appearance, the wearing of school uniform, caring for learning materials, particularly those which belong to the school and which may be sent home, and the supervision of homework.

## Responsibilities of Staff

Teachers should be aware that they are continuously acting as role models and thus always set a good example to children in care of the school environment and those within it. Teachers should try to emphasise a sense of order and quality through the building, its decoration and displays of work. In so doing we aim to raise the children's self-esteem by creating an attractive environment of which they can be proud. We believe this also promotes a sense of responsibility towards the care of the property and objects with which the children come into contact. We encourage the children to take a pride in their appearance, which helps to reflect our aims and achieve a high standard of discipline. Teachers should set high levels of expectations for children's academic and social abilities and help children work towards meeting these expectations, so that they may experience satisfaction and a sense of achievement. They should actively listen to and show respect for the views of children and parents and consistently enforce rules about care and tidiness of the whole school.

Good teaching practices and positive teacher/pupil relationships are major contributors to good school discipline. When speaking to children, teachers should avoid shouting or losing their temper but instead maintain a calm, controlled approach to nurture children's growing maturity and self-esteem. They should avoid writing negative comments on children's work, never resort to physical punishment or admonishment and only physical restrain a child when their own or other child's safety is at risk. They should be able to justify their actions in the imposition of rules, rewards, sanctions and punishments as it is important to be consistent and fair.

In the interests of fairness staff members should exercise their professional judgement and employ the school's regulations sensitively if dealing with pupils with SEN or a pupil who has a poor understanding of English.

Teachers should work with parents by meeting with them at the earliest opportunity, if possible prior to the child's admission to school, and establishing a positive working relationship

- by listening, and responding to parental observations and views
- by clearly explaining and justifying their actions



- by sharing information with them about their child's progress and behaviour at school
- by agreeing with parents, appropriate action to meet a need
- by supporting parents when there are particular difficulties
- by advising parents and providing information regarding help which is available to them.

Teachers should organise their classroom so that teaching and learning is effective, employing sensitive grouping of children so that the self-esteem of the less able is not damaged. They should have clearly defined goals which are known to children, to provide challenging, exciting and meaningful learning activities that are matched to the children's practical needs, providing motivation to achieve their full potential. They must assess and record children's achievements so that they can be aware of their own progress, setting clear targets to enable future, identifiable progress.

Good behaviour is expected at all points around school, both within and outside the classroom. Teachers should consider themselves responsible at all times for the behaviour of pupils within sight or sound of them. Children should be rewarded and encouraged for good behaviour by teachers using praise and encouragement whenever possible. Privileges are granted as appropriate and the children are made aware of them and why they have been gained, similarly why a privilege has been withdrawn. Responsibility for the behaviour of all pupils in the school is one which all teachers share.

If a member of staff is concerned about the behaviour the child's class teacher is informed and the teacher records the incident including the following details: date, time, child's name, adult(s) involved, description of incident, action taken, outcome.

## School Rules

School rules exist to clarify the ideas of good and unacceptable behaviour within BBIA. They are based on the twin themes of consideration for others and safety. They are not intended to be absolute and can be amended or added to at the discretion of the Principal.

The basis of our school rules are as follows:

Please,  
Take Care of Yourself,  
Take Care of Each Other,  
Take Care of the Environment.

In more detail we expect that:

- The children should conduct themselves in a quiet and orderly fashion when moving around the school with no running or jumping inside the building.
- Children should not interrupt adults unless in an emergency.
- All clothing is to be worn properly, e.g. clothes should be neat and tidy, shirts should be tucked in, jumpers should not be worn around the waist etc.



On the playground and in the Late Duty Room, we expect the same standard of behaviour as in the rest of the school building. The school's expectations regarding behaviour are the same for breaks as for any other time of the day.

At Breaks and Lunchtime:

- Children must ask the duty teacher to leave the playground to go to the toilet.
- Food and drink must not be taken into the playground.
- Trees and bushes must be treated with respect.
- Children must not climb on the wall/fencing
- Be vigilant for cars arriving or leaving the school premises.

- **Break/Lunch/Late Duty Sanctions**

The school operates a stepped system that allows children to correct any negative behaviour:

- Child is given a polite but firm warning and the reason explained.
- Child is given a second warning and the reason explained.
- From this point there are no more warnings. A Time Out will be given if the behaviour persists. The child will sit in a specified spot for 5 minutes to consider how to change the behaviour. Some behaviour may require a more immediate response, if it is deemed as unacceptable behaviour.
- Behaviour treated as unacceptable behaviour:
  - Fighting
  - Bullying
  - Racism
  - Vandalism
  - Theft
- Extended Time Out will be given immediately for these behaviours.
- The physical or verbal abuse towards a member of staff will result in instant removal from the playground.
- Denial of playtime and removal from the playground
  - Any pupil that is removed from the playground will not have access to the playground the following day. This will be recorded and the class teacher informed.

## Supervision and control in school

One hour before classes begin, staff supervise the children either on the playground, library or in the classroom. At morning and lunchtime break a member of staff is on duty. At the end of the day staff supervise children leaving school and the responsibility of all staff ends thirty minutes after the official closing time (usually 15.30) unless a child is attending an after-school club. Supervision is provided in the library or playground (at the supervising teacher's discretion) for students who have not been picked up on time.



## Anti-Bullying Practice

At BBIA we do not tolerate bullying, and parents who suspect that it is taking place should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Principal. Our definition of bullying is persistent long-term oppression by one child, or a group of children, against another child in the form of physical or psychological pressure. All racially motivated, sexist and homophobic remarks and/or behaviour will be treated as bullying.

It is vitally important that class teachers listen to and act upon information given by children, parents or colleagues. They should consult more senior members of staff for any necessary support in dealing with such problems. Any suspected bullying reported by parents should be noted in the incident book but clearly marked as suspected if not observed directly. Any directly observed bullying or reported by a child should also be recorded in the incident book. Any pattern of incidents will lead to increased supervision in movement areas and the playground, where most bullying behaviour occurs.

Specific anti bullying practices include:

- An annual bullying survey held in June to determine and monitor the extent of the problem.
- BBIA's competence curriculum which seeks to promote kindness, communication, cooperation, and friendship and includes lessons and activities stressing empathy, anger management, and conflict resolution skills.

Also, at the individual level:

- serious talks with any bullies and victims.
- serious talks with the parents of any bullies and victims.
- role playing of non-aggressive behaviour with bullies.
- role playing of assertive behaviour with victims.

The key components of our bullying intervention practice are increased adult supervision in all areas of the school, increased consequences for bullying behaviour, and a clear message that bullying will not be tolerated.

At all times we must remember that:

"All children and young people have a basic right to partake of the education, to which they are required to submit themselves, in an environment that does not subject them to cruelty and despair. They have the right to feel secure and happy, to be able to trust without fear and to expect protection from the adults who elect to make a career from their schooling."

## Sanctions for bullying

Possible sanctions include having the bully

- apologise;
- discuss the incident with the teacher, Principal, and/or parents;
- pay for any damaged belongings;



- spend time in the Principal's office or another classroom;
- forfeit break time, golden time or other privileges.
- weekly meetings to communicate to pupils clear and consistently enforced expectations and to engage them as resources in preventing bullying behaviour.
- ongoing communication with parents.

Please see the Anti-Bullying policy for more detail.

## Other sanctions

When considering appropriate sanctions for a transgressions teachers should try as much as possible to "make the punishment fit the crime" and be constructive whenever possible. The emphasis should, of course not be on punishment but on positive reinforcement and praise. Sanctions, if required, should be one of the following.

- Various minor internal sanctions (a reprimand, expounding why behaviour is unacceptable, change of working place in the classroom, repeat of unacceptable work, withdrawal of privilege(s) etc.).
- If an incident has occurred elsewhere, a referral to the class teacher (who has the primary responsibility for the children in their class), or recording negative behaviour in the incident book. Any incident interpreted by a teacher as bullying should be recorded by the teacher.
- A supervised isolation for the offender either within the classroom / playground or as a detention in free time (from a few minutes of breaktime to a full lunchtime detention or even after school, depending on the severity or persistence of offence. For an after school detention parents must be given a clear 48-hour notice of the detention, in writing, outlining exactly what the detention is for).
- Being sent to the Principal to explain their behaviour for an individual incident (the teacher should also send a brief written note to explain the circumstances within two working days).
- Use of a report card for a fixed period (which is viewed daily by the Principal and which may be sent to parents).
- Working for some lessons in isolation outside the Principal's office (a brief note or telephone call to parents may be necessary at this point).
- Formal notification to parents with a request to discuss the situation.
- Temporary Exclusion of the pupil from school.
- Permanent Exclusion of the pupil.

Serious, unacceptable behaviour will be referred directly to the principal and parents informed. Such behaviour would include:

- Physical violence / aggressive behaviour
- Racist comments / actions
- Swearing directly at an adult



- Persistent swearing at others
- Bullying

In all serious or persistent cases of misbehaviour the school will work closely with the parents and children concerned to ensure that the children learn to behave in an appropriate manner.

Persistent negative behaviour will lead to a consultation between class teacher and parent(s) and the introduction of an 'Individual Behaviour Plan' for the child. A daily log of behaviour will be kept by the class teacher and monitored by Senior Staff daily.

There will be a small minority of pupils for whom the usual behaviour management strategies of the school are insufficient to address their difficulties. Additional steps will then need to be taken for these pupils. This may include enrollment in the Mentorship program, or other strategies developed by the class teachers and SENCO, members of the Senior Management Team, and parents, in line with the school's Special Needs Policy and Code of Practice.

## Exclusions

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

The school follows the English national Exclusions Guidance, published by the DFE in 2015, and has regard to the standard national list of reasons for exclusion. Parents and carers must ensure their child is not present in a public place during the first five days of an exclusion, and principals have a duty to offer the parents or carers a reintegration interview in respect of certain fixed-period exclusions.

A decision to exclude a pupil should be taken only:

- In response to serious breaches of the school's behaviour policy; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

There may be times, at the Principal's discretion, where a phase return to school is required to support the child.

There are exceptional circumstances where, in the principal's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon



Only the principal (or the acting principal) has the power to exclude a pupil from school. The principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The principal may also exclude a pupil permanently. It is also possible for the principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the principal excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the principal makes it clear to the parents that they can, if they wish, appeal against the decision to the trustees. The school informs the parents how to make any such appeal.

The principal informs the Local Authority and trustees about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The trustees cannot either exclude a pupil or extend the exclusion period made by the principal.

The trustees consider any exclusion appeals on behalf of the school owners.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local

Authority, and consider whether the pupil should be reinstated.

If the trustees decide that a pupil should be reinstated, the principal must comply with this ruling.

### *Fixed Term Exclusions*

- In determining the length of a fixed term exclusion, the principal (or the acting principal), will consider the following elements in considering the length of an exclusion:
  - DfE and other governmental advice and guidance
  - The severity of an incident
  - The degree of intent where this is ascertainable
  - The number of incidents in a given episode
  - The pattern of behaviour over time
  - The gravity of any injuries / hurt / offence caused
  - The impact on other children
  - The impact on other classes
  - Health and safety considerations of allowing a given child back to school
  - The safety of the school community
  - The safety of the staff in school

Mitigating circumstances which may shorten the length of an exclusion (but not below 1.5 days, i.e. one day plus the remainder of the session or sessions during the day of the incident)

- The degree of intent in a given incident where this is ascertainable
- SEN needs that may be apparent

Where one or more of these elements are impacted upon, then the exclusion may increase or decrease in length at the principal's discretion.



Where a child is considered to be a serious threat to themselves or other children or staff, it may be deemed necessary to restrain them in accordance with the school's manual handling policy.

## Rewards

In any disciplinary system the emphasis must always be on the positive approach of encouragement and praise, rather than on the negative one of criticism and punishment. In any case criticism should always include advice on how to improve and should be constructive in its approach. It is part of the school policy to emphasise positive approaches to maintain and improve discipline.

Praise can be given in many ways and, without any attempt to put this into a value order, might include the following:

These can include:

- positive verbal comments to the child
- positive written comments on pupils work
- recognition of positive action in assembly
  - Star of the Week certificates presented in assemblies with parents invited (Primary)
  - Act of Kindness Awards presented in assemblies
  - Class nominations for a child demonstrating the school value of the week
  - "Caught you being good" award presented at assemblies for good behaviour, politeness, positivity etc. demonstrated in and around school by a child
  - End of year Academic and Creative Achievement Awards
- positive feedback to parents, verbally and in writing
- award or reinstatement of privileges
  - ClassDojo points for good work and effort in class focused on the key characteristics of effective learning
  - stamps and stickers
- increased responsibility
- careful and attractive display of children's good work
- sharing praise of a child with another member of staff and / or the Principal
- sharing good work with the rest of the class
- marks, grades and assessments for behaviour as well as work
- Sending child to the co-teacher / other teacher in the year group/ school senior leaders for praise

Additional to and different from the above arrangements, if a child is on the Special Needs Register for behaviour concerns they may also have a personalised plan to encourage more positive behaviour.



Children may attend a Mentor meeting during break and/or lunchtime or as a planned and timetabled intervention. There will be times, at a teacher's discretion, whereby children are rewarded with special time. This may mean a variety of things, for example; story time, computer time, slightly longer play. Teachers will ensure that this is fair and equitable.

We want to be proud of all of our pupils and hope that they will be proud of their school. Such aims are best achieved in the framework of a relaxed pleasant atmosphere where enthusiasm and industry dominate and in which pupils are able to give of their best, both in the classroom and in extra-curricular activities and are encouraged and stimulated to fulfil their potential. This in turn, demands a positive policy of encouraging good attitudes, reward and praise and setting a good example.

In all matters relating to the maintenance of discipline and the application of sanctions it must be remembered that our aim is to develop self-discipline in our pupils and build and maintain their self-esteem. We must, therefore, inspire them to an autonomous and personal decision to have a high standard of behaviour rather than subject them to it.

Budapest June 2025

Due for review: June 2027 or as appropriate

