

## **OVERVIEW:**

Our school welfare and behaviour policy stems from a core belief that at the BSA:

***“All children succeed here. They are at the centre of everything we do.”***

Our success criteria will be a school ethos and culture that promotes:

- **A safe, secure and friendly learning environment for all.**
- **Happy, healthy, caring and considerate children.**
- **Children, who look after and support themselves and others.**
- **Children who take responsibility for their actions and think of others before themselves.**
- **Children who are excited by the learning process and always aim to do their best.**

To be successful, all members of our school should understand, acknowledge and accept this philosophy. We all have a responsibility to support, model and teach it to our children so that they will learn to understand what it means to be part of our school and its community.

## **POLICY TO PRACTICE:**

**Three key school rules form the basis of this policy:**

***We look after ourselves***

***We look after others***

***We look after our school***

The children at our school should be taught to know what each of these rules ‘looks like’ in practise. The approach will vary depending on the age and ability of the child, but all the children in our school should have a clear understanding of what each rule means and how it applies to them (**please note:** some children with specific special educational needs may not be able to process, understand or action the type of behaviour required, or fully understand what is expected. All staff should be aware of these children and the strategies used to support them).

### **RULE 1 – Looking after ourselves:**

#### **The children at the British School of Amsterdam should be taught to:**

- Take responsibility for themselves and their actions and to know that the school and their teachers will help them to learn and develop in this area.
- Know the difference between right and wrong
- Understand the need to make ‘good decisions’ each day when at school
- Work to the best of their ability
- Understand the expectations of the school and the consequences of breaking these
- Respect, look after and care for themselves and take on a level of responsibility and accountability appropriate to their age.’
- Look after their own property and take responsibility for it
- Understand that when a sanction is imposed, it is the behaviour or action that is deemed unacceptable and not the child themselves.

### **RULE 2 – Looking after others:**

#### **The children at the British School of Amsterdam should be taught to:**

- Think about their actions and the impact these have on others
- Support and look after the children in their class, year group and school.
- Think of others before themselves and understand the need for cooperation and teamwork
- Treat all members of the school community with respect, courtesy and care.
- Understand that they represent the school in everything they do
- Celebrate and feel proud of moments of achievement and success when working with others
- Develop strategies for working with others they find difficult to get along with and understand and be sensitive to the social and emotional needs of others.
- Know and use, when appropriate, compassion, tolerance, care, support, perseverance, and acceptance of others.

- **RULE 3 – Looking after our school**

#### **The children at the British School of Amsterdam should be taught to:**

- Understand that they represent the school in everything they do.
- Understand that everyone works and learns in the same environment and that the environment in and around the school is a reflection of the people in it.
- Think about others when moving around the school and the impact that activities and actions have on others.
- Look after and care for the property of the school and the people working in it.
- Understand that this is a place in which to learn and that everyone has a right to learn in an environment that is friendly, calm, purposeful, and well cared for.

### **Behaviour Management Overview:**

At the BSA we expect our children to behave well and respect each other. This is achieved by creating a stimulating, challenging and exciting learning environment in which high standards of behaviour and the care and respect of others are accepted as part of the natural day to day life of the school. This expectation should be modelled daily by staff, children and visitors to the school.

### **Reinforcing expected behaviour and conduct:**

Staff should always use positive reinforcement strategies wherever possible to enhance, develop and promote the behaviour expected from our children. Remember that children must be taught about our expectations so that they can learn and understand what is acceptable and what is not.

### **Praise can be given in the following ways:**

- Verbal praise or smile,
- A written comment on their work or the opportunity to show their work to other members of the class,
- Stickers / merit marks,
- Good work certificates/ merit mark certificates,
- Referral to Deputy Head, Head of School, Principal
- Parents informed.

### **Staff Expectations at the BSA:**

- The staff take ultimate responsibility for the behaviour of the children they are working with.
- Staff should ensure that timetables, routines and duties are followed carefully and accurately to ensure the children have a clear understanding of the purpose and direction of the day.
- All the children are expected to walk around school in a controlled and conscientious manner
- Primary age children should always be accompanied by an adult when moving around the school
- Children have the right to be treated fairly, respectfully and consistently by the staff at the BSA. Staff must ensure that rewards and sanctions used are fair, consistent and equitable.
- Children's contributions to the school should be valued, celebrated and supported.

### **Bullying:**

Bullying, and verbal or physical harassment will not be tolerated. Staff should be alert to the signs of bullying and should deal firmly with such behaviour. If such behaviour occurs and is considered serious enough, parents should be contacted. When appropriate, staff and children can discuss bullying during assemblies and in the classroom. The BSA **Anti-Bullying Policy** outlines the specific elements of school practice and expectations in this area.

### **Prevention is better than cure:**

The children need to know what is expected of them and how they should react in all aspects of school life. Staff should endeavour to prevent behaviour becoming unacceptable by quick intervention and explaining to the children in their care precisely how they should behave in any circumstance. Minor offences should not be treated as though they are very important. The use of a quiet word or look can ensure that children are kept on task. Whenever children are punished the precise reason should be explained to them.

### **The importance of recognizing personal problems:**

All staff need to be sensitive to the fact that children who are suffering personal problems or problems at home may behave badly. If you suspect this to be the case you must consult the head of school. In such circumstances a record of the child's poor behaviour should be maintained as this will prove useful in the event of further action having to be taken.

### **The role of the Parents:**

Without parental support the school will have great difficulty in helping children with behavioural problems. In the event of major problems the head of school will consult with parents and involve them with the relevant staff in dealing with the matter.

In the event of a child damaging property non-accidentally which belongs either to school or to another pupil a charge of replacement may be levied. However, the school does not accept responsibility for personal property lost on the premises. There is a lost property box for any mislaid belongings.

### **List of sanctions:**

The school has a varied list of sanctions increasing in severity but it is obvious that they will become ineffective if the more severe sanctions are applied too soon. All staff must be aware that we must not make threats we cannot keep nor cause other members of staff to be put in a position of having no room to manoeuvre. From Key Stage Three, detention is an option.

- **Verbal and non-verbal checking**
- **Repeating work:** If the quality of work is reduced because of their poor behaviour repetition of work is a suitable sanction. It should not be used as a punishment in any other circumstance
- **Loss of playtime:**
- **Referral to Deputy Head, Head of School, Principal**
- **Serious or constant breakdowns in behaviour** will result in a parental consultation with agreed procedure for future breaches.
- **Suspension from school for a named period of time:**
- **Exclusion from school.** This can either be indefinite or permanent and in both circumstances guidelines will be followed.

**Strategies that are discouraged include:**

**Sarcasm** – young children do not understand sarcasm, or its purpose. Older children can become resentful or learn to use sarcasm as a form of defense.

**Shouting** – as a short and quick deterrent, or to signal a danger quickly, shouting may be appropriate. However, there are few occasions where it is beneficial and the prolonged use of this strategy often means that you need support to deal with the issue. Please consult your line manager.

**Corporal punishment is not an option.** In the event a child places him or herself or other children in immediate danger then the member of staff may use a reasonable amount of force to restrain that child. In the event that a member of staff has to restrain a child a full explanation must be made to the Head of School immediately

**Violent behaviour:**

**Pupil v Pupil:**

It should be stopped as soon as possible. First aid administered if necessary. The matter should then be investigated and dealt with by a senior member of staff. If necessary all parents should be informed either by telephone or letter.

**Pupil v Staff:**

Verbal – visit to senior member of staff and apology. Parents to be informed.

Physical – immediate suspension of the pupil pending investigation. Full reports will be written.

**Parent v Staff:**

**Verbal** – do not join in and remember to remain calm.

Point out that there is no discussion taking place in such circumstances. Send them to the Head of School. The Head of School can then ask them to leave and if they refuse call the police. In this event the Principal must be informed immediately and the member of staff involved in conjunction with the Head of School must provide a written report for the Principal.

**Physical** – The member of staff should try to defend him or herself if possible. The police will be sent for and an assault reported. Similar reporting procedure as with verbal abuse must be followed. The member of staff will be advised to seek immediate medical attention.

**Additional Support:** If you have any questions or queries regarding any aspect of this policy, or if you require any support or guidance with a behavioural issue, please do not hesitate to see your line manager.