



**BANANA ISLAND SCHOOL**

*A Happy School with High Expectations*

Accredited Member British Schools Overseas (BSO)

# **Behaviour Management:**

## **Discipline and the Management of Student Behaviour**

**October 2021**

**First Implementation Date: October 2021**

**Review period | Annual**

**Date last reviewed: August 2025**

**Responsible person: Mr Brad Sailes**

## 1. PURPOSE

At Banana Island School, we believe that high quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all children feel valued. We will teach children to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero tolerance approach to bullying by adults or children, and any such incidents will be dealt with promptly and firmly. The behavioural management policy will be a cohesive and collaborative approach throughout the school.

## 2. POLICY AIMS

The aims of this policy are to:

- Promote positive behaviour for learning;
- Define the role of teachers in promoting good standards of behaviour;
- State what is expected of children;
- State what is expected from parents and carers;
- Provide guidance on available rewards and sanctions/consequences;
- Develop understanding that every action has a consequence (positive/negative);
- Ensure problems are treated in a caring and sympathetic manner, with the aim of achieving an improvement in behaviour.

## 3. PROCEDURES

### Positive Behaviour for Learning

It is the aim of Banana Island School to provide a working environment where all children are valued and can realise their full potential in an undisrupted, happy and stimulating environment.

Children learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.

By making the expectations of good behaviour explicit, we can create a positive atmosphere that supports effective learning.

Children must be taught to understand the advantages of good behaviour in pursuit of happy and positive relationships with others, both now and in the future.

Staff and children must share the responsibility for ensuring that health and safety obligations are not jeopardised by unruly behaviour.

Some young people may display emotional, behavioural and social difficulties. When this occurs the aim of the school is to remedy it, or at least positively manage such difficulties to ensure that these children are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

## **4. RESPONSIBILITIES**

### **Teachers**

Teachers set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all school activities.

Teachers should ensure that Learning Objectives are clear, with lessons being well organised, interesting and appropriate, with work that is sensitively differentiated.

In the classroom, teachers should set clear expectations, be fair and engage children, while applying a positive approach towards discipline.

The basic rules for the classroom and the protocol for recognition, reward and disciplinary consequences should be displayed, as well as being used consistently and persistently.

Teachers should show appropriate appreciation for effort and achievement by children, using encouraging words and suitable rewards. These may include House Points, stars, stickers or referral to a member of the Leadership Team for special congratulations for excellent work and effort, certificates of achievement handed out in assemblies and commendation letters to parents or children.

It is the constant responsibility of all teachers and support staff when on the school site, or when accompanying children on educational visits and residential trips, to apply expectations of good behaviour and to intervene when these are not met.

Teachers and support staff are expected to demonstrate to young people courteous, considerate, polite and pleasant behaviour at all times, and never use any form of abusive or humiliating remarks. In other words, they are expected to be good role models.

Teachers should always aim to manage behaviour positively and, when dealing with challenging behaviour, help the child to maintain dignity and be able to make a fresh start.

All staff should aim to deal with disciplinary issues in a consistent manner and in line with Banana Island School policies. They should ensure they update their understanding and skills in managing behaviour effectively by taking regular advantage of relevant professional development opportunities.

## **Behaviour Expected from Students**

Children are expected to be polite and show consideration towards each other and towards all school staff and visitors.

In addition to those additional expectations laid down by the class or subject teacher, students are required to observe the following basic rules in the classroom:

- Arrive on time with all the equipment needed for the lesson;
- Listen when the teacher is giving instructions;
- Follow instructions promptly and accurately;
- Use agreed protocols to gain attention and respond positively to invitations and requests to interact and contribute;
- Stay in their allocated seat or workspace unless given permission to move;
- Treat others with respect and consideration at all times.

Children are required to dress neatly in the specified uniform or other clothing as specified for practical work and other physical activities.

Children must obey all health and safety regulations in classrooms and around the school, including helping to keep the site clear of litter and moving sensibly and calmly around the buildings and grounds.

Children should never make racist, sexist or other abusive or humiliating remarks, or resort to physical violence. They must avoid behaviour that hurts, disturbs or distracts others.

## **Responsibilities of the Senior Leadership Team**

The Senior Leadership Team is ultimately responsible for ensuring that this policy is implemented. Operational responsibility for behaviour may be delegated to one or more of the Senior or Middle Leadership Team.

The day-to-day management of child behaviour and the application of agreed sanctions up to, but not including exclusion, will be the responsibility of all staff (see above). Where there are very serious breaches of the disciplinary code, the Head Teacher will:

- Inform the child's parents/carers of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary;
- Carry out an investigation to identify the reasons for the exclusion;

- Advise the parents/carers that they may make representations about the exclusion to the Senior Leadership Team;
- Advise the parents/carers how representations may be made, and that they are responsible to ensure their child is cared for;

Any decision to exclude a child must be ratified by the Senior Leadership Team.

### **Circumstances under which exclusion may be considered**

Banana Island School will not tolerate physical violence of any kind. Where a child exhibits violent behaviour on a regular basis and where, despite appropriate guidance and support, the behaviour is not modified, exclusion may be used. Where a child uses violence which results in physical harm to another child (whether intended or not) fixed-term exclusion would, in the first instance, be the appropriate sanction.

It is the policy of our School that no child should bring any offensive weapon, drug (legal or illegal) or alcohol to the site or any place where education is taking place.

If a child needs medication during the day, the parent/carer should notify the School and ask permission for the medication to be brought. This should be taken directly to the nurse for secure storage. Any medication needed by a child during the school day must be taken under the supervision of the nurse or a designated first aider.

The School and grounds are a smoke-free zone and smoking is strictly forbidden. Children may not smoke, nor may they bring the means to smoke onto the site or at any field visit. Children discovered with smoking materials will have them confiscated and, along with those caught smoking, will be subject to disciplinary sanctions. Repeat offences may result in fixed-term exclusion.

The School will take the misuse of any substances such as glue, other solvents, or alcohol very seriously. The parents/carers of any child involved will always be notified. Any child who deliberately brings substances onto the site or to any field visit for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone child, to bring illegal drugs on to the School premises or to any field visit. Any child who is found to have brought to school any type of illegal substance will be punished by fixed-term exclusion. The child will not be re-admitted to the School until a parent/carer of the child has visited the School and discussed the seriousness of the incident

with the Senior Leadership Team. If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances onto the site, or to the location of any School activity, and is found to be distributing these to other children for money, the child will be permanently excluded from the School. The police will also be informed.

Children are not allowed to bring into School, or to any field visit, any offensive weapon or anything which might be construed as an offensive weapon, this includes guns, knives, catapults, metal bars etc. Any child who is found at the School with any type of weapon, or to have made threats with any article that might be construed as a weapon, will be punished by fixed-term exclusion. The child will not be re-admitted to School until a parent/carer of the child has visited the School and discussed the seriousness of the incident with the Senior Leadership Team.

## Rewards

It is Banana Island School's policy to recognise, acknowledge and reward individual achievements by children. The following are examples of areas considered to be worthy of individual recognition:

- Consistently improved standards of work;
- Good or outstanding pieces of work;
- Effort in class or for homework;
- Outstanding effort or achievement in extra-curricular activities;
- Service to the School or local community.

Reward systems may take a variety of forms, but what they have in common is to recognise and celebrate success and achievement. Common reward systems used in the School include:

- Routine display or special exhibitions of students' work;
- Verbal praise and recognition of effort;
- Written comments on children's work;
- House points;
- Letters of commendation for children to be sent to parents/carers;
- Certificates to celebrate achievement;
- Praise in assemblies.
- Stickers given

## Sanctions/Consequences

It is important that sanctions are used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

A range of sanctions will operate within the School.

For Primary, including Reception:

Children will first be given a warning about poor choices which will be followed as such:

- For continued disruption, **the pupil's name will be written on the board** (this will be done without disrupting the lesson or talking to the child directly)
- A cross will be added next to the name if the behaviour continues
- A second cross would mean that playtime may be lost
- A third cross would mean the child would go to another class for no longer than 10 minutes, depending on the age of the child. The child must take work with them.
- A fourth cross would mean the child would be sent to the Head Teacher, at this point the parents would be called.
- At the end of each day, any names are rubbed off the board to signal a clean slate for the following day.

Please note that **Parents will be informed if their child receives two or more crosses.**

Persistent behavioural incidents may result in the following:

- Children may be placed on a behaviour chart whereby they are required to carry a chart that has to be signed after every lesson with a comment for the standard of behaviour achieved. The chart is to be reviewed by the teacher at the end of every day;
- Speak to the Head Teacher with a note home;
- Meeting with parent, class teacher and a member of the Senior Leadership Team;
- Class Teachers may phone a parent or carer to discuss any child's behaviour or the quality of their work if they have first discussed their concerns with the Head Teacher.

For persistent poor behaviour there is a series of graded referrals that can be considered by the class teacher. These involve an escalation process up to the most senior levels in the School, including the Principal.

The following disciplinary actions are strictly prohibited for managing student behaviour. Any member of staff engaging in any of the following actions will be subject to disciplinary action up to and including dismissal:

- All forms of physical punishment;
- Lowering grades or marks or threatening to do so;
- Removing children from the classroom or school without following the school-based procedure for dealing with disruption in the classroom;
- Punishing a group of children for the misconduct of an individual;



- Imposing additional schoolwork on a child as a punishment;
- Bullying, mocking or insulting a child in private or in public;
- Depriving a child of the use of toilet facilities or meals.

For Early Years pupils:

A traffic light system will be used,

- All pupils begin on the green light
- Children who do not follow the class rules and who need a warning will be moved to amber.
- If poor behaviour continues, the child will then go to red in which the parents are informed
- All children have the opportunity to move back to green at any point for making good choices.
- Persistent behaviour is reported to the Head Teacher

Managing the behaviour of children who have special educational needs and/or disabilities are a sensitive issue. Such children are required to follow the same rules and meet the same expectations as their peers, but may need greater assistance and support in learning, remembering and following agreed rules. Such children are subject to the same sanctions, but may need the reason for their punishment explained more carefully. If there is a concern that the child's behaviour is a manifestation of their special need then the advice and support of the Head of Inclusion and/or other involved professionals should be sought. An understanding view needs to be adopted in these circumstances.

## **Partnership with Parents/Carers**

Parents/carers are encouraged to work with the School to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to guarantee that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the School which will always endeavour to be fair and proportionate, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents/carers are asked to reinforce positive behaviour in the home and support consequences given in school.

## **5. MONITORING AND EVALUATION**





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There will be an annual review of this policy by the Head Teacher.

Prior to any review of the Policy, feedback will be sought from the staff, children and parents/carers on its effectiveness.