

Primary School Behaviour Policy 24/25

At British-Georgian Academy, we are dedicated to fostering a positive and inclusive learning environment where all members of our community feel *valued, respected, and supported* in their academic and personal growth. We are a caring community, whose values are built on strong relationships, mutual trust and respect for all. Our behaviour policy is grounded in the principles of the International Baccalaureate (IB) Learner Profile, BGA Values and CARE principles. We believe that all students have the right to be *safe, secure, successful and courageous* at school.

At British-Georgian Academy, we expect every student to be fully prepared for the opportunities and demands of the adult world. During each child's school career we place a strong emphasis on our ethos, "education is success" and our values:

RESPECT • RESPONSIBILITY • RESILIENCE

Be **respectful**:

- Move around the school safely and calmly
- Avoid disruption or the distraction of others
- Follow instructions promptly
- Communicate politely and appropriately
- Treat staff, peers and visitors politely and civilly

Be **responsible**:

- Be well-equipped and prepared for learning
- Be punctual at the start of the day and all lessons
- Wear school uniform or appropriate clothing where needed (e.g. Science or PE)
- Take care of their environment and school property
- Dispose of litter, waste etc. in provided facilities
- Dispose of gum before entering school

Be **resilient**:

- Understand that people make mistakes, to learn from these and move forward
- Admit fault, even if this is challenging, to support resolution
- Be ready to apologise when you have recognised a mistake

- Try our best in challenging situations

IB Learner Profile attributes of Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-Minded, Caring, Risk Tasker, Balanced, and Reflective.

Inquirer - we nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable - we develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinker - we use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicator - we express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

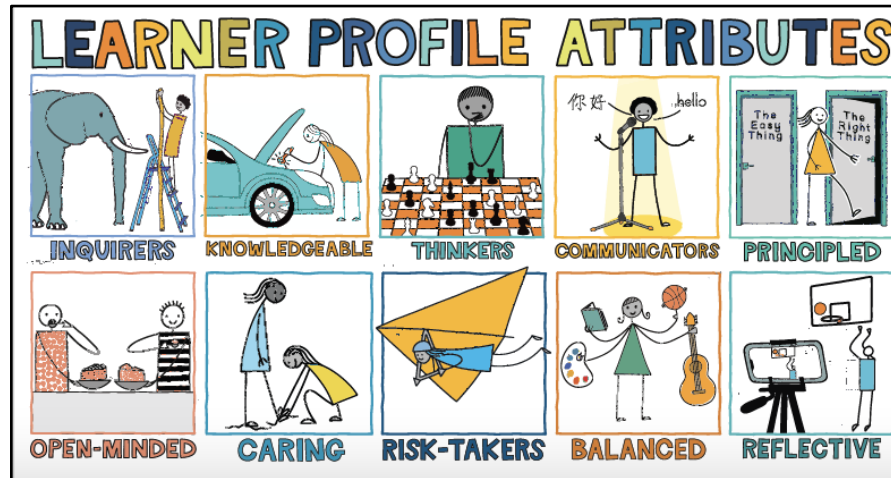
Principled - we act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Caring - we critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Risk Taker - we show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Balanced - we understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective - we thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



In the primary classes at British-Georgian, each class has lanyards that provide various leadership opportunities, including roles such as **line leader**, **wellbeing champion**, **eco monitor**, **and door holder**. We place great importance on these responsibilities from a young age as they help develop crucial skills like leadership, responsibility, teamwork, and environmental awareness. These roles not only empower our young students but also foster a sense of community and accountability within the classroom.

At the Academy, we have a responsibility to work towards standards of behaviour based on the school's 'Culture of CARE' principles of Community, Ambition, Respect and Endeavour.



Class Essential Agreements

Each class will display these Class Essential Agreements. They are summarised through our 4 CARE principles of Community, Ambition, Respect and Endeavour.

Community - I am a proud member of the British-Georgian Academy.

Ambition - I aim high and have high expectations of myself.

Respect - I am kind, *caring* and respectful towards others. I respect school property.

Endeavour - I work hard, try my best and persevere.

Supportive and Responsive Behaviour:

At British-Georgian Academy, we recognise that most students independently self-regulate their behaviour and consistently act safely. We encourage these students to support peers who may struggle with positive behaviour, fostering self-discipline and kindness through proactive measures and appropriate consequences. BGA holds the authority to discipline unacceptable behaviour beyond school grounds, including during school activities, commuting, and online misconduct. At the start of each term, students are taught clear behavioural expectations, and teachers ensure 100% engagement by preempting off-task behaviour and maintaining a focused classroom environment. Our comprehensive education prioritises both academic learning and essential life skills, fostering lifelong learners in line with the Cambridge education system.

We at BGA recognise the above statement and in addition aim for:

- All adults to have high expectations of behaviour and *conduct*.
- Children to be respectful towards each other and all adults within our academy.
- Encourage increasing independence and self – discipline so that each student learns to accept responsibility for their own behaviours and choices.
- Zero tolerance of any form of bullying.
- To ensure a consistent approach across the school which relies on proactive approaches to behaviour management.
- A common and consistent use of language (linked to the IB Learner Profile, BGA Values and CARE Principles) across the academy when tackling unwanted/negative behaviour that supports staff wellbeing and nurtures positive relationships with ALL students.
- All staff proactively supports behaviour management across the academy whenever needed, promoting shared responsibility.
- Create safe and nurturing environments, supporting children to manage their emotions and promote connection and empathy.

British-Georgian Academy will:	As a student at British-Georgian Academy, I will:	As a parent/carer at British-Georgian Academy, I will:
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<ul style="list-style-type: none"> ● Foster a learning climate promoting your child to be safe, secure, successful and courageous ● Treat all of our families and stakeholders with respect ● Ensure that each student has the opportunities, support and guidance to achieve their full potential ● Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility in line with the IB Learner Profile ● Follow our behaviour policy when consequences need to be implemented ● Keep parents informed about school matters, be welcoming to enquiries and responsive to concerns within 24 hours ● Record and reward good progress and performance in lesson ● Offer extra curricular activities that will develop broader skills to prepare for life and the world of work. 	<ul style="list-style-type: none"> ● Embody the BGA values and IB Learner Profile in all that I do ● Attend the academy in the correct uniform. ● Work to the best of my ability in class and at home, so that I can achieve my full potential ● I will not bully, nor will I stand by and observe bullying ● Treat others as I would wish to be treated and put the needs of others before my own if I can do ● Be respectful and kind to self, peers, teaching staff, support staff and parents ● Understand that any misbehaviour whilst wearing BGA uniform will be dealt with as if the incident occurred at school ● Understand that any misbehaviour online or via social media with BGA students, or in a cross school group will be dealt with by the Academy ● Take part in enrichment activities offered by the school ● Care for the environment – in and out of school ● Attend detentions if you breach the behaviour policy ● Not use my personal device in lessons to go on gaming sites of any type. 	<ul style="list-style-type: none"> ● Make sure my/our child attends school in correct uniform, arrives on time and is properly equipped for school ● Encourage my/our child to work hard and support them with homework ● Attend consultation evenings and discussions about my/our child's progress ● Support the academy's policies and guidelines as outlined below ● Ensure that my child's personal device has parental controls to prevent website misuse ● Allow my/our child to attend off-site visits, and complete any permissions promptly ● Agree to the detention policy of the academy ● Make sure that time is not taken out of school unless it is urgent as it will be an unauthorised absence ● Ensure that the school has the most up to date address, contact details, dietary needs and photograph permissions ● Encourage my/our child to participate in the extracurricular opportunities offered by the school ● Ensure my parent pay account is always in credit and all required payments for trips /visits/lessons/clubs are made in advance.
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RESPONSIBILITIES

Students:

We expect all students to:

- Participate, be co-operative and show respect to each other, staff and visitors, at all times
- Develop a sense of self-discipline and self-regulation, and an acceptance of responsibility and accountability for their actions
- Respect their own and other people's property and take care of all materials and resources
- Walk (not run) in a calm manner when moving around the Academy
- Report to a member of staff any concerns or grievances they may have
- Be punctual at the Academy and all lessons and wearing uniform correctly

- Respect the community, cleaning rubbish up and keeping learning spaces tidy
- And above all, contribute to disruptive free learning at all times.

Parent/Caregivers:

At BGA we build positive relationships across our school community. We appreciate the need for a collective approach in developing positive student behaviour in the Academy. Support and cooperation from home is vital if our students are to be successful.

We expect that parents/caregivers will:

- Support the implementation of BGA's Behaviour Policy
- Celebrate their child's success with us
- Encourage their child to make the most of the opportunities presented at BGA
- Reinforce to their child that they must value and respect other students and all those who work at the Academy
- Ensure that their child attends BGA, arrives punctually and is prepared for all lessons
- Support BGA by being actively involved in their child's education
- Contribute to any costs incurred through wilful damage to, or loss of Academy property
- Ensure their child is in full BGA uniform
- Support their child in maintaining a positive behaviour record throughout their time at BGA
- Promote positive parental engagement by attend conferences and any other relevant parent or community events
- If required, work with Student Support Services or Senior Leadership in creating and implementing a behaviour plan to ensure continuity and consistency.

Staff:

At BGA all staff are expected to manage behaviour effectively and fairly, and be responsible for modelling high standards when interacting with students and each other.

Our staff will:

- Maintain consistently high expectations for every student, both inside and outside the classroom
- Proactively identify and reward students who demonstrate BGA Values
- Foster a positive, caring and welcoming environment
- Model positive relationships and ensure fair treatment to all
- Emphasise the importance of being valued as an individual
- Promote manners and courtesy towards the academy community
- Encourage relationships based on mutual respect and understanding

Effectively challenge and modify unacceptable behaviour, including that which:

- Presents risks or potential risks to the safety of themselves or others
- Creates safeguarding issues, including lateness or truancy
- Breaches the uniform code
- Affects BGA property in any way, including damage, graffiti, litter etc.
- Discriminates against another person or group of people because of their ethnicity, age, religion and gender.
- May be meant as a joke but is unacceptable, such as play fighting, name calling and bad

language

- Represents abusive or unpleasant language

All members of staff support the safe movement of students around the Academy by attending all duties on time; communicate behaviour concerns effectively using the report system and work with relevant members of staff to reach positive outcomes.

We recognise that our teachers in British-Georgian Academy, are the heart of our community, serving as role models, mentors, and educators who shape future generations.

Homeroom teachers and teaching assistants play a crucial part in monitoring student progress both academically and socially:

- Greet students at the classroom door and set the tone for the day by creating a positive ethos, establishing/encouraging student/teacher and student/student relationships
- Implement a seating plan which is reviewed and monitored regularly to encourage learning and progress
- Encourage high standards of work, behaviour and dress code, and liaise with the Primary pastoral team and Senior Leadership with regards to behaviour concerns.
- Promote, maintain and monitor attendance and punctuality and ensure that communication is received concerning any absence
- Liaise with the Designated Safeguarding Lead, if and when necessary
- Actively supervise students in assemblies
- Promote literacy, numeracy and wellbeing during tutor time
- Foster positive relationships with parents/carers, keeping them fully involved regarding students' progress, including curriculum related or behaviour concerns.

Middle Leaders (Heads of Department , Key Stage Coordinator and other responsibility holders) will work together to ensure a consistent approach to positive behaviour for learning:





- Set high expectations of behaviour for learning across department areas
- Monitor, evaluate and review behaviour for learning within department areas
- Ensure lessons are planned appropriately
- Support and mentor classroom teachers to promote positive behaviour for learning
- Use department meetings to confidentially discuss specific students and strategies
- Facilitate reconciliation and post exclusion meetings with staff, students and parents where there have been serious behaviour incidents
- Communicate specific behaviour concerns to the SEN Coordinator and Senior Leadership Teams

The Senior Leadership Team will work together to ensure a consistent approach to the Academy's Behaviour for Learning guidelines:

- Implement and monitor behaviour strategies for individual students according to the Academy's Behaviour Policy
- Investigate behaviour incidents and communicate with relevant staff about actions to be implemented
- Communicate with parents/carers about behaviour concerns/incidents
- Monitor student progress, be it academic or behaviour


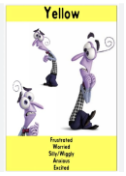
- Collect, collate and monitor punctuality, inclusion referrals, detentions, exclusions and other appropriate information
- Provide appropriate information and data regarding exclusions
- Liaise with middle leaders to promote positive behaviour for learning in subject areas
- Run lunchtime detentions for students who have been removed from social time
- Investigate any cases of fixed term/permanent exclusions and decide on the appropriate course of action

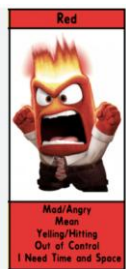
Zones of Regulation

ZONES OF REGULATION!			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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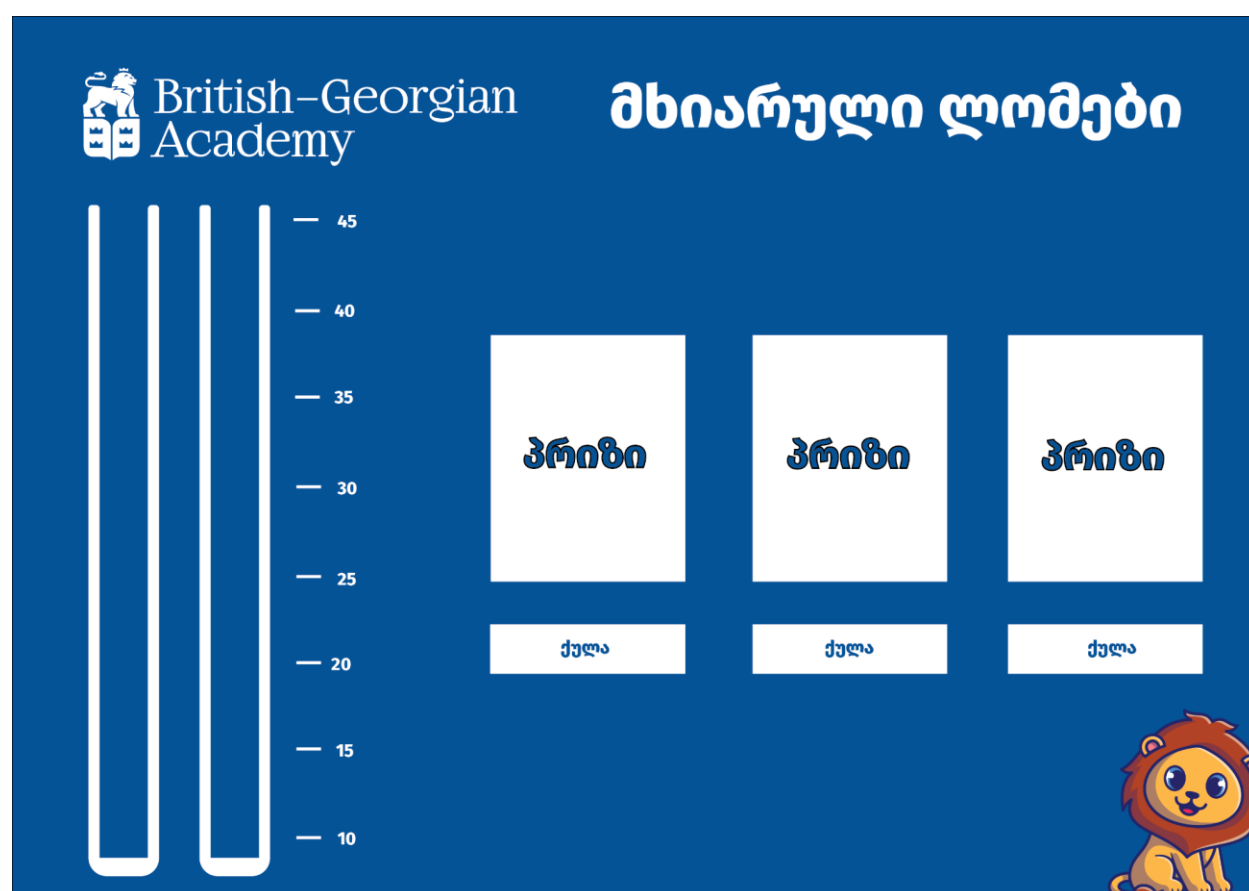
When students are not in the 'Green Zone', we encourage them to take ownership for their own behaviour and direct them to the chart below which shows how they can transition from a different zone, back to green.

Zone	Feelings	How to get back to Green
Blue Zone 	Sad, tired, sick, bored	<ul style="list-style-type: none"> - Take deep breaths - Hug a stuffed animal - Drink water - Rest and relax
Yellow Zone 	Frustrated, worried, silly, excited	<ul style="list-style-type: none"> - Count to 10 slowly - Squeeze a stress ball - Draw or colour - Talk to a teacher or friend

<p>Red Zone</p> 	<p>Angry, mean, out of control, terrified</p>	<ul style="list-style-type: none"> - Take deep breaths - Go to a quiet space - Stomp it out / push the wall - Draw it out
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REWARDS AND CONSEQUENCES

At British-Georgian Academy, we recognise the importance of teaching our students to self-regulate their behaviour.



Rewards: We believe that praise and rewards are an important part in recognising positive contributions to the Academy's life. Contributions to and adherence to our values (BGA Values, Learner Profile Attributes and BGA Principles) are rewarded through our positive behaviour system.



Tokens will be awarded to students outside of lessons for showing the BGA principles. These will be awarded by members of staff who all have access to tokens. Examples of when these could be awarded can be seen below:

Red Token is given to students by subject teachers for achieving, involvement and high performance during the lesson.

Yellow Token is given to students by assistant-teachers for behaving well during the non lesson periods.

Class Prizes :

Hometeacher and assistant-teacher sets the limits for prizes. When the class will collect the required amount of tokens they get prizes.

Consequences: Although rewards are central to the encouragement of a positive attitude to learning at BGA, sometimes there is also a need for sanctions which highlight that there are consequences for unacceptable behaviour.

The purpose of the sanction given is to improve behaviour and to ensure it is not repeated. In the case of serious behaviour incidents, thorough investigations will take place. They will include the gathering of statements and any CCTV footage where relevant. CCTV footage will not be shared with students or parents. The prior conduct of a student may be a relevant factor when deciding on a sanction, particularly if the conduct has been repeated and previous sanctions have been ineffective.

We recognise that for a small number of children whose behaviour is beyond the whole school rewards and sanctions' system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. Students needing support from external agencies are identified through the (Key Stage Coordinator, HODs, Class Teachers, Counsellor) who may also provide in-house support strategies.

Assemblies: We are dedicated to promoting values which ensure that our students develop a strong sense of self-discipline, social and moral responsibility. We prepare our students to become global citizens. Students will all have the opportunity to perform a class assembly each academic year. During assemblies we will focus on delivering age appropriate informative information for students.

Outside the classroom: Students are expected to behave safely, and with courtesy and respect for others at all times, both in and around the Academy, and on their journey to and from school. These expectations are communicated to students clearly through assemblies, tutor group presentations, and by staff on duty. There is a high level of supervision at all times during the Academy day to ensure that students are safe and secure. Behaviour expectations

apply equally to students on educational visits and on residential trips. Behaviour outside the Academy may be subject to sanctions.

Prohibited items: Bringing these items onto the Academy premises will result in immediate confiscation and may lead to a sanction, depending on the nature of the item. Staff can seize any prohibited item found as a result of a search, and can confiscate anything which they considered harmful, disruptive to teaching and learning, or a danger to the safety of the BGA community. Confiscated items will be held at the divisional reception to be collected by the parent/caregiver, however, any illegal objects will be disposed of via the appropriate methods.

Mobile Telephones and tablets: If a student's mobile telephone or tablet is **seen or heard anywhere** on Academy premises before school, during lesson times or after school, it will be confiscated **immediately**. In the first two instances confiscation will be for the day. On a third occasion, phones will be returned to the parent/carer on the date of confiscation. Parents will be contacted immediately by phone or email and informed of the confiscation, asking them to come into BGA to personally collect the phone or tablet. Phones are allowed to be used at the end of the school day as many students may need to speak to parents or drivers, or arrange their own transport home.

To avoid confiscation, students should turn off mobile phones **before** entering the Academy. If the device goes off accidentally, or is seen on the Academy site, it will be confiscated **immediately**.

Some families like their children to ring home to confirm that they have arrived at the Academy. Please be assured that if a child does not arrive at school, the Academy will contact the family directly within one hour of the morning register being taken. This reduces the need for students to carry mobile telephones.

THE RIGHT TO SEARCH

In the course of an investigation, or where there are reasonable grounds, a student may be subject to a search. This will always be conducted by two members of senior staff (same gender as the student), one as a witness for both the students and member of staff, and the other will conduct the search. A search will take place in a private office space and consist of the student emptying the contents of their pockets, shoes, bag and locker. Parents/Caregivers will be notified if a search is conducted to explain the context, regardless if anything is discovered.

INTERNAL AND EXTERNAL REFLECTION

These are serious sanctions where students are removed from their normal lessons and will either remain under the supervision of a member of Senior Leadership and the Pastoral Leadership Team (Internal) or will be asked to remain home (External). These sanctions focus on the extended purpose of reflection and restorative activities following either persistent failure to adhere to BGA's expectations, or a serious incident. Following an Internal/External Reflection a reintegration meeting will be held with the student, parents/caregivers, Key Stage Coordinator, and/or the Assistant Principal before the student can return to normal lessons. A reflective task will be completed about the behaviour infringement and the student will present what they have found and learned to the AP, GL and parent before reintegration into class. Counsellor

involvement will be considered for each case upon their reintegration.

COMMUNICATION OF THE POLICY

BGA is committed to the continuous reinforcement of the Behaviour Policy to ensure that standards of behaviour are maintained, and student behaviour in lessons supports learning. The policy is reinforced through staff training, displays across the Academy, assemblies, the newsletter, our home-school agreement, student planners and the Academy website.

Discretion: No behaviour policy can cover all eventualities. The CEO / Principal reserves the right to use discretion to ensure BGA students have the right to disrupt free learning at all times and their teachers to disrupt free teaching at all times.

Our behaviour policy addresses a range of possible misbehaviors categorised into levels based on severity. Examples include, but are not limited to:

- Dress code violation
- Lateness to lesson
- Failure to complete classwork/homework
- Persistent disruption to class
- Inappropriate use of technology
- Defiance to staff
- Bullying
- Theft
- Smoking/Vaping possession or usage
- Threatening behaviour
- Serious vandalism
- Inappropriate use of language

Extreme Behaviours

On rare occasions, some behaviour displayed in school may be more serious as it is deemed to be 'deliberate and intentional harm', such as hitting or biting, which is unacceptable as it doesn't align with our core principles. In this circumstance, the parent will be called into school for a face to face meeting with a member of SLT to discuss strategies which would need to be put in place to meet the individual needs of the student and prevent the same incident recurring.

If extreme incidents of behaviour reoccur after the initial incident the parent will be required to collect the student from school immediately after each further incident. If the behaviour is repeated late drop offs or early pickups will be required. The member of SLT may also suggest a Personal Assistant to help the student to regulate their behaviours if deemed necessary. Parents will also be informed if it is deemed necessary for the student to forfeit external trips or after school / before school enrichment activities. By adhering to the principles outlined in this behaviour policy, we

aim to create a safe, respectful, and conducive learning environment where all members of our community can thrive academically and personally.

Appendix A – Sanctions and Incidents (Whole School)

*Teacher

*Home teacher, Assistant-teacher and Heads of Departments

*Grade Leader, Assistant Principal and Vice Principal for Behavior

Type of Possible Behaviour	Possible Response	Action By
LEVEL 1 BEHAVIOUR POINTS		
Disruption to learning environments, including and not restricted to... <ul style="list-style-type: none"> • Continuous talking to others • Not listening to others • Unnecessary noises • Unnecessary movement • Lateness • Failure to complete work • Inappropriate language • Eating in class - including gum • Incorrect uniform 	3 Warning Reprimand In Private Talk to the student to make better choices	Teacher Assistant-teacher Assistant-teacher

LEVEL 2 BEHAVIOUR POINTS		
Significant disruption to learning environments, including and not restricted to... <ul style="list-style-type: none"> • Repeated Level 1 • Using phone • Impolite or disrespectful behaviour • Minor physical or verbal issue • Deliberate disruption to learning • Moderate defiance • Academic dishonesty • Any minor physical provocation or aggressive act 	3 Warning Reprimand In Private Restorative conversation 1:1 with teacher Contact parents and CC's HOD or KSC (Key stage coordinator)	Teacher Assistant-teacher Teacher Teacher

LEVEL 3 BEHAVIOUR POINTS		
Consistent L2 behaviours or significant defiance of school policy including and not restricted to... <ul style="list-style-type: none"> • Truancy • Bullying - peer - cyber - all other types • Bringing the Academy into disrepute • Vandalism • Willful and repeated disruption • Anti-social behaviour • Possession of banned items • Failure to attend a resolution meeting • Repeated academic dishonesty 	Teacher contacts parent and invite to meet face to face, invite HODs	Teacher
	Inform HODs, KSC and SLT	Teacher
	KSC for Primary - restorative	KSC, Assistant Principal

LEVEL 4 BEHAVIOUR POINTS		
Consistent L3 behaviours, serious misdemeanour of school policy including and not restricted to... <ul style="list-style-type: none"> • No improvement shown with L1-3 responses • Constant pattern of deliberate, unsafe and disruptive behaviour • Serious incidents of unsafe and disruptive behaviour where students try to cause significant harm to others • Illegal behaviour • Use or sale of banned items • Other inappropriate behaviour determined by SLT 	Referred to SLT	KSC, AP
	Formal meeting with Teacher and SLT	teacher,SLT
	Possible external suspension	SLT

LEVEL 5 BEHAVIOUR POINTS		
A major breach of school policies. To include but not restricted to... <ul style="list-style-type: none"> • Fails to demonstrate improvement despite interventions • Threatening a staff member • Theft • Hacking GWA content • Repeated harassment • Racism • Possession of weapons or dangerous items • Making a malicious allegation against a member of staff which could have 	External Reflection (1-3 days) SLT parent conference – Parent School Behaviour Agreement Contract Suspension from BGA	SLT

jeopardised their employment <ul style="list-style-type: none"> • Serious/Ongoing Bullying • Leaving GWA without permission • Serious incidents of unsafe and disruptive behaviour where students try to cause significant harm to others • Vandalism or damage to property of a student, or the school (major) 	activities for the next season Blocking of Re-enrollment/ Permanent Expulsion agreement with CEO/Principal	
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Appendix B – Banned/Prohibited items

The following items are banned from the Academy premises and on Academy visits.

Possession will result in confiscation and an Academy detention. Parents will need to collect the item on the student's behalf. Perishable goods will be thrown away.

- Vapes
- Chewing gum
- Spinners
- Energy/fizzy/coffee drinks
- Take away food
- Mobile telephones that are heard or visible anywhere is the academy premises, except at predetermined times
 - Sharp objects including metal combs
 - Stink bombs and water bombs
 - Lighters and matches
 - Aerosols
 - Excessive Jewellery (earrings that are not a stud, one pair of studded earrings)
 - Excessive makeup
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The following items are illegal, and possession may result in serious disciplinary action.

- Weapons – or any object that could be used with the intention of harming oneself or others
- Cigarettes and/or smoking materials including shisha pens, vaping, doha pipes and tobacco
- Alcohol
- Illegal drugs
- Fireworks/firecrackers
- Toy guns, swords or knives (any toy weapon)
- Vapes
- Art and food technology materials that are sharp, that have not been arranged with the department to bring into school and are not stored in the Art or Food Suite.