



BCA Behaviour Policy

“For every child, every right”

(UNICEF World Children's Day theme, 2023, celebrated around the world and at BCA)

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Statement of Intent

BCA Mission

The British College of Andorra provides opportunities for all our students to achieve academic, artistic and sporting excellence, lasting physical, spiritual and mental health and to be inspired to accomplish personal and professional success.

BCA Values

We especially value the following in guiding the learning experience and promoting wellbeing at The British College of Andorra:

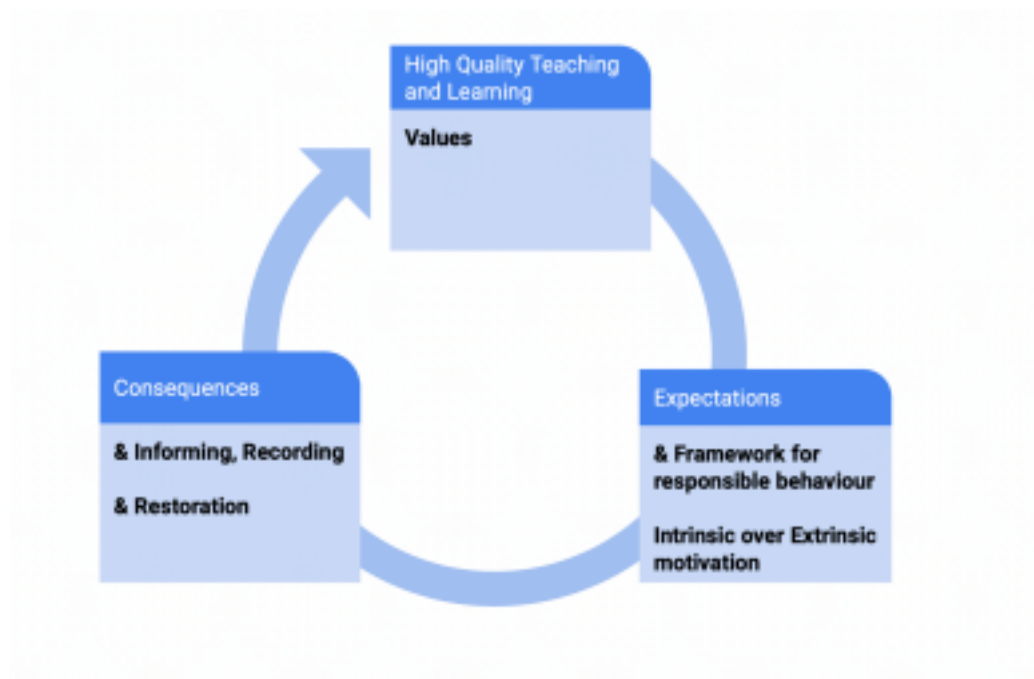
- *Communication Skills*
- *Inquisitiveness*
- *Appreciation of Diversity*
- *Ability to Solve Problems*
- *Sense of Responsibility*
- *Commitment to Sustainability*
- *Tenacity*
- *Courage*
- *Self-awareness*
- *Team-working skills*
- *Inventiveness*
- *Compassion*

At BCA we value each individual and believe that the school has a decisive role to play, within the context of the home-school partnership, in nurturing high standards of responsible behaviour. We want to promote positive attitudes towards good behaviour in all our children, and we believe that this can best be achieved in an atmosphere of respect and shared responsibility where children are encouraged, by good example, to give of their best at all times.

Aim

The aim of this policy is to set out a framework to ensure that responsible student behaviour, effective teaching practices and a strong home-school partnership can together create a positive learning environment.

The following diagram summarises the approach set out in the Policy Statement below:



Application of Policy

The primary audiences for this Policy are:

- All BCA staff. All adults at the school have a duty of care towards the children, and are responsible for consistent implementation of this policy, within the limit of their training, skills and responsibilities.
- BCA students
- BCA parents
- Any external agencies working alongside class teachers to support our students

The policy applies at all times. There are no special conditions, restrictions or exclusions. Any special situations are covered with the text of the policy itself.

Related policies

- BCA Addictive Substances Policy
- BCA Anti-Bullying Policy
- BCA Anti-Discrimination Statement
- BCA Attendance Policy
- BCA Educational Technology Policy
- BCA Inclusion Policy
- BCA Mobile Phones and other devices Policy
- BCA Safeguarding and Child Protection Policy

Publication Information

This Policy is for both Internal and External publication (BCA website and Parent Portal)

Effective: October 2025

Review date: June 2026

Policy approved by: Principal

Policy Statement

1. High Quality Teaching and Learning

1.1 Fundamental to the promotion of responsible behaviour among students is the planning and management of the learning experience, aligned with the school's guiding statements (mission, values and definition of high-quality learning). This learning experience encompasses academic, social and emotional dimensions, which together promote intellectual development.

1.2. The promotion of positive relationships between children, and between educators and children, is central. No significant learning can take place without a significant relationship.

1.3 Integral to high quality teaching and learning is that educators seek to understand the factors that may underlie a student's behaviour, and wherein a resolution and improvement may lie:



Source: Feelings, Thoughts and Behaviour Mountain (The Metacognitive Triangle), Restorative Thinking Ltd.

“The essential function of challenging behaviour is to communicate to adults that a kid doesn’t possess the skills to handle certain demands in certain situations.”

(Source: Ross W. Greene, *Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them*)

1.4 The above approach aligns with the BCA Inclusion Policy, which identifies lagging skills or unresolved problems as being at the root of behaviour.

2. Values-based Expectations

2.1. The BCA Responsible Behaviour Policy is informed by the BCA Values

2.2 All the BCA Values support teaching and learning and the wellbeing of students, but those most closely relevant to promoting responsible behaviour are:

- *Communication Skills*
- *Appreciation of Diversity*
- *Ability to Solve Problems*
- *Sense of Responsibility*
- *Courage*
- *Self-awareness*
- *Team-working skills*
- *Compassion*

2.3 School Values, expectations for responsible behaviour, and effective approaches to teaching and learning all share common ground.

2.4 Teachers should translate these Values into a practical set of expectations, to be shared with children.

Examples might include:

- Value: *Appreciation of Diversity*
 - Expectations: Respect and furthermore accept others and their differences, as well as their personal space, rights and property
- Value: *Sense of Responsibility*
 - Expectations: Take responsibility for their own actions and keep your promises. Ensuring tasks are completed and to the best of your abilities.
- Value: *Courage*
 - Expectations: Tell the truth, have the courage to defend a point of view and the determination to act justly

- Value: *Self-awareness*
 - *Expectations*: Understand the effect of actions on others, and showing self-discipline
- Value: *Compassion*
 - *Expectations*: Acting considerately towards others

2.5. The Values and expectations will be promoted regularly in class and through assemblies, giving opportunities for discussion and reflection.

2.6 The school's Values and class expectations will never tolerate (but always seek to understand and correct) all forms of:

- Bullying
- Dishonesty
- Discrimination

3. Establishing a Framework

3.1 In the Early Years and Primary classes, children follow three simple rules: **ready, respectful and safe**. In Secondary, this is **responsible, respectful and safe**. The school leadership, class teachers, teaching assistants and students themselves will establish, at the beginning of each school year, and repeated when necessary, a framework for a positive learning environment, using any of the following means:

- involving children in creating a class behaviour charter/code together, based around the BCA rules of 'ready/responsible, respectful and safe. This should be phrased positively i.e what is encouraged rather than what is not allowed. Furthermore the rules should not be overly orchestrated by the teacher. Respect the integrity, privacy and individuality of children: students should not be coerced into an agreement. Furthermore, the teacher should phrase it as a set of rules for 'our classroom' (never, 'my classroom').
- using the International Baccalaureate's Approaches to Learning (ATLs) as a way to frame behaviour within a broader context of desirable skill sets for learning, such as Communication skills, Social skills and Self-Management Skills. In Secondary and the Diploma Programme, ATLs in any case form part of the reporting framework.
- a daily or weekly meeting (e.g. 'circle time') of the class or form group to:
 - set the objectives and expectation
 - honour identity and promote belonging and fun
 - hear children's concerns and suggestions
 - and so build a sense of ownership, community and common purpose this is a consultative meeting, guided by the teacher, dominated by student voice inclusion of behaviour-related topics within the planned PSHE curriculum

- the assignment of genuine responsibilities (not ad hoc chores) to students to foster a sense of ownership and agency.
- sharing of values and expectations in assemblies, including those for the playground
- visual reminders displayed in the classroom, for example a pictorial map of expectations.
- briefing for all associated staff, including teaching assistants, specialist language teachers, and bus, playground and dining room monitors

staff continually reinforcing expected standards of behaviour using the same consistent language: ready/responsible, respectful and safe.

The Responsive Classroom organisation has produced a 'First Six Weeks of School' document which could be used as a basis to establish the above framework: [The First Six Weeks of School | Responsive Classroom](#)

3.2 Students who have special educational needs may have an individualised education plan (IEP) containing strategies appropriate to their needs, and referencing behaviour. This will be a collaborative document put together by the class teacher or tutor, Head of Section, SENDCO and Principal of the school, and in consultation with parents. The students' needs will be considered when deciding on appropriate consequences for breaches of school rules and expectations, but they will not be exempt from consequences described within this policy.

4. Doing the Right Thing

4.1 Rewards have historically been given in schools for good behaviour and good work. The educational research on rewards (*Wilam, Hattie etc*) is clear: their effect is short term, and potentially demotivating. Furthermore, the criteria for issuing or withholding these rewards often differ from teacher to teacher, and are rarely published to children.

4.2 Rewards such as points, stickers, badges, stars and other indicators of adult approval such as a 'smiley face' or giving out sweets (not allowed), or nonspecific and overgenerous praise, may bring short-lived happiness and compliance, but all fall under the extrinsic reward category. Remove the extrinsic reward, and the behaviour returns to the original state.

4.3 In alignment with the values-based approach (Section 2, above), educators will focus on the intrinsic value of the children's actions. Children will be encouraged to:

"Do the right thing, because it's the right thing to do".

The reward comes from this alone, and natural consequences that follow such as benefits for improved learning and social interactions that children will experience, either immediately or with time.

4.4 In certain cases, teachers and assistants may make judicious use of an extrinsic reward or extrinsic motivation method for a particular child (not the whole class), recognising that this is for short term expediency only.

4.5 Popular traditions such as ‘Star of the Week’, ‘Learner Profile Awards’ and “Parent Post” will be closely linked to the BCA Values or IB Approaches to Learning, and framed not as a reward, but as a ‘celebration’ of learning, and demonstrating appropriate approaches to learning, and what the child has become, and will become, because of their actions.

5. Consequences

5.1 In line with the value BCA places on intrinsic rather than extrinsic motivation, the term ‘consequence’ is used (rather than words such as ‘sanction’ or ‘punishment’)

5.2 At BCA, we strive to positively reinforce behaviour that reflects the values of the whole school and prepares our students to engage in learning. At times, however, student behaviour may be unacceptable; this is unavoidable, and students need to understand that there are consequences for their actions. Consistency is maintained through adherence to our school’s consequence continuum (Appendix E for the Secondary School continuum and Appendix F for the KS1 and KS2 continuum), as detailed in the relevant appendices.

5.3 The behaviour continuum and associated documentation process allow staff to monitor patterns of behaviour over time. By recording and reviewing incidents, we are able to potentially identify behaviours that may indicate underlying difficulties, such as lagging skills in communication, emotional regulation, or social interaction. This information enables staff to respond proactively, providing targeted support, teaching missing skills, and potentially adapting interventions to meet individual needs. In this way, behaviour records are used not only to apply consistent consequences but also to understand and support the development of each pupil.

5.4 At BCA we believe that pupils should have as many chances for success as possible. As such, behaviours belonging to levels 1 and 2 of the consequence continuum will be reset every half-term. However, due to their potential severity or seriousness, behaviours belonging to levels 3 and above need to be considered differently and might carry longer-term consequences.

5.5 Children must feel assured that any incident will be dealt with quickly, firmly and fairly, with accompanying support and guidance for those involved.

5.6 Consequences must at all times honour the child’s integrity, privacy and status as an individual.

5.5 Consequences should be clearly linked to the values-based expectations (Section 2, above) and framework for responsible behaviour which has already been established in the class (Section 3, above).

5.7 Natural consequences will be the outcome of certain behaviours. For example, inappropriate behaviour towards other children will result in loss of friendship. Natural consequences should be differentiated from additional consequences imposed by the teacher or other adult, which may or may not be necessary.

5.8 Other consequences should be relevant to the undesirable behaviour and focused on reparation and restoration. For example, tidying up an area that has been disturbed, fixing something that has been broken, apologising to those who have been upset or affected, repeating an activity correctly to show how it should be done.

5.9 The Stop - and - Think system: Stop-and-Think cards are completed by children in Year 2 to Year 6. These cards encourage pupils to reflect on their behaviour and respond to a series of questions that promote self-reflection and accountability for their actions. The cards come in three colours: yellow, orange, and red, which correspond to three levels within the school's consequence continuum. Completed cards are kept by the classroom teacher

Stop-and-Think cards that are colour-coded yellow, orange or red, which indicate more serious or repeated behaviours, are communicated to parents.

For children in Year 1 and below, who are still developing their writing skills, they may complete a Point-and-Talk card instead. Staff might record a brief summary of the discussion, including the behaviour observed, how the pupil reflected verbally, and any agreed strategies for improvement.

5.10 As the research supports, behaviour needs to be communicated to parents because consistent responses between school and home create the most effective environment for learning and behaviour development. When parents are informed, they can support the strategies used at school, reinforce expectations, and provide guidance at home. This alignment helps children and young adults understand that there are clear boundaries and consequences for their actions.

5.11 Any commentary is directed solely at the behaviour, and not at the person. Good people can do bad things.

5.12 Consequences imposed on a whole class will be rarely appropriate or effective.

5.13 In the classroom, adults will always seek to come close to a student to speak to them quietly, avoiding drawing attention to anti-social behaviour in front of other children or loudly across the classroom. In this way the behaviour is still pointed out, but the child is given privacy and time to reflect on choices they made and to think for themselves about what they might do differently moving forward. The adult seeks to maintain positive relationships in order to determine any underlying causes of behaviour.

5.14 Public acknowledgement of pro-social behaviour and individual success can be very powerful in a positive way. Similarly, public criticism of anti-social behaviour (e.g. names on the board) or correction in public, can often be very damaging. Usually, drawing any attention to anti-social behaviour should be as private as possible; lowering a child's self-esteem (making them feel inadequate or at all foolish especially in front of others) is likely to increase misbehaviour, if not now, then later.

"Praise in public - remind in private"

5.15 The use of a script may be helpful and ensure that all adults working in school use the same objective and consistent language.

5.16 For the Early Years and Primary, a sample continuum (with scripts) is provided here:

“I can see that you are not doing your work and your behaviour is stopping you and your friends from learning. I would like you to focus on and I will check on you in a few minutes.”



If the behaviour persists, then the next step is to move the child within the classroom so that they are not distracting others. Again use a script, such as “I can see that you are stopping others from learning, so move to this table on your own, so that you can think about what you are doing and concentrate on your work”.



If the behaviour still persists, then the next step is to send the child through to another classroom, with the work they should be completing. Again use a script, such as “I can see that you need some time to refocus and complete your work, so I am taking you to Owls/Robins/wherever classroom, so that you can think about what you are doing and concentrate on your work. I will come back in 5/10 minutes to check that you are ready to rejoin your class and learn again.”

This should be done with a minimum of fuss and the time spent in another classroom can be as little as 5 minutes. The idea is to refocus both the individual and the rest of the class on the expectations, and give the child involved some calm, reflection time without an audience.



If the behaviour persists then teachers will again refer to their agreed class rules.

Further short-term withdrawal from class activities may be necessary but the decision must be taken carefully and in consultation with a member of the school Leadership Team, since children have a right to access all parts of the curriculum, including less structured but highly valuable moments such as pickles/choosing time, and to enjoy the designated moments for outdoor breaks. Usually the decision on whether to further exclude a student will depend on whether they constitute a risk to the health and safety of others, and can be effectively supervised by the available staff.

If a child is excluded from class in this way, the child will be given an activity that helps to make good/improve the classroom, ie helping sort resources, tidy up play areas or complete the work which was not reasonably completed during the lesson.

5.17 Restoration

After a behavioural incident, restorative practices will be needed. These support other consequences, as listed above, but will rarely replace them altogether.

A restorative conversation will be conducted by the adult who discovered the behaviour, or the class teacher/form tutor if this is not possible. This might be a quick chat at break-time in or out of the classroom or a more formal meeting

In implementing restorative practice, five questions are usually enough from the following:

What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How have they been affected? How might your behaviour not have been responsible, respectful or safe? What should we do to put things right? How can we do things differently in the future?

5.18 If a student is being exceptionally disruptive, the student may be removed from the classroom by a member of the leadership team. This procedure is activated by a phone call or message sent to the school reception.

5.19 Incidents of intentional violence (any age) are regarded very seriously and are likely to be quickly escalated through the above continuum. An immediate short term exclusion may be required, e.g. parents are asked to collect their child and keep them at home for the rest of the day to ensure safety of all children and adults in school.

5.20 At BCA, we recognise that behaviour can be a form of communication. Pupils may express unmet needs, sensory discomfort, or difficulties with emotional regulation through their actions. Staff are encouraged to understand the underlying reasons for behaviour rather than focusing solely on sanctions. This approach applies to all pupils but is particularly important for those with Special Educational Needs and Disabilities (SEND).

5.21 Pupils with SEND may be supported through individualised strategies recorded in their Individual Education Plan (IEP) (see the BCA Inclusion Policy for further information). These plans are often intended to allow staff to anticipate potential triggers, differentiate expectations, and provide tailored support, including short movement breaks, adjusted seating, modified uniform requirements, and access to emotional literacy support via the SEND department. Graduated approaches are used to assess, plan, deliver, and review interventions, ensuring that each pupil receives the most appropriate support for their needs.

5.22 Inclusive practice at BCA is guided by the Equality Act 2010 and the Children and Families Act 2014. This means we take reasonable steps to avoid disadvantaging pupils with SEND and use our 'best endeavours' to meet their needs. While we do aim to provide personalised support, we acknowledge the limitations of resources and staffing. The school can accommodate individual adjustments to a reasonable extent, and parents can refer to the BCA Inclusion Policy for further information.

5.23 At BCA, SEND may help explain why a pupil behaves in a particular way, but it is not treated as an automatic excuse. Staff consider each pupil's needs when responding to

behaviour, making reasonable adjustments and providing targeted support where required. Pupils with SEND are supported to understand the impact of their actions and to develop strategies to manage behaviour appropriately, while still being held accountable in a fair and proportionate way.

5.24 Peer-on peer abuse.

BCA adheres to the following guidance from “Keeping children safe in education”, (Department for Education, 2022). See Appendix G and the BCA Child Protection and Safeguarding Policy.

5.25 Bullying

Suspected cases of bullying will be addressed via the comprehensive BCA Anti-Bullying Policy, which follows international and UK best practice and the protocol of the Govern d’Andorra.

6. Exclusion

6.1 A decision to exclude a child is a very serious matter, and should be taken only in response to serious breaches of the school’s behaviour policy, and if allowing the student to remain in school might seriously harm the education or welfare of the student or others in the school (including bringing the reputation of the institution into disrepute).

6.2 At BCA we believe that, in general, exclusion from school, for a fixed period or on a permanent basis, is not an effective means of improving the behaviour of a child. However, exclusion does set a clear boundary for what is acceptable. In order for children to thrive in school, they must feel safe.

6.3 Following investigation of a behavioural incident, only the Principal can exclude a child, and only after other consequences have been considered.

6.4 Before an exclusion, the student and parents meet the Principal to discuss the matter.

6.5 The School Board will be informed of the decision, and the circumstances surrounding it.

6.6 For a fixed period exclusion, learning activities will be set for the student to complete at home.

6.7 An internal exclusion may also be applied, in which case a student attends school as normal, completes the same work as their class, but in isolation and under supervision. This is to ensure that, although the student is not able to learn with their class, they do not miss out on learning time.

6.8 Following a fixed period of exclusion, the student and parents meet the Principal to

discuss the student's reintegration to school and the best way forward to support the child.

6.9 A permanent exclusion would only be applied in the most serious of cases, and in accordance with the legal framework of Andorra and in consultation with the Ministry of Education. Circumstances for a permanent exclusion might include:

- serious actual or threatening violence against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

7. Communicating and Recording

7.1 The Principal will ensure that staff, parents and students are aware of the aims of the school in relation to good behaviour.

7.2 The contents of this Policy will be shared with parents through the website and online parent portal and they will be encouraged to work in partnership with the school to ensure its successful implementation.

7.3 All behavioural incidents involving physical injury to another child or adult are reported on the school's behaviour logging system (module within iSAMS). All classroom or playground exclusions are recorded on iSAMS.

7.4 In the Early Years and Primary, logging is done by the main class teacher or language teachers. In Secondary, all behaviours of concern are logged by the relevant subject teacher.

7.5 Parents will be contacted on the same day by phone or email if their child has been involved in any unsafe behaviours including, hitting, kicking, punching, spitting, or scratching.

7.6 If there is consistent low level disruption over several days/out of character behaviours, the class teacher will check in with parents to identify if there are any underlying causes of changes at home.

7.7 Tutors and Heads of Section regularly monitor iSAMS and if they notice any concerning patterns, they may then contact parents.

End of Policy Statement; Appendices follow.

Appendix A

Behaviour management strategies

De-escalation tactics and phrases

Use the child's name - shows them that they have your full attention

"I can see something is wrong" - acknowledges their feelings

"I am here to help you" - offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it

"Talk and I will listen" - a calm option to explain what's on their mind

"Come with me and we'll talk about it..." - useful to remove the child from their current setting,

Script 1: Statement of Reality (i.e. simply tell them what you see)

"Fred, you're... (e.g. running in the corridor/tapping your pencil on the desk/talking when I'm speaking...)"

Give them a reasonable time to take up and consider their behaviour. This can often be enough, acknowledge and thank them for making a good choice.

"Thank you Fred for... (e.g. walking/putting your pencil down/listening nicely...)"

If the child's behaviour doesn't change after a reasonable take-up time, move on to Script 2.

Script 2: Tell them the behaviour you want to see

"Fred, I need you to...(e.g. walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)"

Script 3: Statement using Language of Choice

"Fred, you are choosing to behave this way and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I'm speaking) then I will have to [consider a suitable consequence]"
Again give them a reasonable time to take up and consider their behaviour. This can often be

enough, acknowledge and thank them for making a good choice.

“Well done/Thank you Fred, you made the right choice”

Script 4: Reinforce and depersonalise

“Fred, at BCA we are ready, safe and respectful so that everyone can learn”

Other options for dealing with challenging behaviour:

Limited choice e.g.

- *“Put the pen on the table or in the box”*
- *“Talk to me here or in the playground”*
- *“Are you going to wear shoes or wellies?”*

Disempowering the behaviour e.g.

- *“You can listen from there” [under the table]*
- *“Come and find me when you come back/feel calm”*
- *“Come over/down/in in your own time”*

Demonstrating pro-social behaviours

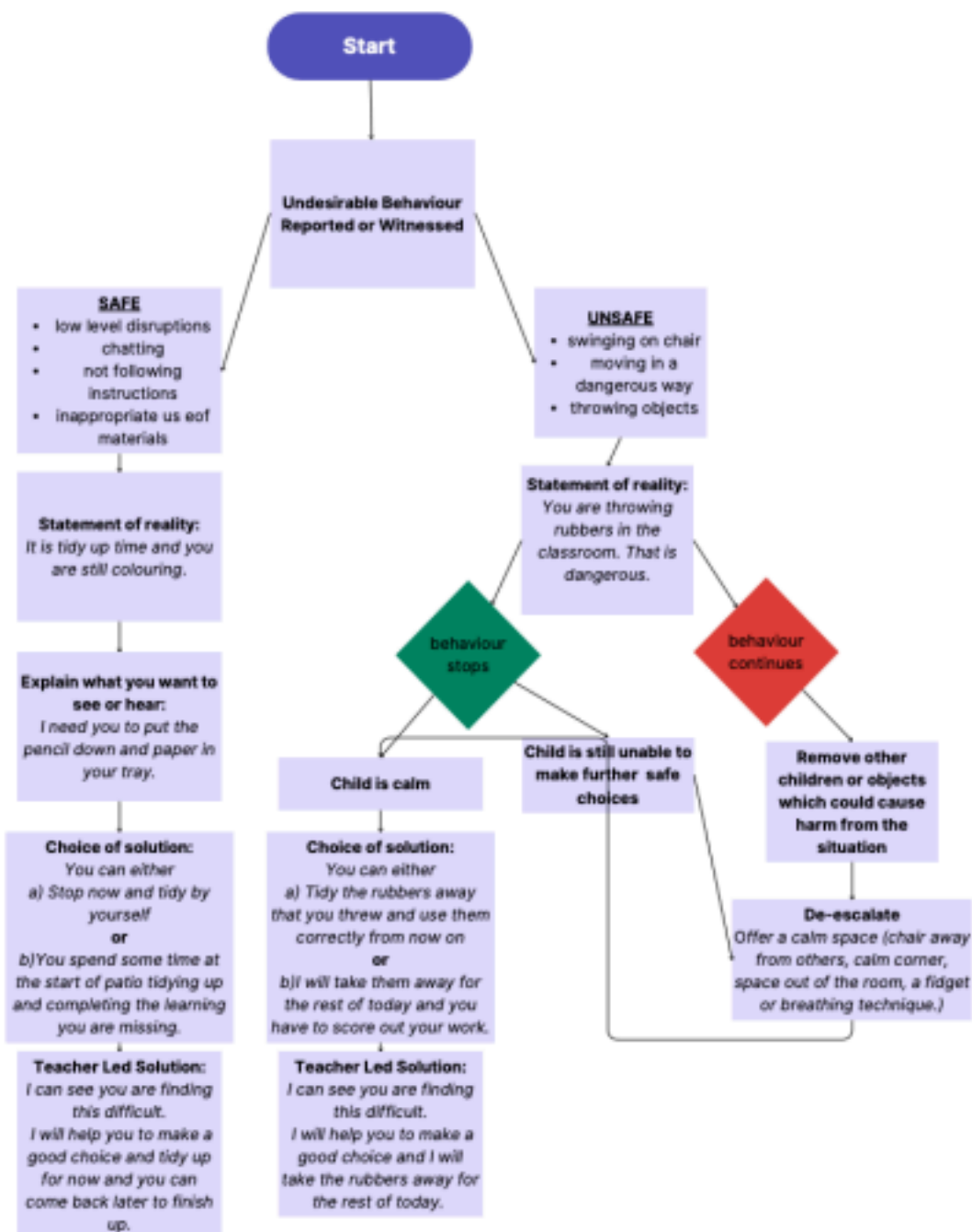
- Being polite Saying ‘please’ and ‘thank you’
- Holding a door open for someone else or letting them pass first
- Taking turns and waiting for others
- Moving quickly, quietly and without fuss (e.g. into the class or to the dining table)
- Making eye contact quickly and quietly when asked to listen
- Paying attention
- Sitting still when required (e.g. in assembly or at a performance)
- Responding when asked (e.g. to start class work, homework, or to eat tea)
- Treating books, equipment, belongings carefully
- Following instructions at the first time of asking
- Keeping books, work, possessions, their room, etc tidy
- Keeping themselves and their physical appearance clean, smart and/or tidy
- Tidying and clearing up
- Moving from one task to another without reminders
- Working very hard at something
- Taking a lot of care or giving something a lot of thought (e.g. work or a present)
- Contributing in discussions (willing to answer questions or talk about a subject)
- Asking for help when they need it
- Keeping calm in a difficult situation
- Being a good friend

- Working well with classmates or siblings
- Listening and acknowledging someone else's point of view
- Finding things to occupy themselves (especially once one task is done)
- Speaking up on behalf of another person (perhaps if they are being bullied)
- Sharing concerns with an adult
- Being prepared to try something new or difficult
- Performing in front of others or speaking up in front of a large group
- Asking to borrow something without just taking
- Sharing (equipment, books, toys as well as games)
- Encouraging others to join in or befriending in other ways
- Doing classroom jobs or household chores willingly and well
- Offering to help without being asked

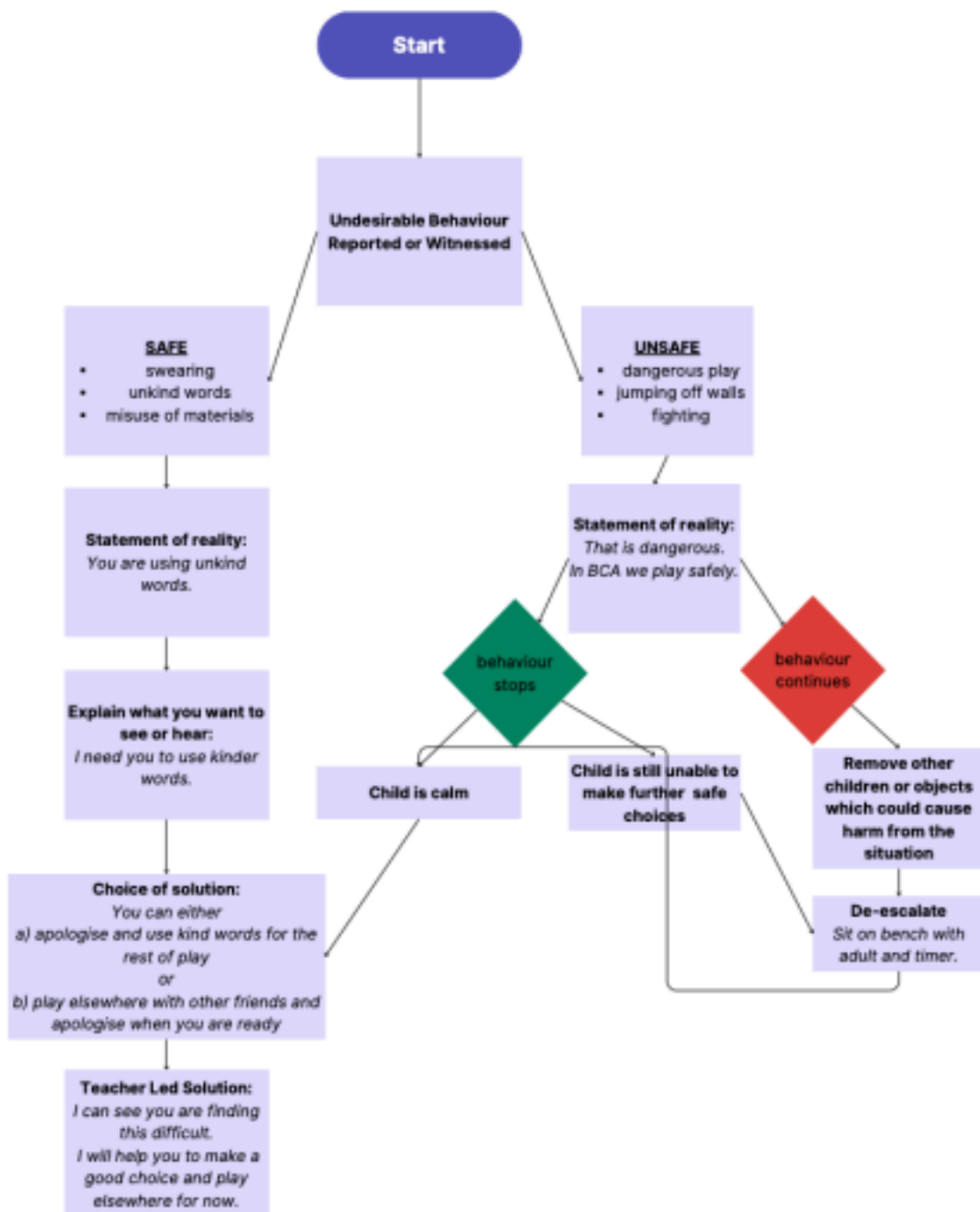
Appendix B

Classroom Behaviour Management Flowchart (Early Years and Primary)

Class Behaviours



Playground Behaviour



Appendix D

Behaviour In the Dining Hall

- Mealtimes are supported by staff in EY, monitors in KS1 and monitors + a member of staff in KS2 and Secondary.
- Poor behaviour in the Dining Hall is addressed initially by the monitors, who should explain the expectation, explain what is wrong with the behaviour and ask them to make good - ie mop up deliberate mess, apologise for rudeness.
- Behaviour deteriorates as noise levels rise, so keeping it calm is important and encouraging children to talk to their immediate neighbour, not shout along the tables.
- If behaviour does not improve, then a child may be asked to sit separately to finish their meal.
- Any poor behaviour in the dining hall should be passed on to teachers so that they can reinforce the expectations with the child, and follow up in line with the Behaviour Policy.

Appendix E

Secondary school 'Conduct for Learning' system

Basic Guidelines for Student Behaviour at BCA

THE BASIC EXPECTATIONS	
<p style="text-align: center;">-Work hard.</p> <p style="text-align: center;">-Be kind to your peers.</p> <p style="text-align: center;">-Be respectful with adults, listening and following instructions the first time.</p> <p style="text-align: center;">-Be responsible for your things, your work and your classroom.</p> <p style="text-align: center;">-Keep yourself and others safe.</p> <p style="text-align: center;">-Know your context; <i>there are different rules in different spaces and at different times.</i></p>	
<p style="text-align: center;">BASIC DESCRIPTION of a C2</p> <p style="text-align: center;">If your teacher feels that you've not followed these basic expectations, you will earn a C1.</p>	<p style="text-align: center;">C1 – Level One Consequence</p> <p style="text-align: center;">This is a note saved by your name in a log and a quick reset conversation with your teacher.</p>
<p style="text-align: center;">BASIC DESCRIPTION of a C2</p> <p style="text-align: center;">Any serious disregard for basic expectations OR a repetition (x3) of a C1 behavior.</p>	<p style="text-align: center;">C2 – Level Two Consequence</p> <p>If your repeated C1 behavior is in one class or space with one teacher, this is a loss of free time (15 + mins). This includes an extended restorative conversation with the respective teacher and a written apology to that teacher.</p> <p>If your behavior happens in different classrooms and spaces or is seen as <i>intentionally</i> disrespectful, this will result in a detention with the head of the section on Friday at 1:30, a restorative conversation and a letter of apology (25-30mins).</p> <p style="text-align: center;">All C2s are reported to parents.</p>
<p style="text-align: center;">BASIC DESCRIPTION of a C3</p> <p style="text-align: center;">Extremely disruptive, disrespectful or damaging behavior OR any repetition (x6) of a C1 behavior over a one month period.</p>	<p style="text-align: center;">C3 – Level Three Consequence</p> <p>Behavior Improvement Plan - All teachers must "green stamp" your B.I.P after each lesson. Any missing green stamp results in a loss of free time = a detention with the head of section.</p> <p style="text-align: center;">All C3s require an in-person meeting with parents.</p>

Guidelines for Student Behaviour at BCA

Level	Examples of Behaviour	Possible Consequences
1	<p>1a. Lack of respect for the classroom learning environment: Low-level disruption:</p> <ul style="list-style-type: none"> ● Talking/whispering whilst the teacher or a classmate is talking ● Not raising hands to answer and calling out instead ● Interrupting lessons with comments or noises ● Deliberately distracting others ● Getting out of seat without permission <p>Off-task behaviour:</p> <ul style="list-style-type: none"> ● Not using the chromebook to complete assigned classwork, doing something else instead ● Doing something other than the task set by the teacher <p>1b. Lack of responsibility/readiness to learn:</p> <ul style="list-style-type: none"> ● Arriving late to class ● Lack of equipment: functional pen, charged chromebook ● Lack of homework or homework not completed to a high standard ● Not completing a sufficient amount of work or not completing work to a high standard <p>1c. Lack of respect to the school community:</p> <ul style="list-style-type: none"> ● Incorrect uniform ● Chewing gum ● Corridor infraction (running, shouting during transitions or during class time, eating in the corridors) ● Mobile phone usage (outside of school grounds e.g. whilst waiting for the bus home) <p>1d. Disrespectful attitude (these may also be Level 2s):</p> <ul style="list-style-type: none"> ● Answering back to an adult ● Inappropriate/offensive/unkind language to anyone ● Note: Body language can also come across as disrespectful. <p>1e. Disregard for safety:</p> <ul style="list-style-type: none"> ● Throwing any items inside the classroom 	<p>Any of the following:</p> <ul style="list-style-type: none"> Non-verbal warning Verbal warning Rule reminder Time to reset outside the classroom Moved seats in class Short conversation outside the classroom/after the lesson

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	<ul style="list-style-type: none"> • Throwing items deemed dangerous around the school e.g. rocks, ice • Leaving bags on floors (hazard) 	
2	2a <ul style="list-style-type: none"> • Level 1a repeatedly (x3) not being followed (same lesson or day) • Level 1b repeatedly not being followed (x3 in a month, same subject) • Level 1c repeatedly not being followed (x3 in a month) • Significant lack of work completed in class • Damage of any equipment (school or classmate's) • Defiance: Answering back to an adult or deliberately not following an instruction • Inappropriate/offensive/unkind language to anyone • Aggressivity in tone of voice 	<p>Restorative discussion during break: Patterns of behavior unique to one context and one teacher dealt during a break with that teacher, plus a written apology (15 mins +)</p> <p>Students who have not done work, complete that work with teacher at a time of the teacher's choosing</p> <p>Parents informed (message)</p>
	2b <ul style="list-style-type: none"> • Any serious disregard for basic expectations • A repetition (x3 in 1 month) of a Level 1 behavior which is seen across classrooms and context e.g. lack of homework in 3 different subjects over a month. • Mobile Phone (advertent usage within the school ground) 	<p>Patterns of behavior across classrooms and contexts go to section leaders and result in 25-30mins detention at 1:30 on a Friday with a letter of apology.</p> <p>Parents informed (message)</p>
3	<ul style="list-style-type: none"> • Deliberate physical assault - reactive • Damaging school property/other children's property. (Economic damage) • Theft (one off) • Individual incident (large scale class disruption) meaning lesson cannot be completed • Extremely disruptive, disrespectful or damaging behavior • Any repetition (x6) of a C1 behavior over a one month period. 	<p>Behavior Improvement Plan - All teachers must "green stamp" your B.I.P after each lesson. Any missing green stamp results in a loss of free time = a detention with the head of section.</p> <p>Parents informed (meeting)</p>

Appendix F

KS1 and KS2 school 'Behavioural Consequence Continuum' system

Year 1

Level	Examples of Behaviour	Possible Consequences	Staff member responsible
1	<p>Talking while an adult or another child is speaking</p> <p>Calling out instead of raising a hand</p> <p>Making noises or movements that distract others</p> <p>Leaving their designated space (carpet, table, line) without permission</p> <p>Not following a simple instruction</p>	<p>Verbal reminder or gentle guidance</p>	<p>Classroom Teacher</p> <p>Language Teacher</p> <p>Teaching Assistant</p> <p>Patio Monitor</p>
2	<p>Repeated Level 1 behaviours within a lesson or session</p> <p>Minor refusal to follow instructions</p> <p>Ongoing minor disruption to peers' learning</p> <p>Off-task behaviours affecting engagement (e.g., fidgeting, wandering, talking)</p>	<p>Point-and-Talk session or restorative conversation to explore strategies (e.g., calm corner, wiggle breaks, choices)</p> <p>Missing patio-time or "choosing time"</p> <p>Gentle redirection to learning activity</p> <p>Parent Message</p>	<p>Classroom Teacher</p> <p>Language Teacher</p> <p>Teaching Assistant</p> <p>Patio Monitor</p>
3	<p>Repeated Level 2 behaviours</p> <p>Pushing, hitting, or kicking (reactive)</p> <p>Biting or attempting to bite</p> <p>Throwing objects in a way that could hurt someone</p> <p>Repeated unkind words or gestures despite adult support</p>	<p>Immediate intervention to stop the behaviour</p> <p>Short removal from group to a calm space</p> <p>Point-and-Talk session or restorative conversation</p> <p>Missing patio-time or "choosing time"</p> <p>Logical consequences where appropriate (e.g., limited play, repair of minor harm)</p> <p>Parent communication</p>	<p>Classroom Teacher</p> <p>SEND Department</p>
4	<p>Repeated Level 3 behaviours</p> <p>Repeated hitting or throwing objects at others</p> <p>Behaviour placing others at risk (e.g., intentional aggression, unsafe play)</p> <p>Persistent refusal to follow instructions despite support</p> <p>Serious disruption to the learning of others</p> <p>Use of objects as weapons</p>	<p>Immediate adult intervention</p> <p>Removal from activity or group</p> <p>Restorative discussion guided by adult</p> <p>Logical consequences where appropriate (e.g., limited play, repair of minor harm)</p> <p>Internal exclusion: short term, supervised and in a safe space</p>	<p>Classroom Teacher</p> <p>Head of KS1</p> <p>SEND Department</p> <p>Principal</p>

	Behaviour causing serious injury to self or others Extreme aggression or safeguarding concerns	Parent meeting	
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Years 2 and 3

Level	Examples of Behaviour	Possible Consequences	Staff member responsible	Level
1	<p>Low-level disruption</p> <p>Talking while an adult is giving instructions</p> <p>Calling out or interrupting others</p> <p>Making unnecessary noises</p> <p>Not beginning work after a clear instruction</p> <p>Distracting others from their learning</p> <p>Leaving designated space (carpet, table, line, etc) without permission</p> <p>Minor misuse of classroom equipment (accidental or careless)</p> <p>Pushing in line</p>	<p>Rule reminder</p> <p>Warning</p>	<p>Classroom Teacher</p> <p>Language Teacher</p> <p>Patio Monitor</p>	
2	<p>Repeated Level 1 behaviours leading to disruption or incomplete work</p> <p>Intentional misuse or minor damage to school equipment</p> <p>Name calling, teasing, or taunting</p> <p>Disrespectful or inappropriate gestures</p> <p>Rough play or play fighting</p> <p>Throwing small objects</p> <p>Misuse of technology (non-serious)</p>	<p>Missed playtime or “choosing time” with a member of staff.</p> <p>Restorative conversation with a member of staff.</p> <p>Behaviour communicated to parents</p>	<p>Classroom Teacher</p> <p>Language Teacher</p> <p>Teaching Assistant</p> <p>Patio Monitor</p>	Yellow Stop and Think

3	<p>Continued Level 2 behaviours</p> <p>Deliberate harm to another pupil (e.g. hitting, kicking, tripping)</p> <p>Verbal abuse, including repeated name calling or swearing</p> <p>Deliberate damage to property</p> <p>Disrespectful or discriminatory language</p> <p>Lying or defiance (arguing back/refusal to follow instructions)</p> <p>Misuse of technology (inappropriate use)</p>	<p>Behaviour communicated to parents</p> <p>Restorative conversation with logical consequence (e.g. repairing, cleaning, apologising)</p> <p>Restriction at playtime (smaller group, limited space, removal of specific equipment)</p>	<p>Classroom Teacher</p> <p>Language Teacher</p> <p>Head of KS1 or KS2</p>	<p>Orange Stop and Think</p>
4	<p>Repeated or escalating Level 3 behaviours</p> <p>Fighting, biting, or intentionally hurting others</p> <p>Throwing objects with intent to cause harm</p> <p>Serious verbal, emotional, or threatening behaviour</p> <p>Inappropriate or harmful use of digital devices</p> <p>Serious or targeted damage to property</p> <p>Malicious accusations or stealing</p> <p>Persistent defiance</p>	<p>Formal communication and potential meeting with parents</p> <p>Internal exclusion</p> <p>Restorative conversation with logical consequence (e.g. repairing, cleaning, apologising)</p> <p>Restriction at playtime (smaller group, limited space, removal of specific equipment)</p>	<p>Classroom Teacher</p> <p>Head of KS1 or KS2</p> <p>SEND Department</p>	<p>Red Stop and Think</p>
5	<p>Repeated or escalating Level 4 behaviours</p> <p>Serious physical assault or coordinated attacks</p> <p>Behaviour causing or risking significant injury</p> <p>Intentionally harming an adult</p> <p>Extremely dangerous or violent behaviour (including use of objects)</p> <p>Serious discriminatory or abusive behaviour</p> <p>Leaving supervised areas or deliberate absenteeism during the school day</p>	<p>Immediate removal from class/patio</p> <p>Parent Meeting</p> <p>Possible external exclusion (depending on severity)</p>	<p>Classroom Teacher</p> <p>Head of KS1 or KS2</p> <p>SEND Department</p> <p>Principal</p>	

Years 4 to 6

Level	Examples of Behaviour	Possible Consequences	Staff member responsible	Symbol / Language
1	<p>Low-level disruption</p> <p>Talking over the teacher or peers</p> <p>Calling out or interrupting lessons</p> <p>Making unnecessary comments or noises</p> <p>Distracting others from their learning</p> <p>Not beginning or completing work after instruction</p> <p>Not following instructions or class expectations</p> <p>Off-task behaviour (e.g. drawing, reading unrelated material, passing notes)</p> <p>Leaving the classroom or designated area without permission</p> <p>Taking items from others' desks without permission</p> <p>Minor misuse of equipment or own work</p> <p>Eating during lesson time</p> <p>Inappropriate or unkind language (low-level)</p> <p>Minor misuse of ICT</p>	<p>Rule reminder</p> <p>Warning</p>	<p>Classroom Teacher</p> <p>Teaching Assistant</p> <p>Language Teacher</p> <p>Patio Monitor</p>	
2	<p>Persistent Level 1 behaviours within a lesson or across the day</p> <p>Work frequently incomplete due to disengagement</p> <p>Repeated failure to follow instructions or class expectations</p> <p>Intentional misuse or minor damage to equipment</p> <p>Continued low-level inappropriate language</p> <p>Ongoing disruption affecting others' learning</p>	<p>Restorative conversation</p> <p>Completion of missed work during playground time or "choosing time"</p> <p>Parents informed (message)</p> <p>Removal from class or patio for continued disruption</p>	<p>Classroom Teacher</p> <p>Language Teacher</p> <p>Teaching Assistant</p> <p>Patio Monitor</p>	<p>Yellow Stop and Think</p>

3	<p>Continued Level 2 behaviours</p> <p>Sustained disruptive behaviour over time (e.g. across a week)</p> <p>Significant one-off disruption affecting the whole class</p> <p>Deliberate physical aggression (reactive, e.g. hitting, pushing)</p> <p>Deliberate damage to school or others' property</p> <p>Theft (one-off incident)</p>	<p>Restorative conversation</p> <p>Parents informed</p> <p>Removal from class or patio (short period)</p> <p>Patio exclusion (full day)</p> <p>Restriction at playtime (smaller group, limited space, removal of specific equipment)</p>	<p>Classroom Teacher</p> <p>Language Teacher</p> <p>Head of KS2</p>	Orange Stop and Think
4	<p>Escalating or repeated Level 3 behaviours</p> <p>Fighting, threatening behaviour, or group aggression (premeditated)</p> <p>Repeated theft</p> <p>Repeated large-scale disruption preventing learning</p> <p>Behaviour placing others at risk (e.g. throwing objects deliberately)</p> <p>Serious verbal or emotional harm to others</p>	<p>Parents informed (meeting)</p> <p>Patio exclusion (full day)</p> <p>Internal exclusion</p> <p>Restorative conversation</p>	<p>Classroom Teacher</p> <p>Head of KS2</p> <p>SEND Department</p> <p>Principal</p>	Red Stop and Think
5	<p>Continued Level 4 behaviours despite intervention</p> <p>Behaviour causing or risking serious injury</p> <p>Use of objects as weapons</p> <p>Extreme or violent behaviour</p> <p>Serious safeguarding concerns (e.g. leaving site, extreme risk-taking)</p>	<p>Immediate removal from class and or patio</p> <p>Parent meeting</p> <p>Possible external exclusion (depending on severity)</p>	<p>Classroom Teacher</p> <p>Head of KS2</p> <p>SEND Department</p> <p>Principal</p>	

Appendix G

Peer on peer abuse.

BCA adheres to the following guidance, sourced from *Keeping children safe in education*, Department for Education, 2022:

- All incidents are judged on a case by case basis as there may be contextual information about both victim and alleged perpetrator
- The victim needs to be supported and protected, and while an allegation is reported and investigated there may need to be separation or isolation of students depending on the nature of the incident.
- Recognising that the perpetrator may themselves be the victim of abuse, an assessment should be made to see if this is the case.
- A risk assessment needs to be carried out to determine follow up actions (for example, are the victim and perpetrator sharing the same classroom or not; what would be the effect of short term suspension, permanent exclusion).
- Responses should be multi-agency and involve parents where appropriate depending on the nature of the allegations. This may include notification of police in the case of a criminal offence.