CAPITAL SCHOOL BAHRAIN

Primary School Behaviour, Rewards, Sanctions Policy

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1. Introduction

This document is a statement of the aims and strategies for ensuring positive behaviour at Capital School.

2. Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Capital School. It is a working document designed to enhance the development of positive relationships between children, adults working in the school, parents and other members of the wider school community.

3. Aims

The aim of Capital School is for every member of the school community to feel valued and respected, and for all people to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. Capital School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded, and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).

4. Expectations

At Capital School we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the golden rules and that each class has its own agreed classroom rules/promises.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

5. A Positive Approach

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential. The core beliefs of Capital School are that:

- Behaviour can change and that every child can be successful.
- Praise and a system of rewards are more likely to change behaviour than blame and punishment. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Children are asked to stop and think about their behaviour and the choices they are making. Where possible, we encourage children to try to resolve disagreements themselves and take responsibility for their own behaviour.

6. Ready, Respectful, Safe

While promoting positive relationships and behaviour can be a varied and complex task we can create a nurturing, supportive and successful learning environment by focusing on three key words when interacting with young people at Capital School:

- READY
- RESPECTFUL
- SAFE

Rather than focusing on a wide range of rules and expectations teachers at Capital School should focus on referring to these three keywords for CALM & CONSISTENT engagement with our young people.
When discussing learning and behaviour with pupils these 'key words' should be consistently referenced to create a positive climate and ethos for staff and pupils. Staff should aim to develop consistent responses to challenging behaviour to reduce the likelihood of challenging emotional responses from our young people.

We are *READY* to learn –

- We arrive at school on time.
- We have the correct uniform and PE kit.
- We have our equipment ready.
- We show that we are listening and we are focused, ready to try our very best.

We are *RESPECTFUL* –

- We listen to our teachers and show respect towards all the adults in our school.
- We listen when others speak and we respect the property of our friends and the school.
- We respect that other people have different ideas, beliefs and backgrounds to our own.
- We respect that people may look different and have different needs but we all feel the same emotions.
- We respect the rules of school and society.

We are *SAFE* –

- We move around school in a safe manner.
- We follow instructions to keep ourselves safe.
- We use equipment safely.
- We stay safe online and make safe choices in our community.

7. Relationships

We are committed to improving safety, resilience, and well-being for all. We do this through creating safe and nurturing environments; helping children to manage their emotions and promoting connection and empathy through positive relationships.

The schools align much of the ethos and approaches in our behaviour policy to Paul Dix's book 'When the Adults Change', which states that the answer to effective behaviour management 'lies in the ability of adults to deliver behaviour policy and practice that is simple, highly effective & utterly consistent.' We support the belief that 'Visible consistency with visible kindness allows exceptional behaviour to flourish'. We also believe that 'deliberate botheredness' is crucial to ensuring high expectations for behaviour- all adults are encouraged to consider that the standard you walk by is the standard you accept.

8. Leadership & Management

To ensure that our ethos and approaches are effective, we believe that Leaders share this responsibility at all levels throughout the school community. This is reflected in our Graduated Response for Social, Emotional and Wellbeing - which identifies how all staff contribute to these

approaches, and support children and families at differing levels of need and frequency.

Behaviour and well-being are closely monitored through a range of activities. These includes engaging with both pupils and parents alongside general observations throughout the school day.

9. School Expectations and Supporting Systems

The school uses 3 rules which are displayed all classrooms:



Positive reinforcement of the rules: All children will be praised for following the behaviour expectations (Be ready, respectful and safe,). These rules are displayed throughout the school as they will be referred to throughout the school day.

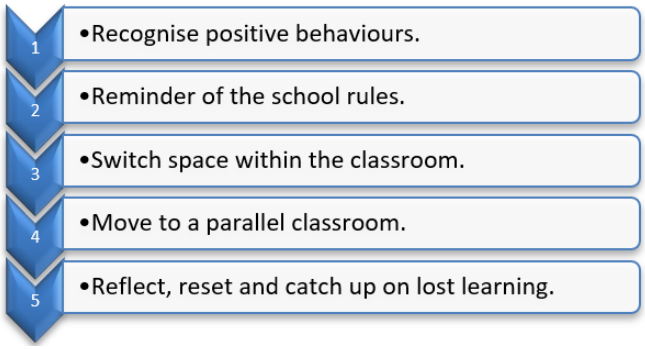
Each phase will have an age-appropriate approach to recognising positive behaviours, to ensure consistency across the phases. These include a visual representation of the 3 rules. This is used as a collaborative, whole class strategy to praise and reward exceptional behaviour. The teacher may choose a particular rule to focus on or look for exceptional behaviour or learning from an individual. Some approaches include:

- Pupils name written onto the recognition board.
- Younger pupils may also be given a sticker.
- Through positive behaviour, pupils will earn raffle tickets which will be randomly selected to win a hot chocolate drink with a member of the Senior Leadership Team.
- Each class in EYFS and Primary will also work as a team towards a pre-determined reward chosen by the pupils. They will make a collaborative effort towards an identified behaviour, or a shared school expectation.
- Postcards will also be used for positive reinforcement and celebration of a pupil's behaviour or learning. They will be completed by the relevant teacher and taken home by the pupil.

In addition, teachers will choose a child each week to receive our Star of the Week certificate in our celebration assembly or in class, depending on age and phase. The pupils work or achievement will

also be shared with parents.
To ensure consistency and clear expectations for behaviour around the school environment, we focus on **line-ups, routines** and **transitions**.

Where pupils' behaviour indicates that they are not fully following the rules, the following steps will be taken:



This time to reflect and grow will be enough to enable the child to become successful again. Where necessary, teachers may wish to speak to parents and the child together to ensure everyone is supporting the child to make better choices going forward. If the child continues to need further reminders, to follow our rules, then they will be given a final verbal warning that a consequence would be given, such as time with their teacher to complete incomplete work at the start of play time; or time outside at play walking beside the adult to help reflect and observe positive behaviours and interactions. This is providing an opportunity for '**Restore, redraw and repair'**.

10. Further Individualised Support

If the above approaches are not working, the teacher and Assistant Principal will decide on an appropriate sanction based upon the behaviours that are being displayed. This could include spending time with the Assistant Principal. Parents will be made aware if their child needs to spend time in another classroom or if they've seen a member of SLT.

If the behaviours are deemed to be too severe, such as aggressive altercations, an internal suspension may be put in place. Whilst this is rare, a decision to separate a pupil from their peers, is the only solution to prevent any further risk, further distraction from learning or harm towards others. This internal suspension sees the pupil spend a specific amount of time, away from their peers with another adult. During this time, they will be provided with learning so they do not miss lesson time and receive time to reflect with a Senior Leader about their actions and the alternative choices they could have made in order to learn from the situation. Parents and carers will be contacted and notified of this decision and the reason behind the action.

We expect our children to behave respectfully, responsibly and safely beyond our school gates, including when online. Therefore, we provide children with regular opportunities to learn about how to keep themselves safe in these circumstances through our computing lessons and assemblies.

11. Pupil support and interventions

We recognise that some children may need extra support to develop their own self-regulation skills. Whilst all adults are aware of being emotionally available for any child, the class teacher will be at the centre of this scaffolding but may also be supported by the Pastoral team. If extra support is required, the teacher will complete an initial enquiry form, with consent from parents. The form will highlight the area of need the child is demonstrating and any contextual information behind this. The Pastoral team will triage case by case with Senior Leaders, to ensure the right children receive the right support programme.

The Pastoral team are trained in working with children with emotional needs. The support can come in a variety of forms including:

- One to one check ins
- Nurture group work
- Time in sessions - where the child may not be best to remain in the class but is supported by a Pastoral team member or teaching assistant in another part of the school, somewhere quiet or with other children who will not be aware of the challenges the child has just faced.

12. Pupil transition and development

To maintain the relationship between a child and their teacher, we always ensure that on return to the classroom, after negative behaviour resulting in a consequence at any stage, the child will be spoken to by an adult, preferably the class teacher to reset the boundaries, reflect on their next step and be reminded of our school values and expectations. Children are not to be reminded of their misdemeanours but rather focus on the positive behaviours expected in the classroom. We want to ensure that children feel safe to return to their classroom and learning.

12.1 Re-integration from Suspensions

After an external suspension, a Senior Leader will meet with the child, parents and class teacher on arrival back to school. During this meeting, the Senior Leader will reset the boundaries and ask the child to reflect on their next steps when they re-join their class. The Senior Leader will set achievable expectations for the first day back in school and will provide opportunities for the child to share with the Senior Leadership Team how well they are achieving.

12.2 Reduced Timetables

There may be occasions where it is felt necessary for a child to be placed on a part-time table. This may be due to a child not being able to cope with a full school day resulting in continuous unacceptable behaviours. The school will ensure that all avenues for supporting the child in school are explored first before putting a part time timetable in place. A Senior Leader will meet with Parents / Carers and a joint decision for how to proceed with a part time timetable, including expectations for how a child leaves and returns to the school site with minimal disruption to all involved. This is reviewed every 4 weeks with a view to increase over time, ending within 12 weeks.

13. Expectations and reasonable adjustments for pupils

Occasionally, some children find following the expectations harder due to their identified needs. The child will most likely benefit from an individualised behaviour support plan or an individual education plan, which recognise individual high behaviour needs and identifies how we can support the child to work through those challenges.

In the plan we will identify the triggers that can cause and aggravate behaviours, the signs that indicate the child's emotions are escalating because they are finding it hard to self-regulate and therefore the ways in which adults or the environment may be used to help support the child to regulate. These plans take time to develop, as they are very individualised and therefore knowing the child incredibly well is the first step. We will always involve the child and parent to ensure the school can fully support the child more effectively.
The plans will also identify ways in which the child has opportunities to reflect, repair and learn from the incidents. These plans will need constant monitoring and evaluating, staff are encouraged to write notes of reflection to help the Senior Leaders review what adaptions and amendments should be made to better support the child. Any changes will be shared with the parents.

Occasionally, a child who has an individualised behaviour response plan, may place themselves and/or others at risk from harm. Therefore, to minimise and mitigate as much risk as possible, a behaviour risk assessment will be created to help keep everyone safe, including the child. These are reviewed after each incident to reflect on what worked well, what could be adapted to further improve the safety plans. These are shared with parents.

14. Anti-bullying

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn. This is to ensure that anti-bullying provision is provided in a sensitive and non-judgmental way that will enable all young people, staff and the wider community to feel valued and included in effective policy and practices.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to be supported in learning different ways of behaving.

At Capital School we acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone 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 a member of staff.

14.1 What is Bullying?

The children were all asked this question and the school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time, and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times on Purpose).

Bullying is mean and results in worry, fear, pain and distress to the victim. Bullying can be:
Emotional – being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures), ridicule, humiliation
Verbal - name calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
Physical – pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things, damage to property or theft – property being repeatedly damaged
Racist – racial taunts, graffiti, gestures, making fun of culture or religion
Online/cyber – setting up 'hate websites' and chats, sending offensive test messages, e-mails and abusing the victims via their mobile phones.

14.2 What Is Not Bullying?

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset or there is a lack of understanding and awareness. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns. We support children by teaching them how to deal with these situations and develop social skills to repair relationships.

Bully can happen anywhere – in the classroom, in the corridor, in the toilets, in the canteen, in the playground and on the way to and from school. However, schools are only legally responsible for bullying incidents which occur on the school premises. Nevertheless, at Capital School we are also concerned with our children's conduct and welfare outside school, and we will do what we can to support and address any bullying issues that occur outside the school premises including through on-line.

The following steps may be taken

- Draw-up safe routes to school for children, linking them to the School Travel Plan
- Discuss coping strategies with parents/carers
- Talk to the children about how to handle, or avoid, bullying outside the school premises

14.3 Signs and Symptoms of Bullying

- A child may indicate, by different signs or behaviour, that he, or she, is being bullied. Adults should be aware of these possible signs and investigate further if a child –

- Is frightened of travelling to or from school
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning or begins to under-perform in schoolwork
- Comes home with clothes torn or books damaged
- Have possessions that go 'missing'
- Has unexplained cuts or bruises
- Comes home hungry (snack/sandwiches have been stolen) or becomes aggressive, disruptive or unreasonable
- Starts using aggressive language for no apparent reason or is bullying other children or brothers and sisters
- Stops eating
- Is frightened to say what's wrong
- Gives excuses which seem implausible for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated without delay.

14.4 Procedures for Reporting and Responding to Bullying Incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following step-by-step procedure (which is a variety of options that could be acted upon) will be used for reporting and responding to bullying allegations or incidents - Report all bullying allegations and incidents to staff.

- Staff will make sure the victim is safe and feels safe
- Appropriate advice will be given to help the victim(s)
- Staff will listen and speak to all children involved about the incident separately
- The problem will be identified, and possible solutions suggested
- Staff will attempt to adopt a problem-solving approach which will move children on from them having to justify their behaviour
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying
- Staff will reinforce to the bully that their behaviour is unacceptable and if appropriate, one or all parties will be given guidance from one of our Pastoral Team.
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions, or support applied.
- If possible, the pupils will be reconciled.
- An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour
- In cases of serious bullying, incidents must be discussed with a senior leader. This will be recorded electronically on iSAMS.
- Sanctions will be put in place and opportunities to reflect and change their behaviours.
- The Principal keeps an overview of bullying and prejudice incidents. In serious cases parents/carers will be informed and will be invited to come into school for a meeting to discuss the matter.

- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Bullying incidents will be discussed regularly at staff meetings.
- Fixed term suspension and extremely rarely a permanent exclusion.

14.5 Strategies for the Prevention and Reduction of Bullying

At Capital School, we recognise the need to support children and young people who engage in bullying behaviour and to minimize the impact of influences and experiences that can make them behave in this unacceptable manner. Whole school initiatives and pro-active teaching strategies and these all help develop a positive learning environment with the aim of reducing the occurrence of bullying.

We engage with children to help review our behaviours and any concerns, their contributions shape our provision alongside the use of School Councillors, pupil surveys and monitoring by and staff. Joining the national anti-bullying week every year keeps this high-profile event central, through Friendship days and events.

14.6 Advice Given to Children -

What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you. The children were all asked what they thought they could do if they were being bullied and we have included some of their strategies in the list below:

- Try not to let the bully know that he/she is making you feel upset
- Try to ignore them
- Tell someone you can trust – it can be a teacher, a teaching assistant, a parent, a friend, a brother, a sister or a relative
- If you are scared, ask a friend to go with you when you tell someone
- When you tell an adult about the bullying, give them as many facts as you can (What, Who, Where,
- When, Why, How)
- Keep on speaking out until someone listens and helps you
- Never be afraid to do something about it and quickly do it
- Don't suffer in silence
- Don't blame yourself for what is happening

What can you do if you see someone else being bullied?

Ignoring bullying is unfair to the victim. Staying silent means the bully has won and gives them more power. Being a bystander is helping the bully to continue their behaviours. There are ways you can help without putting yourself in danger.

- Don’t smile or laugh at the situation
- Don't rush over and take the bully on yourself
- Don't be made to join in
- If safe to do so, encourage the bully to stop bullying
- If you can, let the bully know you do not like his or her behaviour

- Shout for help
- Let the victim(s) know that you are going to get help
- Tell a member of staff as soon as you can
- Try and befriend the person being bullied
- Encourage the person to talk to someone and get help
- Ask someone you trust about what to do.

15. The use of reasonable force

Children at risk of demonstrating more challenging behaviour will have a behaviour risk reduction plan, which is created by a Senior Leader in conjunction with the class teacher. Parents will be informed of the plan, and any adult working with the child will be familiar with the plan in order to fully understand the triggers, the signs of pre-escalation and actions we take to avoid an escalation in behaviour with the child.

This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. A member of staff may need to use reasonable force in order to protect the child or other children from harm or to protect themselves. Only restraint trained staff should attempt to restrain a child and only as a last resort unless the child is acting in a way that means they are putting themselves or others in imminent danger. Restraint may only be used where:

- A child is at risk of causing significant harm to themselves
- A child is likely to cause significant harm to others
- A child is likely to cause significant damage to property

All cases of physical restraint must be reported to the Principal, the parents must be informed and the incident documented.

Powers to Search - Searching, Screening and Confiscation

School staff can confiscate and retain pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties.

Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils.
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

The list of prohibited items is: - knives and weapons; - stolen items; - any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:

- tobacco and cigarette papers;

16. Fixed term Suspension and Permanent Exclusions

Exclusion will be used as a sanction where there has been a serious breach of our school Positive Behaviour Policy. An exclusion will be determined by the Principal:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- Misdemeanours outlined in the Ministry guidelines (appendix attached)

Each case will be carefully considered by the Principal who will take in to account the child's additional needs and underlying issues or contributing factors that may be occurring. Contact will be made with the parents to explain the incident and reasons for making a decision to suspend. Parents will receive a formal written explanation detailing the period assigned for a fixed term suspension, the reasons for the suspension. The letter will also invite both the parents and child to meet the Principal and class teacher for a reintegration meeting, when the pupil returns to school. A pupil's dangerous behaviour may result in a fixed term suspension, the pupil would be provided work to completed at bought back to school, to show during their reinstatement meeting with the parents/ carers. In very extreme cases a pupil may be permanently excluded.

17. Record Keeping

Initial incidents or phone calls may be recorded in paper form, when information is being collated. Once this process is completed, a record is recorded on to iSAMs - an electronic, safe and secure information system. This notifies the Principal and safeguarding team to ensure that any follow up actions are needed.

iSAMs equips the Senior Leadership Team and designated safeguarding team to assess each concern and manage any ongoing action that needs to be taken. It also enables them to closely monitor and manage all concerns and enables the recording of decisions and the allocation of staff actions. For each pupil, an automatic chronology of all concerns is built which helps aid further reporting and actions that may be required by the Safeguarding Team. A class teacher will be given access to the appropriate record incidents/concerns/matters linked to safeguarding concerns, including behaviour, e-safety, racism and pastoral concerns which are of any significance. Support staff record on paper, and provide this to their class teacher.

18. Behaviour is part of Child Protection and Safeguarding

This Positive Behaviour Policy is also included within our broader Child Protection and Safeguarding Policy.


Be
Ready
Be
Respectful
Be
Safe



19. Annex 1

[MoE- Circular No. 11 – Organizing Student Discipline Procedures in Private Schools]