



Behaviour for Learning Policy (Primary)

Approved/reviewed by	
Assistant Head of Pastoral	
Date of review	August 2022
Date of next review	August 2023

Behaviour for Learning Policy (Primary)

1. Rationale

At Safa British School we promote mutual respect and support for all our children. Positive behaviour is seen as an essential element of promoting academic excellence and encouraging a lifelong love of learning. Our standards of behaviour are underpinned by values such as honesty, respect & tolerance, consideration and responsibility. At Safa British School we recognise that a student's behaviour is closely linked to their social and emotional well-being. As such, rewards and reflections are always applied with this in mind, dependent on the needs of the individual student concerned. Support and training is given to staff when required to help them deal with particular individual students or situations. Strategies are most effective when there is a partnership between parents, the school and, where necessary, outside agencies. We aim to provide consistent support and guidance to ensure high standards are adhered to.

We expect our students to behave appropriately at all times within school and the wider community. Staff should aim to recognise, praise and reinforce positive traits of behaviour rather than focus on negatives or previous failings.

2. Aim

- Allow all students to make the best academic progress in a safe and well-ordered learning environment
- Allow staff to effectively facilitate personalised and innovative learning experiences for students
- Enhance self-esteem, feeling safe within the learning environment created
- To be consistent across all faculties and Key Stages and respond consistently and fairly to all unacceptable behavior
- To ensure all members of the SBS community (staff, students, parents) adhere to, understand and respect our behavior policy
- To facilitate a culture of praise and encouragement, along with a strong work ethic to ensure that children are confident and resilient learners, who respond to challenge and aspire to reach their full potential
- To promote a culture of self-regulation, self-esteem and correct regard for authority and positive relationships based on mutual respect
- To encourage mutual support amongst staff faced with challenging behaviour.
- To ensure that children feel supported by the policy and that they understand their own

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responsibilities with respect to behaviour

- To ensure that the concerns of staff and children are listened to and appropriately addressed
- To ensure consistent delivery of the policy and that there is no discrimination on any grounds, with particular reference to ethnic or national origin, culture, religion or gender
- To encourage parents and carers to work in partnership with the school to achieve and maintain a high standard of behaviour and to provide clear systems to enable them to communicate with relevant staff and to seek and receive support
- To ensure pupils, staff and parents know about cyberbullying and the consequences

3. Policy Statement

Guidelines for students:

- Students should move around the school in a respectful manner at all times
- Students arrive to school on time
- Students should understand that each member of our community has a responsibility to ensure a positive learning environment
- All students adhere to the guidance/instructions and authority of their teachers
- All students use technology safely and responsibly following guidelines from National Online Safety
- All students should wear appropriate school uniform around school, to and from school
- Jewellery should be simple and in accordance with uniform guidelines
- All students treat other students and their possessions with respect inside and outside lessons
- Students use appropriate language in lessons and around the school site
- Students should only be in parts of the school that are clearly visible
- Students should only eat within the canteen and designated spaces (at permitted times)
- Chewing gum, fizzy drinks, caffeinated drinks, fast food and food deliveries are banned on school grounds
- The cleanliness and tidiness of the school site is the responsibility of all that use it
- Safa British School has a no mobile phone policy

In the wider community;

- Respect the values and diversity of the community
- Remain lawful and law abiding
- Respect others while using social media and other devices
- Uphold the values and positive reputation of SBS at all times

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- While in school uniform, understand that you are representing the school – this includes excursions/buses/fixtures

4. Behaviour Procedure

The intention of this policy is to ensure consistency and refine communication between all concerned. The expectation is that positive behaviour will support learning, progress and achievement for all pupils.

Standards of expected behaviour in the Primary School are based on the SBS expectations as above. Student behaviour is always managed at SBS in a manner appropriate for a student's stage of development and particular individual needs. The emphasis is upon positive reinforcement of desired behaviours and a variety of incentives and rewards for good behaviour are used. We ensure that rules and expectations are explicit, familiar to students and consistently applied. We reinforce mutual respect and good behaviour at every opportunity including assemblies, ECA's and all school trips including sports fixtures.

Where behavior falls below the expected SBS standards, there is a clear and precise pathway of consequences which are designed to help students identify what has gone wrong and to modify their conduct. Details of this resolution pathway can be found below which indicates that minor indiscretions are dealt with by teachers themselves whilst persistent or more serious matters are referred to Heads of Year, Pastoral Leaders and members of the Senior Leadership Team (PLT). Any behavioral intervention is dealt with proportionally, consistently and reasonably, taking into consideration the needs of all parties involved.

5. Recording Behaviour

Where a pupil's behaviour or performance in class is deemed unacceptable by the teacher appropriate action must follow. Communication and escalation must not be solely dependent on verbal communication; serious behavioural logs must be entered on CPOMs (Level 3- See Appendix 2). Behaviour is largely a matter of choice; our policy should help students take responsibility for their choices so they can learn, improve and develop as individuals. To help staff understand the pathway for communication, a tiered system has been created. Positive Reinforcement of our children's learning choices are recorded on Epraise as housepoints.

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6. Appendix A





BEHAVIOUR GUIDELINES FOR TEACHERS

Child isn't meeting behaviour expectations with normal classroom strategies and the behaviour has become a concern.

No Improvement

Class teacher consults parents and strategies within class discussed.

No Improvement

Head of Year is informed and incidents are discussed with parents.

No Improvement

Miss Davey/Miss Mc Quinn to meet with parents and discuss concerns and next steps. Behaviour Plan created and review date set.

No Improvement

Further action to be decided by Miss Davey & PLT. This could include internal exclusion or fixed exclusion

Every child and context is different, therefore on occasions informed decision making may occur beyond this flowchart! Any L4 incidents will be referred straight to Miss Mc Greever and PLT. The actions taken by Miss Mc Greever will be at her discretion and judged to be in proportion to the behaviour of the child. This may include exclusions of any type, withdrawal from ECAs, etc

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7. Rewards

Teachers can award 'Housepoints' per lesson at their own discretion. These 'Housepoints' can be given for effort or academic performance.

There is a choice of which housepoints can be allocated, and this is left to the teacher to decide. Staff can choose to award 3 different amounts of House points. Please see below.

We seek to promote and reward good behaviour in a variety of ways including the following:

Earning Housepoints/ Purple Points

S School/Subject	B Being active/teamwork	S Supporting the Community
P- Positive Attitude & Mindset U- Understanding yourself as a learner R- Resilient P- Pride in your work L- Listening Skills E- Enthusiastic	P- Positive Sportsmanship U- Understanding teamwork R- Respect for everyone P- Pride and Purpose L-Learn from our success and failure E-Enjoyment & Energy	P- Positive Relationship U- United R- Recognize Diversity P- Polite and Mannerly L- Legacy E- Empathetic
'School/subject 1' – worth 1 HP 'School/subject 3' – worth 3 HP 'School/subject 5' – worth 5 HP	'Being Active 1' – worth 1 HP 'Being Active 3' – worth 3 HP 'Being Active 5' – worth 5 HP	'Supporting the Community 1' – worth 1 HP 'Supporting the Community 3' – worth 3HP 'Supporting the Community 5' – worth 5 HP

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The Badge Awards

Award	Points required	Action Taken
Bronze	50	<ul style="list-style-type: none">· Certificate presented in class· Sticker & Prize awarded from Miss Davey· Accolade on Epraise
Silver	125	<ul style="list-style-type: none">· Certificate presented in class· Sticker & Prize awarded from Miss Davey· Accolade on Epraise
Gold	225	<ul style="list-style-type: none">· Certificate presented in assembly· Sticker & Prize awarded from Miss Davey· Accolade on Epraise· Photo on the sway
Amethyst	300	<ul style="list-style-type: none">· Certificate presented in assembly· Head teacher Certificate at assembly· Sticker & Prize awarded from Miss Davey· Postcard sent home· Name, photo and blurb on weekly newsletter

Other Awards

Award	Action Taken
The Class Award (Weekly)	Each year group have agreed milestones within their own class for a weekly award.
Safa Star	Each week a child will be awarded Safa Star to celebrate academic or personal successes.
Headteacher's Certificates Or Headteacher Stamp	Awarded for a range of achievements: <ul style="list-style-type: none">· Supporting a school event – showing responsibility.· Impressive work· Huge improvement towards learning.· Outstanding contribution to the local community or school life.· Representing the school at a local/national level.· Enthusiastic participation in enrichment activities.

We monitor that no group of students are over or under represented in our allocation of housepoints.

Some students will get more – deservedly – some will get less, but all teachers will endeavor to

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award HPs consistently every day. Epraise will be checked weekly to ensure all teaching staff are awarding HPs.

How students can be awarded Housepoints?

Subject/Effort (S)

1 HP	3 HP	5HP
Displaying manners Showing a kind mind to others Collaboration and teamwork Actively participating in class Showing preparedness for tasks and activities Neat work Having the correct equipment for lessons and being organized Showing good listening skills Showing role model behavior in lessons	Work completed to a very high standard Showing perseverance, grit and determination Supporting other children with new concepts	Completion of outstanding work Evidence of going above and beyond what is required For consistently using TTRS, Century, Doodle etc When improvement is evident

Being Active/Teamwork

1 HP	3 HP	5HP
Showing empathy and kindness towards others during sports	Offering reassurance/ help when it is required during sporting efforts to team members	An aspirational role model during sporting events

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Supporting others in/out of PE sessions	Encouraging a team mate to use their growth mindset. Showing positive sportsmanship	
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Supporting the Community

1 HP	3 HP	5HP
Assisting a peer/s in an ECA/lunch time Showing manners in the community Including others	Helping to plan a community event Celebrating Diversity Demonstrating our purple points ethos	Representing the school by actively participating in an event outside of school

Behaviour interventions

To ensure that students are able to reflect on behaviour that is not up to the standards expected at SBS, interventions will occur at the following stages. AHT will monitor the students each week / each term and will act accordingly using the scale found in Appendix B Levels of Unacceptable Behaviour, where examples of the different levels of unacceptable behaviour can be found.

- **Level 1 - Low Level Disruption**

- ☐ Class teachers will give students 3 warnings to change their behaviour
- ☐ After this, time for a chat and reflection time with your class teacher
- ☐ The class teacher will contact home to inform parents of the disruption and agreed actions.

- **Level 2 - Mid Level Disruption**

- ☐ Class teacher to inform their HOY of disruption
- ☐ HOY will arrange a restorative meeting with Class Teacher and student
- ☐ HOY will contact home to inform parents of the disruption and agreed actions.

- **Level 3 - High Level Disruption**

- ☐ Student will be sent to AHT office
- ☐ AHT will arrange a restorative meeting with parents

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- ☐ AHT will decide appropriate next action with Head of Primary
- ☐ Repeated or continued High Level Disruption will lead to students being placed on **Academic** or **Behaviour** Report and may lead to Internal Isolation. AHT and Director of Inclusion to create this report.
- ☐ Incidences to be recorded on CPOMs

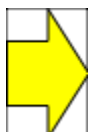
● Level 4 - Serious Offence

- ☐ Student will be sent to Head of Primary / Principal depending on level of seriousness
- ☐ Senior Leadership Team will decide appropriate next action which may include Internal Isolation or a Fixed term Exclusion
- ☐ Incidences to be recorded on CPOMs

- ★ **Academic or Behaviour Report** – this is a form of monitoring academic progress, punctuality and behavioural issues. The student must get the signature of the teacher from each lesson or activity throughout the day. The AHT and the student's teacher will oversee the 'On report' process with the student reporting to them at regular intervals determined by the AHT & Director of Inclusion.
- ★ **Internal Isolation** – this sanction may be appropriate for serious or persistent behaviour issues. A student may be placed in internal isolation for a specified period of time and supervised by the PLT.
- ★ **Fixed term Exclusion** – this may only be authorised by the Principal, or another member of the PLT, in her absence. It may be considered for students who have committed serious disciplinary offences.

Appendix B: Levels of Unacceptable Behaviour

Level 1 - Low-Level Disruptions		
Age-appropriate misbehaviour	Failure to follow instructions	Off task behaviour
Wasting time in lessons	Interrupting/talking when the teacher or another student is talking	Not listening
Inappropriate language	Disrespecting property	Breaking class rules



Reflection time with your class teacher and parents informed by class teacher.

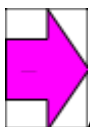
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Level 2 - Mid Level Disruptions		
Continuous low-level disruption	Swearing	Intimidating behaviour
Discriminatory comments	Vandalism	Verbal abuse towards adult/student
Disrespecting peers	Poor behaviour in an Assembly /ECA/Specialist	Poor bus behaviour



HOY contact home and discuss incidences and agreed actions.

Level 3 - High-Level Disruptions		
Persistent refusal to obey school rules/ Constant L2 behaviours	Bullying (on-going) / Cyberbullying	Discriminatory harassment
Theft	Cheating in an exam	Smoking/Vaping
Deliberate physical / verbal violence towards a child/ adult	Swearing at an adult/ refusal to leave an environment	Leaving school without permission



AHT to decide behaviour contract and appropriate actions. AHT to contact parents.

Level 4 - Serious Offense		
Serious or persistent actual or threatened violence against another student or a member of staff	On-going Cyberbullying	Supplying an illegal drug/possession of drugs/inappropriate materials/alcohol/weapons
Defamation of political/religious/ social symbol	Sexual abuse or assault	Arson/ Deliberate misuse of fire safety equipment

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Head of Primary/Principal will decide on appropriate actions. Fixed exclusion or internal exclusion may be decided.

Other policies supporting this document include:

- Pastoral Policy
- E-Safety Policy