



THE BRITISH SCHOOL YANGON

A NORD ANGLIA EDUCATION SCHOOL

Policy Title	Primary Behaviour and Rewards Policy
Policy Lead	Deputy Head Primary
Date approved by SLT	September 2023
Review Cycle	Policy will be reviewed every 1 year
Next Review Date	August 2024

TABLE OF CONTENTS

Rationale	1
Aims:.....	2
Objectives	2
School Rules	3
Roles and Responsibilities	3
Our Approach: ‘The BSY Way’	4
Rewards and Recognition for effort.....	5
Procedures for Managing Behaviour	6
.....	7
Managing Behaviour during break and lunch times	7
Bullying.....	9
Appendix 1: Emotion Coaching.....	11
Managing Behaviour – Scripts.....	11
Restorative Practice	12

Primary Behaviour and Rewards Policy

Rationale

At BSY we focus on building positive relationships between children and staff to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils self-regulate their own emotions and behaviour. Through this we actively

encourage reflective thinking and help pupils to understand their own emotions and feelings in order to make positive choices.

Underpinning our behaviour policy is the belief that exemplary behaviour is at the heart of production learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. Our behaviour policy guides staff to teach self-motivation and self-discipline, not blind compliance. We believe that exemplary behaviour is not about being passive, quiet, following rules and doing what you are told. Instead, we guide children to manage their own conduct calmly and courteously, act responsibly, try their best and encourage those around them to do the same.

Children learn through modelled good practice. All adults model positive learning attitudes harmonious relationships with the children and accept responsibility when they make mistakes. It is our belief that behaviour is learned and can be changed or re-learned. This policy identifies the main expectations and procedures to support this objective.

Aims:

BSY is a place where everyone is valued and cared for. We celebrate uniqueness in each individual and encourage pupils to flourish through a happy, safe and stimulating learning environment. Our aim is to enable every child to achieve their full potential: intellectually, physically, emotionally and morally.

We deliver this through the following values:

- Courage
- Integrity
- Adventure
- Kindness

This is further enhanced through our vision to shape a generation of creative resilient global citizens who will change the world for the better.

Objectives

The objectives of this policy are:

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that agreed boundaries of acceptable behaviour are clearly understood by all learners, staff and parents.
- To maintain a calm and purposeful working environment.
- To help learners to become self-disciplined, take control over their behaviour, accept responsibility for their actions and make positive choices.
- To equip children with all the skills to recognise and manage their emotions and develop resilience.

- To ensure that all adults take responsibility for managing behaviour and follow-up on any issues personally.
- To ensure that excellent behaviour is a minimum expectation for all.

School Rules

We have 3 school rules that everyone is expected to follow. These are:

“Ready, Respectful, Safe”

We are **ready** to learn: we arrive at school on time, we have our equipment ready, we line up when we are asked and we show that we are listening.

We are **respectful**: we listen when others speak and we speak to everybody showing respect. We also respect the property of our friends and the school.

We are **safe**: we move around the school in a safe manner, we follow instructions to keep ourselves safe around and on school trips, we use equipment safely and we stay safe online.

We are supportive of each other, as we work collaboratively, to ensure we are all ready, respectful and safe.

Roles and Responsibilities

All staff will:

- Meet and greet children at the door to the classroom
- Refer constantly to ‘Ready, Respectful, Safe’ / The Golden Rules
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use an approach that recognises positive behaviour throughout the day
- Remain calm and give ‘take up time; when going through the stepped approach
- Aim for prevention before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore, or walk past, learners who are behaving badly
- Operate principles of restorative practice with pupils.

Senior Leaders will:

- Drive consistency and certainty that ripples through every interaction on behaviour in school
- Be a visible presence around school, especially transition times
- Celebrate staff, leaders and learners whose effort goes ‘above and beyond’ expectations
- Support staff in managing learners with more complex needs
- Support and empower staff to have restorative conversations

- Stand alongside staff members, showing a united front, and empowering them to take ownership of the behaviour within their own class
- Use CPOMS to track behaviour data and target and assess school-wide policy and practice
- Ensure induction of new staff in this policy.

Pupils will:

- Follow the rules of 'Ready, respectful, safe'
- Take growing responsibility for their environment and for their own learning and conduct
- Be a good role model to others
- Participate in restorative conversations with class teacher if they encounter difficulties
- Speak to a member of staff if they have a problem they need to discuss
- Use the 'Buddy Bench' if they want to play with new friends.

Parents will:

- Ensure that children attend school in good health, punctually and regularly
- Provide telephone calls or emails to explain absences
- Provide support for the discipline within school and for the teacher's role
- Be realistic about their children's ability and offer encouragement and praise
- Participate in discussions concerning their children's progress and attainment
- Reinforce the expected standards of behaviour on the school site with their own children
- Model expected behaviours while in and around the school site
- Be open-minded and willing to have honest conversations with the child's class teacher about behaviour
-

Our Approach: 'The BSY Way'

At BSY, we strive for consistency in everything we do. Every child is treated fairly, consistently and with unconditional respect. Every adult, from the cleaners to the admin staff, the teachers, co-teachers and senior leaders, should follow the same consistent approach to managing behaviour. It is everyone's responsibility to promote a positive and orderly environment where everyone can flourish.

Rewards and Recognition for effort

We recognise and reward learners who go ‘over and above’ our standard expectations. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

Reward	Purpose	What it looks like	Key notes
Classroom praise (public/private)	To give positive and specific feedback/celebrate the child. To promote positive behaviour for everyone to follow.	“Well done Jake, super clear reading. Your use of intonation for the different characters really helped me to identify what they were each feeling.”	This can be done in public or private dependent on the circumstances and individual needs of the child.
Send child to another teachers to show work/receive praise	To share and celebrate a child’s achievements.	“Wow Sarah – you’ve gone over and above! GO and show Mr P your amazing work!”	This can be particularly motivating for children who have built positive relationships with a range of adults within school.
Face to face/phone call/ emails/ newsletter mention/see saw photo	To maintain positive home/school relationships. To share and celebrate child’s achievements.	All staff to have access to iSams for parent’s emails and phone numbers. All parents have staff emails, see-saw and Teams logins.	This allows parents to reward children for going over and above in whatever way they see fit.
House Point Stickers	To give instant recognition for work/behaviour. To promote our school values and allow children to link them to work and behaviour.	All children to start with a 50 house point chart on the outside of their locker. All staff to have stickers which they can reward to children that go over and above to demonstrate one or more of the values. “Thank you for showing kindness	Children should have stickers charts displayed so they can be praised when staff enter the classroom.

		towards your friend when they fell over.”	
House Point Certificates	To recognise those children that are consistently going above and beyond in learning and behaviour. To promote our school values and allow children to link them to work and behaviour.	When a child has completed their House sticker chart, they will be awarded a certificate in Friday assembly. Deputy Head to be sent the completed chart to produce certificate.	Children should be aiming to fill their chart each term.
Star of the Week	To share and celebrate one member of the class each week for showing a particular value.	Each week a child is chosen to be SoW, linked to one of the school values. This is then shared in celebration assembly on Friday.	Try to be mindful that all children should achieve SoW in a year.
Celebration Assemblies	To share and celebrate collective achievements within the class each week.	During Friday Celebration assembly, each class teacher presents the SoW. House certificates are awarded. Wow certificates from specialist lessons. Individual children’s successes can also be recognised and celebrated.	
Class Reward Systems	To encourage children to try their best and meet the expectations set out by the teacher.	Classes can create their own reward systems e.g. golden time, prize box, marble jar etc.	If a child has not met the minimum expectations for a piece of work (accounting for individual needs), they must use this time to catch up on it (as identified by the teacher).

Procedures for Managing Behaviour

All staff should recognise that behaviour is a form of communication. Engagement with learning is always the primary aim. For most children, a gentle reminder and nudge in the right direction is all that is needed.

- Putting relationships first.

- Taking a non-judgemental, curious and empathetic attitude towards behaviour. We encourage all adults to respond in a way that focusses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- Maintaining clear boundaries and expectations around behaviour.

However, we understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way.

All adult in school should use the reward and recognition system to encourage good behaviour.

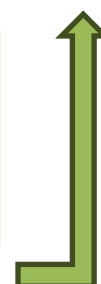
Managing Behaviour in the classroom

Children are ready, respectful and safe.

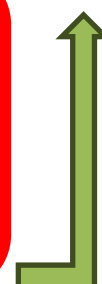
Pupil is starting to show signs of **low-level** disruption, e.g. chatting, fiddling with equipment, generally off task.
A friendly check-in made – “How can I help you?” “What do you need to do now?”



Pupil continues to show signs of **low-level** disruption.
‘Drive by’, quiet but firm, so attention is not drawn to them. “Stop, thank you.” – thank you implies they must do it, please suggests it is optional.
“Right now, you are not following the rule ... Let’s turn this around.”
Offer support and encouragement – continue to smile, this reminds them of the positive relationship you have with them.

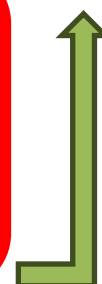


Behaviour escalates
Clear verbal warning given as privately as possible.
Where possible, other member of staff to take over the teaching.
Use Emotion Coaching (Appendix 1) to unpick the behaviour. Remember all behaviour is communication – what is the underlying emotion and what has caused it?
Track behaviour on CPOMS to ensure SLT are aware.



No improvement in behaviour.
Offer a change – do not enforce.
e.g. a distraction job (take this to ____), move seat, work in a quiet area, go to another classroom.

If there is no improvement in behaviour, the class teacher will call/email the parents.



Behaviour is now **persistent** and **highly disruptive**.
Blue Circle is sent to SLT/staff member so support can be given in the form of taking

When the child is calm and safe:
Restorative conversation is had between staff



Managing Behaviour during break and lunch time

Children are ready, respectful and safe.

Low-level behaviour	Possible Solution	Not working? Where to go next...
Friendship disagreement	Use emotion coaching strategies to get to the root cause and help guide the children with repairing their relationship.	Speak to the class teacher for advice at the end of lunchtime. In the meantime, suggest the children play a different game with a <i>Play Buddy</i> but reassure them that you care and you will help to sort it out.
Disagreement over equipment	Use emotion coaching strategies to explain the importance of sharing. Remind children of the three rules, particularly being 'respectful' towards each other.	Remove the equipment from the scenario. Inform class teacher.
Running in the dining hall	Praise children who are walking sensibly. Remind children of the three rules, particularly 'safe' and explain gently why this can be dangerous. Ask the child to return to the starting point and walk sensibly.	Send a blue circle to a member of SLT.
Not using table manners	Praise children who are showing good manners. Remind others of the three rules, particularly showing 'respect'.	Send a blue circle to a member of SLT.

Medium-level behaviour	Possible Solution	Not working? Where to go next...
Verbal altercation (eg. Being unkind or rude to other children)	Use emotion coaching strategies to get to the root cause. Remind the child of the rule 'respectful' and the impact their words might have had on the other child. Allow opportunity for children to repair the relationship.	Speak to the class teacher at the end of lunchtime.

Improper use or damage to equipment	If using equipment incorrectly, gently remind children of the 'respectful' rule and model correct use if required. If damage has occurred on purpose , use emotion coaching strategies to find the root cause of the behaviour. When calm, explain the importance of 'respecting' equipment.	Remove the equipment from the scenario. Inform member of SLT.
Failure line up sensibly	Praise the children who are doing the right thing. Remind the children who are not lining up of the rule 'ready' and that if they are not lining up well then they will spend part of the following lunchtime having to practise lining up. This must be specific to the children who are not lining up correctly.	Inform class teacher of the members of their class who will practice lining up in the last five minutes of the next lunchtime.
Talking too loudly in the dining hall	Praise the children who are being quiet. "In the dining hall, we use our 'Indoor Voice' – this is so everyone can feel safe and their voices can be heard."	Send a blue circle to the SLT member.

High-level behaviour	Possible Solution	Not working? Where to go next...
Any high level behaviours must be reported and recorded on CPOMS at the end of each lunchtime.		
Physical altercation (eg. Pushing during sports game, hurting another child).	If the behaviour is dangerous, ask child to stop. Show the children you are calm and try to de-escalate the situation. Use the 'walk and talk' strategy to remove the child from the situation. Use emotion coaching strategies to get to the root cause. Remind the child of the rule 'safe' and the impact their actions might have had on the other child. Allow opportunity for children to repair the relationship.	Send blue circle to member of SLT. Speak to the class teacher at the end of lunchtime.
Refusal to follow adult instructions after reminders of 'ready, respectful, safe'.	Using the blue circle , seek help from SLT member.	SLT member to phone or email home dependent on behaviours portrayed.

Bullying

Bullying of any kind is unacceptable at BSY. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a 'TELLING' school. This

means that anyone who knows that bullying is happening is expected to tell the staff. We are also a 'LISTENING' school and we are committed to listen to pupils and parents who report issues of bullying and to take their concerns seriously.

Definition of Bullying

Bullying is a sustained imbalance of power in a relationship, either one to one or several to one with intent to harm verbally, emotionally or physically. Bullying results in pain and distress to the person(s) involved.

The Department for Education define bullying as: 'behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Bullying is targeted, deliberate and repeated over time.

Types of Bullying

An act of bullying could be:

- Verbal – Saying unkind things,
- Physical – Kicking, pushing, hitting
- Emotional – Not letting another person join in, excluding somebody on purpose
- Cyber – saying unkind things online or misusing online platforms.

Dealing with an Incident.

1. Class teacher to speak to both children separately and then speak to them together. Use a restorative approach to help them to rebuild a positive relationship.
2. Class teachers to continue to monitor any cases of bullying. If it is not resolved, raise concerns with Senior Leaders.
3. If the child needs further support (eg. Social Skills, Anxiety etc.), seek guidance from the school counselor and SLT.
4. If bullying continues, both sets of parents and children to meet with the SLT.
5. If the children or parents feel that a suitable outcome has not been reached, they must follow the School's Complaints Procedure.

Please note: Parents will be kept up-to-date throughout the whole process.

Appendix 1: Emotion Coaching

Connect	Empathy Connect with child	"I am sorry to see you are upset."
Accept	Label emotion	"I'm wondering if you are feeling sad."
Reflect	Setting limits on behaviour	"It's okay to feel sad but it's not okay to pull someone's hair."
Empower	Problem solving with the child/young person	"I'm thinking about what we could do to sort this out. What are your ideas?"

Managing Behaviour – Scripts

At BSY, we operate under the mantra – “my classroom, my responsibility, my consistency”. All adults should use the following ‘micro-scripts’ to help manage behaviour within the classroom and around school.

Managing behaviour in the classroom script

1. A reminder of the task. **“What can you do to help you understand? How can I help you with this?”**
2. A reminder of the three rules **“Ready, respectful, safe”**
3. Use ‘drive by’ technique- home in, deliver message, drive on by. This should be direct and supportive: Quietly **“Stop... thank you. That behaviour is not following our rule about... I can see you are tapping your pencil/talking to your friends and that is stopping you being READY to learn...”**
4. Be EXPLICIT about what you want to see, using EXPECTANT language using the three rules where possible: **‘Joan, I expect you to be looking at the board ready to learn.’ ‘Oleg pencil down, eyes on me –being respectful.’ ‘Jennifer line-up in order, thanks – we keep safe that way.’**
5. Remind them of previous positive choices ... **“Remember how yesterday how you listened when... produced amazing... That’s the behaviour I want to see. I know you can do it.”**
6. Walk away and praise others for behaviour you want to see.
7. If they stop make sure you go back and recognise this positive choice later on.

Seven assertive sentence stems to set you off on the right foot!

1. You need to... (speak to me at the side of the room)
2. I need to see you... (following the agreed routine)

3. I expect... (to see your table immaculately tidy in the next two minutes)
4. I know you will... (help Kyra to clean the pen off her face)
5. Thank you for... (letting go of her hair, let's walk and talk)
6. I have heard what you said, now you must... (collect your things calmly and move to the thinking spot)
7. We will... (have a better day tomorrow!)

A 30 second script

I noticed you are... (having trouble getting started/wandering around the classroom dabbing)

It was the rule about... (lining up/staying on task) that you broke.

You have chosen to... (move to the back / catch up with your work at lunchtime).

Do you remember last week when you... (got that positive note / arrived on time every day)?

That is who I need to see today...

Thank you for listening. (Then give the child some 'take up' time to follow instructions).

Restorative Practice

Five questions is enough. Choose your restorative five from the suggestions below:

1) What happened?

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgment.

2) What were you feeling at the time?

This reflection helps the pupil to reconsider their actions and replay their thought processes. (Visual prompts can be used for younger/ SEND children)

3) How have you felt since?

Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology.

4) How did this make other people feel?

The child may be unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant, but in the aftermath it is important to shine a light on it.

5) Who has been affected?

The child may initially think it is only them but with some gentle encouragement they can help to see the bigger picture. You are teaching them to use their conscience.

6) How have they been affected?

You are teaching them to develop empathy with others.

7) What should we do to put things right?

In many restorative conversations, this is the point where the child may offer an apology, but don't force it. Even if an apology is the 'obvious' step from the adult's perspective, resist the urge to guide the conversation that way. Everyone knows a forced apology is worthless.

8) How can we do things differently in the future?

This will encourage forward thinking and visualisation. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.

Three things to do when a pupil 'clams up'

Try using:

1. **"Ok, imagine if there were...** (people affected / a way of putting it right / things you could do differently). What would they be?"
2. 1-10 scales: **"On a scale of 1-10, how angry were you?"**
3. Offer a postponement and some support if the child is not ready to speak. **"I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later and have Mrs T sit with you and help you with the answers?"**

Phrases to reframe a confrontation

I understand... (that you are angry/upset)

I need you to... (come with me so that we can resolve this properly)

Maybe you are right (maybe I need to speak to them too)

Be that as it may... (I still need you to join in with the group)

I've often thought the same... (but we need to focus on...)

I hear you... (it's not easy but I know that you can do it brilliantly).