Promoting Positive Behaviour & Relationships Policy

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Table of Contents

1. Introduction	**6**
2. Choice Language to support Choice: Strategies to support Choice	**6** 7 7
3. Expectations	**7**
4. Rights and Responsibilities Students Staff Parents Governors	**7** 7 8 9 9
5. Rewards	**10**
6. Sanctions	**10**
7. Recording Behaviour Concerns and Incidents Types of behaviour entries How to log behaviour entries:	**11** 11 11
8. Bullying and Racism Definition of Bullying Definition of Racism Definition of Religious Incident	**11** 12 16 16
9. Transition	**17**
10. Guidance on the use of Reasonable Force	**17**
11. Exclusion	**17**
APPENDIX 1: Meeting the needs of children at BSS	**18**
APPENDIX 2: Carrying out a Restorative Conversation	**21**
APPENDIX 3: Restorative Conversation Flashcards	**23**

APPENDIX 4: EYFS Expected Behaviour Agreement	24
APPENDIX 5a: Y1-Y6 Expected Behaviour Agreement	25
APPENDIX 5b: Y7-Y13 Expected Behaviour Agreement	26
APPENDIX 6: EYFS BSS Behaviour Roadmap	27
APPENDIX 7a: Y1-6 BSS Behaviour Roadmap	28
APPENDIX 7b: Y7-13 BSS Behaviour Roadmap	29
APPENDIX 8: Primary Rewards	30
APPENDIX 9a: Primary Behaviour Levels 2024-25	31
APPENDIX 9b: Senior Behaviour Levels 2024-25	35
APPENDIX 10: Bullying definitions and examples	41
APPENDIX 11: Bullying Incident Report	42
APPENDIX 12: Racist Incident Report	43
APPENDIX 13: Pastoral Protocols - 2022-23	44
APPENDIX 14: Guidance on the use of reasonable force	46
APPENDIX 15a BSS Learning Ethos & Thinking Skills	50
APPENDIX 15b BSS EYFS Learning Ethos	51
APPENDIX 16 Handling Conflict	52
APPENDIX 17a Primary Acceptable Use of ICT Agreement	54
APPENDIX 17b Senior Acceptable Use of ICT Agreement	55
APPENDIX 17c Live Video session Student protocols	56
APPENDIX 18 Exclusions	57
APPENDIX 19a Home School Agreement	64

APPENDIX 19b Sixth Form Home School Agreement	66
APPENDIX 20 Senior Behaviour Report Card	69

1. Introduction

Good behaviour is a necessary condition for effective teaching and learning to take place. It comprises meaningful praise and rewards; sound relationships between staff and students and stimulating and effective teaching and learning opportunities. To be effective, it requires the consistent application of sanctions when a student does not meet the behaviour expectations of the school.

Our policy has been written in consultation with students, staff and parents. British School Salalah seeks to develop confident, reflective students, to promote self-esteem and to establish a positive ethos which is conducive to learning and in which the individual student feels valued, respected and can thrive.

The school's expectations of good behaviour will be modelled, reiterated, and reinforced by students, parents, governors and staff.

2. Choice

At BSS, we encourage students to take personal responsibility for their behaviour and support them in managing and understanding their choices. We encourage empathy and that they think of others and the wider world. We offer them lots of opportunities to collaborate in order to encourage tolerance, acceptance of others' opinions and a sense of community and belonging. We never humiliate or shame a student. We encourage students to make positive choices and to reflect and make amends when they have failed to do so. This supports William Glasser's Choice Theory.

> ***The universal system for empowering individuals and improving relationships****. Choice Theory® is based on the simple premise that every individual only has the power to control themselves and has limited power to control others. Applying Choice Theory allows one to take responsibility for one's own life and at the same time, withdraw from attempting to direct other people's decisions and lives. Individuals are empowered to take responsibility for their choices and support others in taking ownership of their choices. Negative behaviours reduce in frequency and intensity, relationships strengthen and satisfaction in life increases."*

See APPENDIX 1 - HOW WE MEET THE NEEDS OF CHILDREN AT BSS.

Language to support Choice:

- Good choice
- Wrong choice
- Consequences of your choices

Strategies to support Choice:

Restorative Conversations (example, adapt and use your own words)

- What happened?
- How did it make you feel/What did you need/want?
- Who has been affected by what you have chosen to do?
- What has been the hardest thing for you?
- What do you think needs to be done to make it right?
- What have you learnt and what will you do differently next time?

See APPENDIX 2 - Carrying out a Restorative Conversation & APPENDIX 2 & 3 - Restorative Conversation Flashcards for further guidance.

3. Expectations

The expectation for all students and adults is that they:

- BE Safe
- BE Ready
- BE Respectful

This supports and underpins our schools' Learning Ethos. Each year group agrees and displays their own definitions of the 3 BEs. These are shared with parents at the beginning of the year. See APPENDIX 4 to 5b for Year Group Behaviour Agreements.

In addition, a one-page policy appears in each class and is shared with parents outlining expectations, stepped responses to negative behaviour and how students that go “over and beyond” are rewarded. APPENDIX 6 to 7b for BSS BEHAVIOUR ROAD MAPS.

4. Rights and Responsibilities

Any approach to promoting positive relationships and behaviour must ensure all members of the school community are aware of their rights and responsibilities and actively uphold these.

Students

All students have the right to:

- Discuss and learn in a purposeful and supportive setting.
- Work and play in a safe and secure environment.

- Receive equal, consistent and fair treatment without prejudice.
- Respectfully be able to express their feelings and opinions.
- Interact with others in a positive atmosphere without fear of harassment, ridicule or bullying.

All students have the responsibility to:

- **BE Safe**
- **BE Ready**
- **BE Respectful**
- Set a good example to other students.
- Take responsibility for their actions and behaviour.
- Make amends for negative behaviour.
- Be loyal to the school by maintaining high standards of behaviour and uniform in public.
- Follow the expectations of the Home School Agreement and Sixth Form Home School Agreement (APPENDIX 19a & 19b) & Primary & Senior Acceptable Use of ICT Agreement (APPENDIX 17a and 17b)

Staff

All staff have the right to:

- Work in a safe and secure environment.
- Receive support and additional guidance from members of the Leadership Team.
- Teach in a purposeful and non-disruptive environment.
- Receive the cooperation and support of parents.
- Be treated in a respectful manner.

All staff have the responsibility to:

- Be familiar with and consistently apply the Promoting Positive Relationships and Behaviour Policy.
- Clearly communicate the school's expectations to students.
- Record behaviour incidents and pastoral concerns and where necessary, seek additional support from the Pastoral Lead, Deputy Head or Head of School to support student's behaviour and emotional needs.
- Be a good role model to all students and lead by example.
- Build safe, respectful and secure relationships with the students in their care.
- Keep parents informed of their child's behaviour and if the school has any concerns, to make parents aware.
- Work with parents to support student behaviour.
- Encourage students to take responsibility for their behaviour and to make amends.
- Recognise the individual needs of students and if required, try different strategies to support these needs.
- Actively promote and reward positive behaviour that is "over and beyond" the set expectations.

- It is the class teachers, Pastoral Leads, Deputy Head and Head of Schools responsibility, to track and monitor the behavioural and emotional needs of all students and to support staff by offering guidance, support and strategies.

Parents

- All parents have the right to:
- Be treated in a respectful manner.
- Be kept informed of any repeated or significant behavioural incidents involving their child.
- Be kept informed of any ongoing pastoral or emotional needs involving their child.
- Be supported by the school in addressing any behavioural or emotional needs.
- Expect perceived incidents of bullying or racism to be investigated and dealt with.
- Be able to communicate concerns with the school. This should be the class teacher in the first instance.

All parents have the responsibility to:

- Abide by the Home School Agreement & Sixth Form Home School Agreement (Appendix 19a/19b)
- Support the school in its expectations of good student behaviour and agreeing to our sanctions.
- Maintain regular communication with the school including providing absence notes, attending parents' meetings and keeping appointments made.
- Support the school in implementing all other aspects of school policy including our assessment and discipline procedures.
- Use the appropriate lines of communication to share information or express a concern about their child.
- Send their child to school on time, every day, in uniform, with their homework completed and with all the necessary equipment.
- Be a good role model and lead by example.
- Communicate respectfully with all staff, parents and students.
- Work in conjunction with the school to support the behavioural and emotional needs of their child.

Governors

All governors have the right to:

- Be informed of any bullying or racist incidents on a termly basis.
- Be informed and consulted in the instance of a permanent exclusion.

All governors have the responsibility to:

- Refer any concerns or matters relating to student behaviour to the relevant class teacher/member of the Leadership Team.
- Support staff in their decisions.
- Be supportive of the school and staff when speaking to others.
- Make themselves aware of the school's Promoting Positive Relationships and Behaviour Policy.
- Support the expectations outlined in this policy along with the terms and conditions and

support the school and its regulations.

- Undertake their duties outlined in the Exclusion Guidance (APPENDIX 18) if required.

5. Primary Rewards

At BSS we have a range of effective rewards, which celebrates individual, group and class achievements. Rewards are aimed at recognising academic achievement, effort, and good citizenship. This supports the culture of HPL.
See APPENDIX 8 - Primary Rewards
See APPENDIX 15a/15b - Y1 - 12 BSS Learning Ethos/EYFS Learning Ethos
Senior Rewards TBC

6. Sanctions

Staff refer to APPENDIX 9a & 9b - BSS PRIMARY & SENIOR BEHAVIOUR LEVELS for guidance on appropriate responses, consequences and communication with parents.

There are seven behaviour levels:

Gold	*Exceptional behaviour and conduct over time*
Silver	*Going above and beyond*
Bronze	*Independently exhibiting consistently good behaviour*
Green	*Expected behaviour*
Blue	*Low level poor behaviour and infractions*
Amber	*Includes repeated low level poor behaviour and aggressive attitude and behaviour*
Red	*Extreme behaviour including the promotion or incitement of religious hatred, racist, or sexist language or behaviour.*

7. Recording Behaviour Concerns and Incidents

All behaviour incidents are recorded on CPOMs. The class/form teacher will be alerted along with the Pastoral Lead.

1. Behaviour Incident - one off behaviour entry for a specific incident. Recorded on CPOMs by the member of staff who is initially involved or observes behaviour. Staff subsequently involved; record follow up
2. Pastoral Concern – a child becomes a Pastoral Concern when there are multiple CPOM entries of ongoing negative or concerning behaviour. Children who are a concern need additional strategies put in place by the class teacher. In this instance a Pastoral Action Record (PAR) should be created and parents involved. PAR uploaded on CPOMs.
3. Pastoral Action Record - behaviour or pastoral intervention involving the student, parents, class teacher, Pastoral Lead, Deputy Head or Head of School. This outlines key concerns, strategies and consequences of ongoing negative behaviour both at home and at school. May include a Behaviour Protocol. Reviewed regularly, 6-9 weeks.

How to log behaviour:

- CPOM behaviour incidents should mention all students involved whether they are the perceived perpetrator or not.
- Entries should be factual and avoid judgements or opinions i.e. “? didn’t seem sorry”, “? is manipulative”, “That’s typical of children from…”
- Be clear on the consequences for behaviour, any contact with parents and add any relevant follow up information.

8. Bullying & Racism

British School Salalah has a zero tolerance approach towards bullying and racism. Any bullying behaviours that come from students, staff or families towards members of the BSS school community will not be tolerated. We are committed to establishing a bully and racist free school and all members of the school community, staff, visitors and parents have a responsibility to provide positive role models for our students.

Our approach to anti-bullying aims to:

- Promote respect and tolerance for each other;
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning;
- Clarify for students through PSHE, across the curriculum and in assemblies what bullying is and that it is always unacceptable;
- Explain to staff, students and the whole school community the impact of bullying on individuals and the school as a whole;
- To have in place an anti-bullying support system that all staff and students understand and to apply the system consistently.

Our School:

- Will be explicit about our values and expectations;
- Will discuss, monitor and review our positive behaviour policy;
- Will support staff to promote positive behaviour and identify and tackle bullying appropriately;
- Will ensure that students are aware that all bullying concerns will be dealt with promptly, sensitively and effectively;
- Will ensure that students feel safe to learn and that students abide by the Positive Behaviour & Relationship Policy;
- Will report back to parents regarding their concerns on bullying and will deal promptly with complaints. Parents in turn will work with the school to uphold the Positive Behaviour & Relationship Policy.

Definition of Bullying

Guidance from www.gov.uk

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms (See APPENDIX 10).

It is important that the BSS community is aware that any cyberbullying will be dealt with as seriously as face-to-face bullying, regardless of whether the bullying is physically perpetrated on the school site. DfE guidance on cyberbullying states: "Schools should also make clear that it is not acceptable for pupils, parents or colleagues to denigrate and bully (any member of the school community) via social media in the same way that it is unacceptable to do so face to face."

''Bullying is a form of emotional abuse and can be described as deliberately hurtful behaviour, repeated over a period of time.'' (OFSTED guidance)

Preventing and responding to Bullying, both face to face and cyberbullying

At BSS, we believe that all our students, staff and families have the right to learn, work and visit BSS in a secure, caring and friendly environment. Bullying can spoil lessons and stop learning. Everyone should be able to contribute to lessons and to the life of the school without intimidation.

The school aim is to prevent bullying and create an atmosphere where all students, staff and members of the BSS community feel safe. A school philosophy will be built through the curriculum, extra-curricular activities, assemblies, INSET and staff meetings. Negative or devaluing behaviour will not be tolerated and will be dealt with appropriately and promptly.

All incidents will be treated seriously and may ultimately lead to exclusion.

Positive steps towards prevention

We will:

- Train all staff and students to identify all bullying behaviours and follow school policy and procedures related to bullying.
- Expect all parents to uphold the values of BSS and behave as role models to their children, by demonstrating positive behaviour towards all other members of the BSS community.
- Consider all opportunities for addressing bullying including through the curriculum, assemblies and through student leaders;
- Encourage positive behaviour;
- Supervised break duties and regular patrolling by the Leadership Team and duty staff of areas where bullying can occur at specific times, i.e. playground, corridors, classrooms, toilets.

Developing a common school approach

- All staff, students and members of the BSS community have a responsibility to play a part in preventing and eliminating bullying within the school community;
- The referral process should be through the pastoral system (i.e. behaviour policy);
- The safety of the victim is vital; they must feel safe and know that the school is a safe place. Their safety must be monitored after the incident;
- Every incident is serious to the victim and, as such, their anxiety must not be belittled;
- Before any action is taken, it will be discussed with the victim;
- A Feelings Thermometer is used in all classrooms up to Year 6, this encourages disclosures;
- Senior Students can access a Wellbeing Button online;
- The bully must be dealt with too and it should be done constructively;
- Staff and parents are role models and should not bully;
- Ensure everyone is aware of the consequences and that parents of both the bully and the victim will be contacted.

Encouragement to tell

We actively encourage anyone who is being bullied, or others who know about it, to feel that they will be listened to, and that action will be swiftly taken which is sensitive to their needs.

Students are taught through the PSHE Curriculum and annual Anti-Bullying/Friendship Week that as ‘Bystanders’ of bullying, they have a responsibility to report any concerns. This should not be responded to as “tittle tattle” but listened to, acknowledged and investigated.

Disclosure (telling an adult/peer) can be direct and open or indirect and anonymous. Everyone must realise that not telling someone means that the bullying is likely to continue.

We all have a role to play:

Staff

We expect staff to:

- Provide students with a framework of behaviour including class rules which supports positive behaviour;
- Emphasise and behave in a respectful and caring manner to students, other staff and members of the school community, to set a good tone and help create a positive atmosphere;
- Provide students with a good role model;
- Raise awareness of bullying through stories, role-play, discussion, peer support, student leaders, PSHE;
- Through the Head of School, keep the Governing Body well informed regarding issues concerning behaviour management;
- Work with the Leadership Team so that the positive behaviour policy can be properly enforced and monitored;
- Regularly canvas views on the extent and nature of bullying;
- Ensure students know how to express worries and anxieties about bullying;
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying;
- Involve students in anti-bullying campaigns in schools e.g. during an Anti-Bullying Week;
- Offer support to students who have been bullied;
- Work with students who have been bullying in order to address the problems they have;
- Consistently apply the anti-bullying procedures;

Students

- Report all incidents of bullying (whether they are bullied or they know of a bullying situation);
- Treat all people as you would like to be treated;
- Be firm - know that the school will support you;
- Record all incidents of negative and devaluing behaviour on CPOMs - provide witnesses if possible.

If you witness a bullying situation and do not report it, you are condoning the behaviour and supporting the bully. This is known as being a Bystander and will be treated severely too.

All parents

- If you have worries about your son/daughter being bullied, please contact his/her Class Teacher.
- If you know of any incident of bullying, please contact your child's Class Teacher who will report it to the appropriate adult.
- Any concerns that parents may have must be referred to a member of staff.

Be aware of signs that your child is being bullied:

- Has their behaviour changed recently?
- Is their relationship with brothers/sisters any different?
- Are they quieter/more boisterous than normal?
- Do they avoid going to school?
- Are they often late in the morning?

Parents must also promote positive behaviour by being a role model to their children at all times.

Communication with Governors

- Any Anti-Bullying issues which have implications for child protection will be reported to Governors in line with the procedures set out in the school's Safeguarding and Child Protection Policy.
- Any Anti-Bullying issues which lead to fixed term or permanent exclusions will be reported to Governors in the Head of Schools termly report.
- Any bullying trends which are causing concern to the school will be reported to the Governors in the Principal's termly report.

Dealing with an incident

Bullying incidents discovered at BSS will be taken seriously, dealt with promptly and support will be provided for the victim and bully.

BSS will support all involved by:

- Talking through the incident with the victim and bully;
- Helping the victim and bully to express their feelings;
- Discussing strategies for making amends.

Parents (of both the victim and bully) will be informed of what has happened, and the action taken.

A record will be made of these discussions and, if necessary, witness statements will be obtained. Incidents clearly identified as bullying must be reported to the class teacher and other relevant adults (see Primary & Senior Behaviour Levels, APPENDIX 9a & 9b). All incidents and follow up action will be recorded and logged by completing a Bullying Incident Report form (APPENDIX 11). Upload onto CPOMs.

Prevention and Intervention

Bystanders can take positive actions to prevent bullying and to address it while it is happening or after it occurs. Parents, teachers, and other caring adults can recommend safe ways that bystanders can prevent, intervene, or address bullying.

Prevention steps include:

- Being inclusive by welcoming others to join their activities and groups
- Being a role model for prosocial behaviour by showing kindness, respect, and empathy for others.

- Walking or sitting with or near vulnerable kids who may be targets of bullying.
- Getting involved with bullying prevention efforts at school or in the community

Bystander interventions during a bullying incident may include:

- Defending the target of the bullying
- Intervening as a group
- Changing the subject
- Questioning the bullying behaviour
- Using humour to lighten up a serious situation
- Openly stating an objection to bullying
- Stating approval of the victim and validating his or her social status

Bystanders can address bullying after it happens by:

- Reaching out privately to the target of the bullying to express support or concern.
- Reporting the bullying to a trusted adult, parent, teacher, or member of the school community.
- Reaching out privately to the person doing the bullying to express concern, if they feels safe to do so

9. Racism

Definition of Racism

Racist: A person who shows or feels discrimination or prejudice against people of other races, or who believes that a particular race is superior to another.
Racist Incident: Any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's race or perceived race.

Definition of Religious Incident

Religious incident: Any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's religion or perceived religion.

Actions following a perceived incident:

Deliberate harm and bullying: If behaviour involves deliberate harm to another student or is perceived as being bullying behaviour, this is referred to and fully investigated by a member of the Leadership Team. In the case of a bullying concern, a Bullying Incident Form (APPENDIX 11) should be filled in by the adult observing the behaviour.

Racist or negative religious behaviour: Behaviour perceived as racist or as being negative about another person's religion is referred to and fully investigated by the Head of School. A Religious/Racist Incident Form (APPENDIX 12) should be filled in by the adult observing the behaviour and given to the Head of School within 24 hours of the reported incident.

The conclusions of any perceived instances of bullying, racism or negative religious behaviour must be reported to the Head of School, Principal and School Governors. Parents will also be informed whether the concern is confirmed or not.

9. Transition

At the end of each academic year, class teachers hold transition meetings where they discuss individual pupil progress, attainment and pastoral information. Any significant issues relating to behaviour will be shared at this time and copies of all relevant records, including the outcomes of meetings with parents will be forwarded on to the next teacher. Specialist teachers liaise directly with class teachers to pass on information relating to student behaviour in their subjects. Where there has been an ongoing transition concern relating to behaviour, a Transition Form should have been filled in and the Head of School made aware. When the transition is between the Primary and the Senior School, the Senior Deputy Head should be informed of any known transition concerns well in advance. The Deputy Heads and Head of School monitors students with any significant behaviour during the process of transition and at the start of the academic year.

10. Guidance on the use of Reasonable Force

Please see Appendix 14.

11. Exclusions

Please see APPENDIX 18

APPENDIX 1: Meeting the needs of children at BSS

William Glasser's Choice Theory states that all human behaviour is based on 5 human needs. Needs are not hierarchical like Maslow's.

- The need to survive
- The need to feel love and belonging
- The need for power and influence
- The need to be free and make choices
- The need to play, feel joy and have fun

Meeting children's need to survive at BSS:

- Focus on supporting wellbeing: Peaceful Time, Mindfulness etc.
- Feelings Thermometer
- Medical Protocols
- Pastoral Team
- Feeling safe from shame and humiliation in their environment
- Food and plenty of water to support learning
- A good night's sleep
- Exercise
- A comfortable environment
- Feeling clean
- Healthy teeth
- Kindness Week
- E - Safety
- Health promotions: Super Snack Sunday
- Sun hats
- Approachable and friendly staff

Meeting children's need to feel love and belonging at BSS:

- Greet children individually
- Know your students' personalities
- Smile
- Notice changes in children
- Listen, empathise and encourage
- Model forgiveness and tolerance
- An attractive and welcoming learning space
- Children know how to seek help
- Engage children in common goals and tasks

- Help students to work collaboratively
- “Acceptance warmth and kindness” (The Book You Wish Your Parents Had Read)
- Friendships
- Friendship Bench
- Buddies
- Star of the week
- Celebrating their work and the work of others
- PSHE curriculum: “Us and the World”
- School uniform
- Knowing children’s names
- Having your own peg/tray

Meeting the children’s need for power and influence at BSS :

- Allow them to generate questions that guide the direction of learning
- Inquiry Based Learning
  - Discovery Learning
  - STEAM
- Help them take responsibility for the choices they have made
- Restorative Conversations
- Handling Conflict tool
- Seeking feedback
- Involving children in setting their own goals
- Involve children in agreeing ways of behaving
- Student Leadership and opportunities for responsibilities i.e. Student voice and Eco Warriors
- Avoid power struggles

Meeting the children’s need to be free and make choices at BSS

- Independent and self directing students
- Accommodate different ways of learning where possible
- To have free access to water
- Self expression
- Right to your own opinions
- Respecting the opinions of others
- Privacy
- Choice of friendships
- Freedom to move
- To be treated equally and fairly

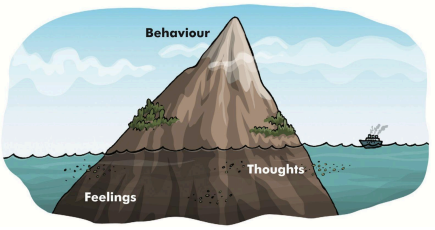
- Choosing when to eat (EYFS)
- Having the option to work independently or in a quiet space

Meeting the children's need to play, feel joy and have fun at BSS:

- Find out what students are interested in
- Provide children opportunities to play and explore
- Provide opportunities for children to be creative
- Humour
- Excitement and surprises
- Hook Days
- Relaxed atmosphere
- Fun for the sake of having fun
- Encouraging curiosity
- Encouraging a joy of learning and discovery
- Continuous provision and provocations

APPENDIX 2: Carrying out a Restorative Conversation

1) What happened?



Non-judgemental, models empathy and respect. Objective is for a child to feel understood and heard. Listen (use facial gestures and body language, and small words eg. 'yes', 'okay', 'I see','um'… to demonstrate active listening)

- Ask questions to clarify if necessary
- Check if you understand properly (do you mean…?)
- If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the child to feel heard and understood, not corrected.
- If what the child is saying isn't an accurate reflection of the truth, ask inquisitive questions and check understanding: 'are you saying that this happened?'

2) How did it make you feel?

Help them to name the feelings they were experiencing. There are no "wrong" or "bad" feelings. This will support the child in linking the choices they make to the emotions they feel. In turn, this will help them to better understand that these same feelings can be managed differently in the future. A feelings poster or feelings flashcards may be helpful at this point.

- Suggest feelings if necessary.
- Respond with empathetic body language and facial expressions.
- Repeat back what you have understood i.e "You were angry at that ? …..was at the front of the line so you pinched him?".

3) What did you need/want?

Help to explore the needs/wants that were driving their feelings. Examples: someone to play with, fairness, help, freedom, choice, to be listened to, quiet, sleep, food, water, more to do or to feel safe.

4) Who has been affected by what you have chosen to do?

The objective is that they identify the consequences of their choices and the impact it has had on others. This encourages the child to have empathy and to take accountability.

- Listen
- Ask questions Check understanding
- If the child is resisting acknowledging the impact of their choices, support them by telling them what you noticed. i.e. When you pinched ? I noticed that ? cried and became sad."
- You could also follow up with, "Who else was affected by this behaviour?". This question is about understanding how the behaviour affects people not directly involved with the incident, for example the rest of the class, the teaching staff, the rest of the school.

5) What has been/will be the hardest thing for you?

This helps the child to identify what they have found difficult i.e. that their parents will be cross with them when they find out; that they don't feel they have any friends; that they feel embarrassed etc.

6) What do you think needs to be done to make it right?

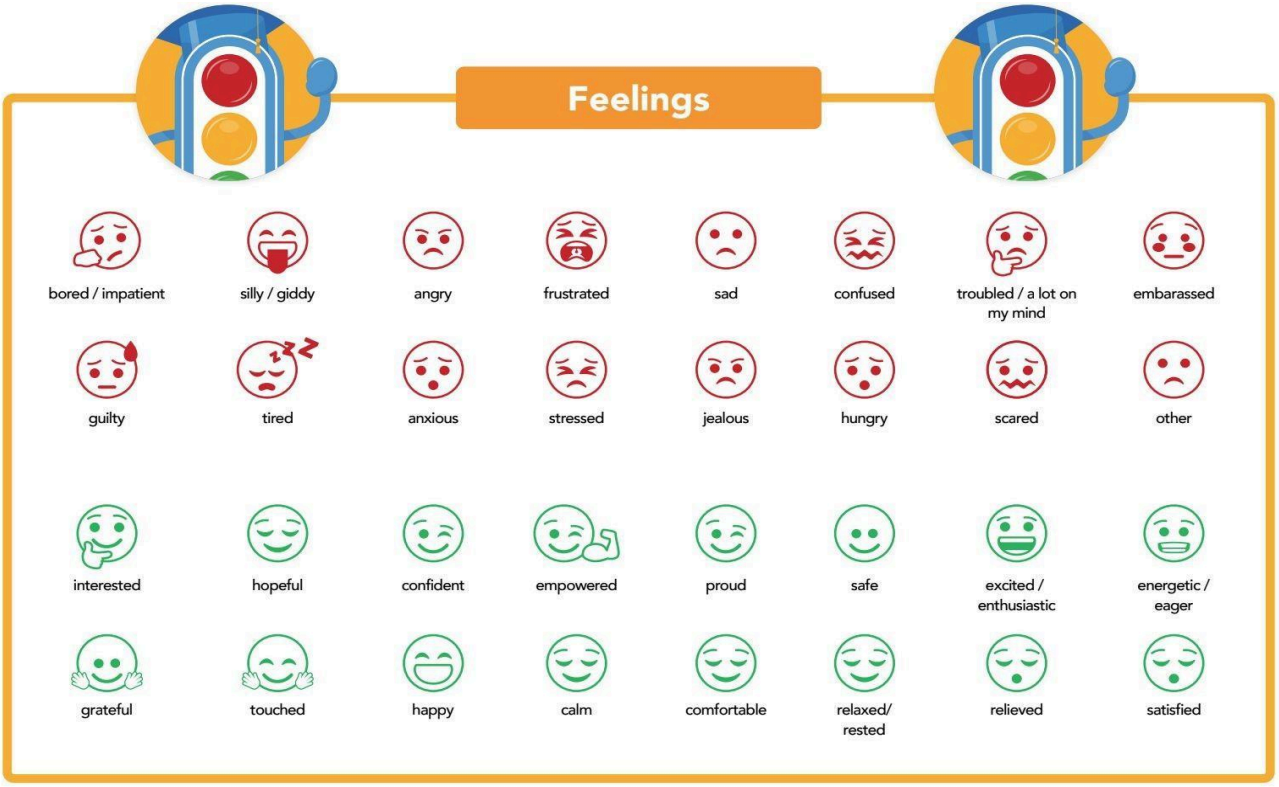
The child is given responsibility to make amends. This might include apologising to the class, writing an apology letter, replacing broken equipment, cleaning up any mess that has been made, helping another child with a task etc.

7) Or What have you learnt and what will you do differently next time? Which choices would you make if you were in this situation again?

An opportunity to respond to the feelings they identified and plan to manage these in a more controlled and positive way. Summarise and reinforce what the child has planned to do next time.

APPENDIX 3: Restorative Conversation Flashcards

Restorative Conversation	
Practice Active Listening: - Face the speaker - Make eye contact - Put distractions aside - Be aware of your body language - Facial expressions match the message - Paraphrase periodically - Avoid interrupting	- What happened? - How did it make you feel/What did you need/want? - Who has been affected by what you have chosen to do? - What has been the hardest thing for you? - What do you think needs to be done to make it right? - What have you learnt and what will you do differently next time?



APPENDIX 4: EYFS Expected Behaviour Agreement

Be Safe	Be Ready	Be Respectful
• We are gentle • We look after ourselve • We look after the worl around us • We use Walking Feet	• We are looking and listening • We are thinking and curious • We enjoy speaking about our learning	• We use kind words, and hands • We tell the truth • We share and take turns • We tidy up what we have used
Class Signatures:		

Over and Beyond	Stepped responses
• Verbal or written praise • Celebration of learning • Awarding stickers, stamps and certificates • Extra responsibilities • Class Goals and Reward	• Non-verbal signals. • Private verbal reminder. • Private 30 second Intervention Script, consequences of future choices made clear. • Choice consequence carried out followed by an informal Restorative Conversation. Student carries out restorative actions. • Thinking Time during a break/Discovery Learning time followed by a planned Restorative Conversation with Class Teacher or EYFS Lead. Recorded. • Serious incidents (damage to property, physical aggression with the intent to harm others or bullying will be referred to the EYFS Lead. Recorded and parents informed. • Any behaviour considered to be potentially racist; extreme; negative about another person's religion, are referred to the Head of School. Recorded and parents informed.

APPENDIX 5a: Y1-Y6 Expected Behaviour Agreement

Be Safe	Be Ready	Be Respectful
• We follow instructions straight away • We use the school equipment and property safely • We always walk inside the school site	• We are ready for learning: thinking, listening and engaged • We arrive at our lessons on time and ready to learn • We use our time wisely and try our best • We use the Learning Ethos and Thinking Skills help us	• We are always thoughtful and nice to others • We show we are listening when others are talking • We are helpful • We use a quiet voice • We are honest about our choices, even our mistakes
Class Signatures:		

Over and Beyond	Stepped responses
• Verbal or written praise • Celebration of learning • Head of School/Deputy Head award • Awarding certificates • Extra responsibilities or leadership roles • Class Goals and Reward	• Non-verbal signal. • Private verbal reminder. • Private 30 second Intervention Script, consequences of future choices made clear. • Choice consequence carried out followed by an informal Restorative Conversation. Student carries out restorative actions. • Thinking Time during a break time followed by a planned Restorative Conversation with Class Teachers or Deputy Head. Recorded. • Serious incidents i.e. bullying behaviour, damage to property, physical aggression with the intent to cause harm will be referred to the Deputy Head. Recorded and parents informed. • Any behaviour considered to be potentially racist; extreme; negative about another person's religion, are referred to the Head of School. Recorded and parents informed.

APPENDIX 5b: Y7-Y13 Expected Behaviour Agreement

Be Safe	Be Ready	Be Respectful
•	•	•
Class Signatures:		

Over and Beyond	Stepped responses
• Verbal or written praise • Celebration of learning • Awarding certificates • Extra responsibilities or leadership roles • Class Goals and Reward	• Non-verbal signal. • Private verbal reminder. • Private 30 second Intervention Script, consequences of future choices made clear. • Choice consequence carried out followed by an informal Restorative Conversation. Student carries out restorative actions. • Thinking Time during a break time followed by a planned Restorative Conversation with Class Teacher or Pastoral Lead Recorded. • Serious incidents i.e. bullying behaviour, damage to property, physical aggression with the intent to cause harm will be referred to the Pastoral Lead. Recorded and parents informed. • Any behaviour considered to be potentially racist; extreme; negative about another person's religion, are referred to the Pastoral Lead & Head of School. Recorded and parents informed. • Extreme behaviour may lead to fixed or permanent exclusion

APPENDIX 6: EYFS BSS Behaviour Roadmap

Expected behaviours Be Safe - For example, keep your hands and your feet to yourself, walk in the school building Be Ready - For example, listen, have the correct equipment for class, wear the correct uniform or sports kit Be Respectful - For example, say “please”, “thank you”, “excuse me”, hold the doors and listen well	**Visible Community Behaviours** • Be courteous • Meet and greet with eye contact, using names • Walk through school in a calm and professional manner • Be a proactive role model in the school • Think of others
Over and Beyond • Verbal or written praise • Celebration of work • Head of School/Deputy Head award • Awarding stickers, stamps and certificates • Extra responsibilities or leadership roles • Class Goals Reward	**Stepped responses** • Non-verbal signals • Private verbal reminder. • Private 30 second Intervention Script, consequences of future choices made clear. • Choice consequence carried out followed by an informal Restorative Conversation. Student carries out restorative actions. • Thinking Time during a break/Discovery Learning time followed by a planned Restorative Conversation with Class Teacher or EYFS Lead. Recorded. • Serious incidents (damage to property, physical aggression with the intent to harm others or bullying will be referred to the EYFS Lead. Recorded and parents informed. • Any behaviour considered to be potentially racist; extreme; negative about another person's religion is referred to the Head of Scho Recorded and parents informed.
Restorative Conversation Script (example, adapt and use your own words) • What happened? • How did it make you feel/What did you need/want? • Who has been affected by what you have chosen to do? • What has been the hardest thing for you? • What do you think needs to be done to make it right? • What have you learnt and what will you do differently next time?	**30 second intervention script** 1. I have noticed that... 2. You know the expectation is…(insert expectations) 3. You need to… 4. Remember last week when you…(add positive memory) this is the behaviour and choices I need you to make now 5. If you choose to carry on…(explain consequence)

APPENDIX 7a: Y1-6 BSS Behaviour Roadmap

Expected behaviours Be Safe - For example, keep your hands and your feet to yourself, walk in the school building Be Ready - For example, listen, have the correct equipment for class, wear the correct uniform or sports kit Be Respectful - For example, say “please”, “thank you”, “excuse me”, hold the doors and listen well	**Visible Community Behaviours** • Be courteous • Meet and greet with eye contact, using names • Walk through school in a calm and professional manner • Be a proactive role model in the school • Think of others
Over and Beyond • Verbal or written praise • Celebration of work • Awarding stickers, stamps and certificates • Head of School and Deputy Head award • Extra responsibilities or leadership roles • Class Goals Reward • Golden Ticket	**Stepped responses** • Non-verbal signal. • Private verbal reminder. • Private 30 second Intervention Script, consequences of future choices made clear. • Choice consequence carried out followed by an informal Restorative Conversation. Student carries out restorative actions. • Thinking Time during a break time followed by a planned Restorative Conversation with Class Teachers or Deputy Head. Recorded. • Serious incidents i.e. bullying behaviour, damage to property, physical aggression with the intent to cause harm will be referred to the Deputy Head. Recorded and parents informed. • Any behaviour considered to be potentially racist; extreme; negative about another person's religion is referred to the Head of School. Recorded and parents informed.
Restorative Conversation Script (example, adapt and use your own words) • What happened? • How did it make you feel/What did you need/want? • Who has been affected by what you have chosen to do? • What has been the hardest thing for you? • What do you think needs to be done to make it right? What have you learnt and what will you do differently next time?	**30 second intervention script** • I have noticed that... • You know the expectation is…(insert expectations) • You need to… • Remember last week when you…(add positive memory) this is the behaviour and choices I need you to make now • If you choose to carry on…(explain consequence)

Expected behaviours

Be Safe - For example, keep your hands and your feet to yourself, walk in the school building
Be Ready - For example, listen, have the correct equipment for class, wear the correct uniform or sports kit
Be Respectful - For example, say “please”, “thank you”, “excuse me”, hold the doors and listen well

Visible Community Behaviours

- Be courteous
- Meet and greet with eye contact, using names
- Walk through school in a calm and professional manner
- Be a pro-active role model in the school
- Think of others

Over and Beyond

- Verbal or written praise
- Celebration of work
- Awarding certificates
- Extra responsibilities or leadership roles - prefects, student leadership, student council and break monitors

Stepped responses

- Non-verbal signal.
- Private verbal reminder.
- Private 30 second Intervention Script, consequences of future choices made clear.
- Choice consequence carried out followed by an informal Restorative Conversation. Student carries out restorative actions.
- Thinking Time during a break time followed by a planned Restorative Conversation with Class Teacher or Pastoral Lead Recorded.
- Report Card to address repeated unacceptable behaviour
- Serious incidents i.e. bullying behaviour, damage to property, physical aggression with the intent to cause harm will be referred to the Pastoral Lead. Recorded and parents informed.
- Any behaviour considered to be potentially racist; extreme; negative about another person's religion, are referred to the Pastoral Lead & Head of School. Recorded and parents informed.
- Extreme behaviour may lead to fixed or permanent exclusion

Restorative Conversation Script

(example, adapt and use your own words)

- What happened?
- How did it make you feel / What did you need / want?
- Who has been affected by what you have chosen to do?
- What has been the hardest thing for you?

30 second intervention script

1. I have noticed that...
2. You know the expectation is…(insert expectations)
3. You need to…
4. Remember last week when you…(add positive memory) this is the behaviour and choices I need you to make now

• What do you think needs to be done to make it right? What have you learnt and what will you do differently next time?	5. If you choose to carry on…(explain consequence)

APPENDIX 8: PRIMARY REWARDS

Individual Rewards:

- Specific, written or verbal praise.
- Celebration of learning or effort i.e. displaying work, letting the parent know, sending a child to a Middle Leader, Deputy Head or Head of School.
- Awarding stickers and stamps (decide on in your phases)
- Awarding Star of the week (year groups to decide) certificates. Meaningfully awarded to students who have gone above and beyond in terms of effort/ relationships/attainment.
- Extra responsibilities or leadership roles i.e. line leader, classroom responsibility etc.
- Golden Ticket

Class goals and rewards:

Step 1.

Each class is different; therefore, each class has its own shared goal that ALL students are working towards. In the first few weeks this might be about travelling around school sensibly (setting the expectations of what this looks like) or getting to know someone new in your class. Later on in the term it might involve working towards mastering a Learning Ethos behaviour. Students should be involved in identifying the class goal, e.g. “What do we want to get better at?” Aim for 2 goals per half term in term 1 and 1 -2 goals per half term in term 2 and 3. This should not become a weekly reward, it is a goal the class is collectively working towards.

Step 2.

Decide on a class reward for achieving the goal i.e. an extended break time on the adventure playground/class disco/talent show/visit to FS/pizza making/bring a game to school/table tennis competition. Try to make only 1 reward over the year food based. Reward is roughly an hour long.

Step 3.

Decide how they will know if achieved reward i.e. collecting 10 frogs on a lily pad/rocket ship/a set number of marbles in a jar (each marble has a value)/1,000,000 points. Points towards the goal can be rewarded to individuals or the whole class. Make both the goal and progress towards achieving this visible and prominent in your class. Try to make this engaging and fun. This should be a obvious feature in your classroom

Housepoints

Awarded for effort, attainment and demonstrating Learning Ethos behaviours. **Award a max of 3 house points per student.** 3 exceptional effort, work, attainment or contribution to the community outside of school Additional house points can be earnt through inter house competitions or from awarding weekly Golden Tickets to 1 child in every Primary class (earns 10 house points)

BSS Primary School Behaviour Levels

BRITISH SCHOOL SALALAH

The behaviour levels represent and embody our three school expectations - Be SAFE, Be READY, Be RESPECTFUL and our Learning Ethos.

Behaviour Level	Examples of behaviour	Examples of consequences	Responsibility and action required
Gold *(Exceptional behaviour and conduct over time)*	Consistent silver behaviour. Exceptional work or test result. Exceeding set targets. Problem solving and resolving conflicts. Consistently being a role model (all day, every lesson). Receiving an accolade. Promoting and supporting the wider life of BSS at school and in the community.	3rd Awareness statement 3 house points Record on CPOMS Golden ticket recipient	Pastoral Lead / HoS
Silver *(Going above and beyond)*	Consistent Bronze behaviour. Sharing, discussing or explaining your learning. Consistently participating / contributing in lessons. Supporting peers with their learning. Positive feedback from other adults. Consistently demonstrating a variety of the learning ethos. Reporting yellow or red behaviours.	2nd Awareness statement PIP Class reward 2 house points	Class teacher
Bronze *(Independently exhibiting consistently good behaviour)*	Consistent green behaviour. Showing green behaviour without being reminded. Working well independently or with peers (as directed). Showing kindness towards peers and adults. Produce a good piece of work. Tidy up after themselves. Completed homework to a good standard. Being an upstander.	1st Awareness statement PIP 1 house point	Class teacher Student self-recognition
Green (Expected Behaviour)	Wearing the correct uniform. Being punctual to class. Listening to the adults instructions. Asking relevant learning questions. Being engaged with your learning. Listening and responding to the speaker. Good manners i.e. holding the door/please and thank yous	Smile / commendation General praise Self-recognition	Student EVERYDAY EXPECTED BEHAVIOURS

BSS Primary School Behaviour Levels

Blue *(Low level poor behaviour and infractions)*	Late for class without acceptable reason. Chewing gum on school site. Drinking or eating in class without permission. (The exception is water) Littering. Inappropriate talking in class, such as interrupting or calling out. Mobile or electronic device visible. (Wifi or cellular) Homework not completed or submitted on time. (infrequent or first time). Incorrect or Inappropriate wearing of uniform. Not focussed on or completing work. Not following the teacher's instructions. Minor misuse of ICT and/or internet. Being a bystander to unkindness or bullying and not telling an adult.	1st Awareness statement Reciprocal consequence (where possible) Up to 5 minutes of student time retracted. RIP	Class teacher Student self-recognition
Yellow *(Includes repeated low level poor behaviour and aggressive attitude and behaviour)*	Repeated blue behaviour. Leaving the classroom / learning environment without permission. Aggressive attitude or behaviour. Laughing at or belittling peers. Cheating during internal examinations. Copying of other students' homework. Running or defacing work. Inappropriate racist or religious behaviour perceived as racist or intolerant (make better). Use of mobile electronic devices without permission from the teacher. Inappropriate boisterous behaviour anywhere on school site. Deception and/or lying. Misuse of ICT and/or internet (e.g. - gaming in class).	2nd Awareness statement Restorative conversation Record on CPOMS Miss breaktime Conversation with parents PAR (if required)	Class teacher
Red *(Extreme behaviour including the promotion or incitement of religious hatred, racist, or sexist*	Repeated Yellow behaviour. Aggressive or rude confrontation with any member of staff. Promotion or incitement of religious hatred, racist, sexist language or behaviour. Any indecent, explicit or illegal act / activity. Inappropriate flirtatious or sexual contact on school site. Intentional physical violence. Recording and /or publishing of lessons or any school activity without permission. Bullying that results directly or indirectly to the harm or distress of others. Harmful or serious misuse of ICT and/or internet (e.g.:	3rd Awareness statement (i) Stern reprimand Record on CPOMS Sent to Pastoral Lead / HoS Formal meeting with parents PAR Internal exclusion/Fixed term external exclusion	Pastoral Lead / HoS

BSS Primary School Behaviour Levels

language or behaviour)	hacking/bullying/recording of other persons without their permission). Vandalism or deliberate destruction of the school site or property. Possession of inappropriate substances i.e. cigarettes/alcohol or materials on the school site or a school trip. Spitting, coughing or sneezing at someone. Swearing / foul or abusive language.		

Key:
PIP - Praise in Public
RIP - Reprimand in Private
PAR - Pastoral Action Record
Awareness statement - drawing attention to the specific behaviour of a student and stating what the expectation is
Restorative Conversation - a conversation between a student and behaviour whereby the student identifies their negative behaviour, why it is negative, the impact their behaviour had on others and states what their behaviour should have been and what they would do next time in a similar situation. The aim is for students to take responsibility for their actions, have empathy for others and look to make amends.
Reciprocal consequence - an action that addresses and makes up for negative behaviour
Upstander - someone who witnesses bullying or unkindness and does not ignore it
Bystander - someone who witnesses bullying or unkindness and takes no action i.e. by telling an adult or calling out the behaviour
Bullying:
Guidance from www.gov.uk
There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Racist: A person who shows or feels discrimination or prejudice against people of other races, or who believes that a particular race is superior to another.
Racist Incident: Any incident which is **perceived** by the victim or any other person to be motivated by hostility or prejudice based on a person's race or perceived race.

BSS Primary School Behaviour Levels

Religious incident: Any incident which is **perceived** by the victim or any other person to be motivated by hostility or prejudice based on a person's religion or perceived religion.
Restorative Conversation: A practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences of their actions. It supports children in developing, maintaining and repairing relationships, building a community based around empathy and self-learning.
Significant: Sufficiently great or important to be worthy of attention; noteworthy.
Proportional: Corresponding to the significance of the behaviour and the intent to ignore known expectations or cause disruption, damage or harm.
Extreme behaviour: Behaviour seen as highly unusual, raising significant alarm and having potentially far reaching consequences.

Any response should:

- Happen as a result of having a full understanding of the incident.
- Take account of the age and stage of the child.
- Be carried out calmly.
- Aim to support the child in taking responsibility, making amends and making future positive choices.
- Be consignant of the fact that class teachers have overall responsibility for managing and supporting the behaviour of the children in their class.

APPENDIX 9b: Senior Behaviour Levels 2024 - 25

BSS Senior School Behaviour Levels

BRITISH SCHOOL SALALAH

The behaviour levels represent and embody our three school expectations - Be SAFE, Be READY, Be RESPECTFUL and our Learning Ethos.

Behaviour Level	Examples of behaviour	Examples of consequences	Responsibility and action required
Gold *(Exceptional behaviour and conduct over time)*	Consistent silver behaviour. Exceptional work or test result. Exceeding set targets. Problem solving and resolving conflicts. Consistently being a role model (all day, every lesson). Receiving an accolade. Promoting and supporting the wider life of BSS at school and in the community.	3rd Awareness statement Positive Postcard Golden ticket recipient - 10 house points Record on CPOMS	All staff
Silver *(Going above and beyond)*	Consistent Bronze behaviour. Sharing, discussing or explaining your learning. Consistently participating / contributing in lessons. Supporting peers with their learning. Positive feedback from other adults. Consistently demonstrating a variety of the HPL/Learning Ethos attributes. Reporting yellow or red behaviours.	2nd Awareness statement PIP 3 house points Record on CPOMs	All staff
Bronze *(Independently exhibiting consistently good behaviour)*	Consistent green behaviour. Showing green behaviour without being reminded. Working well independently or with peers (as directed). Showing kindness towards peers and adults. Produce a good piece of work. Tidy up after themselves. Completed homework to a good standard. Being an upstander.	1st Awareness statement PIP 1 - 2 house point	All staff
Green (Expected Behaviour)	Wearing the correct uniform. Being punctual to class. Listening to the adults instructions. Asking relevant learning questions. Being engaged with your learning. Listening and responding to the speaker. Good manners i.e. holding the door/please and thank yous	Smile / commendation General praise Self-recognition	Student EVERYDAY EXPECTED BEHAVIOURS

BSS Senior School Behaviour Levels

	Completing homework on time		
Blue *(Low level poor behaviour and infractions)*	**Examples:** • Late for class without acceptable reason. • Chewing gum on school site. • Drinking or eating in class without permission. (The exception is water) Littering. • Inappropriate talking in class, such as interrupting or calling out. • Not coming prepared with correct equipment, or computer not charged • Homework not completed or submitted on time. (infrequent or first time). • Incorrect or Inappropriate wearing of uniform. • Not focussed on or completing work. • Not following the teacher's instructions. • Minor misuse of ICT and/or internet. • Being a bystander to unkindness or bullying and not telling an adult.	1st Awareness statement Reciprocal consequence (where possible) Up to 5 minutes of student time retracted. RIP Record on CPOMs	All staff

BSS Senior School Behaviour Levels

BRITISH SCHOOL SALALAH

Yellow *(Includes repeated low level poor behaviour and aggressive attitude and behaviour)*	**Examples:** • *Repeated blue behaviour /* ***Repeated blue behaviour*** • ***Cheating during internal examinations/assessments.*** • ***Inappropriate behaviour which could be perceived as racist or intolerant (investigation by Pastoral Lead / HoS / DH)*** • ***Plagiarism of any coursework or controlled assessment (Y7-9).*** • ***Misuse of ICT and/or internet (e.g. gaming in class).*** • A student has a mobile phone in school and the Parent and Student agreement has not been completed. • The parent and student mobile phone form has been completed but a child's phone is *used, seen or heard.* • Smart watches whether internet enabled or not • Leaving the classroom / learning environment without permission (restorative conversation or missed 2nd break detention dependent on circumstances) • Aggressive attitude or behaviour. • Laughing at or belittling peers. • Copying of other students' homework. • Ruining or defacing work. • Inappropriate boisterous behaviour anywhere on school site. • Deception and/or lying.	*Report Card (inform parents)* ***After School detention*** 2nd break detention 2nd Awareness statement Restorative conversation - plan for future success Phones / smart watches to be sent to the office. These can be picked up at the end of the school day by the child's parent only For a child that has mobile phone consent but does not adhere to conditions: results in no phone allowed in school OR phone is kept in the office. Record on CPOMS	All staff Pastoral Lead / DH
Red *(Extreme behaviour including the promotion or incitement of religious hatred, racist, or sexist language or behaviour)*	**Examples:** • *Repeated Yellow behaviour.* • Cheating during internal examinations/assessments (Y10 and above) • Aggressive or rude confrontation with any member of staff. • Promotion or incitement of religious hatred, racist, sexist language or behaviour. • Any indecent, explicit or illegal act / activity. • Inappropriate flirtatious or sexual contact on school site. • Intentional physical violence. • Recording and /or publishing of lessons or any school activity without permission.	3rd Awareness statement (i) Stern reprimand Sent to Pastoral Lead / HoS Formal contact with parents - Internal exclusion - Fixed term external exclusion - Permanent exclusion (approval by Governors needed)	Pastoral Lead / HoS in conjunction with DH Requires investigation before consequence is given unless a child is going on report as a consequence of a repeated yellow behaviour

BSS Senior School Behaviour Levels

	• Plagiarism of any coursework or controlled assessment (Y10-13). • Bullying that results directly or indirectly to the harm or distress of others. • Harmful or serious misuse of ICT and/or internet (e.g. hacking/bullying/recording of other persons without their permission). • Vandalism or deliberate destruction of the school site or property. • Possession of inappropriate substances i.e. cigarettes/alcohol or materials on the school site or a school trip. • Spitting, coughing or sneezing at someone. • Swearing / foul or abusive language.	Plagiarism (Y10-13) report to exam board Report Card (including repeated yellow behaviours) After school detention Record on CPOMS	

Key:

PIP - Praise in Public

RIP - Reprimand in Private

PAR - Pastoral Action Record

Awareness statement - drawing attention to the specific behaviour of a student and stating what the expectation is

Restorative Conversation - a conversation between a student and an adult whereby the student identifies their negative behaviour, why it is negative, the impact their behaviour had on others and states what their behaviour should have been and what they would do the next time in a similar situation. The aim is for students to take responsibility for their actions, have empathy for others and to look to make amends.

Reciprocal consequence - an action that addresses and makes up for negative behaviour

Upstander - someone who witnesses bullying or unkindness and does not ignore it

Bystander - someone who witnesses bullying or unkindness and takes no action i.e. by telling an adult or calling out the behaviour

Bullying: Guidance from www.gov.uk

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile or online (for example email, social networks and instant messenger)

BSS Senior School Behaviour Levels

Racist: A person who shows or feels discrimination or prejudice against people of other races, or who believes that a particular race is superior to another.
Racist Incident: Any incident which is **perceived** by the victim or any other person to be motivated by hostility or prejudice based on a person's race or perceived race.
Religious incident: Any incident which is **perceived** by the victim or any other person to be motivated by hostility or prejudice based on a person's religion or perceived religion.
Restorative justice: A practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences of their actions. It supports children in developing, maintaining and repairing relationships, building a community based around empathy and self-learning.
Significant: Sufficiently great or important to be worthy of attention; noteworthy.
Proportional: Corresponding to the significance of the behaviour and the intent to ignore known expectations or cause disruption, damage or harm.
Extreme behaviour: Behaviour seen as highly unusual, raising significant alarm and having potentially far reaching consequences.

Any response should:

- Happen as a result of having a full understanding of the incident.
- Take account of the age and stage of the child.
- Be carried out calmly.
- Aim to support the child in taking responsibility, making amends and making future positive choices.
- Be consignant of the fact that class teachers have overall responsibility for managing and supporting the behaviour of the children in their class.

Detentions:
Afterschool, every Sunday and Wednesday with DH/HoS/Pastoral Lead (1 hour)

APPENDIX 10: Bullying Definition and examples

Definitions:

We aim to work towards combating any negative or devaluing behaviour towards another person which includes bullying.

What is bullying?

"Bullying is the intentional hurting of one person by another. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim."

The teachers, staff, governors, parents and students of BSS believe that negative and devaluing behaviour:

- Is hurtful, threatening, harmful and disrespectful;
- Can include behaviours which hurt, threaten or frighten another person or group of people;
- Can be unprovoked, repeated and sometimes can continue for a long period of time.

Bullying falls into the following categories:

- **verbal** – such as threatening consequences, spreading rumours, excluding, calling names, teasing, making sexual, racist, sectarian remarks, highlighting physical appearance;
- **physical** – such as kicking, punching, hitting, spitting, biting, tripping;
- **emotional** – such as ignoring, talking behind backs, staring, writing unpleasant notes, letters, graffiti, and text messages;
- **non-verbal** – getting people into trouble, leaving them out of games, writing letters and text messages.

Bullying behaviours may include, but are not limited to, aspects such as:

- Neglecting, making someone uncomfortable;
- Name-calling, taunting, mocking, making offensive comments;
- Kicking, hitting, pushing and shoving, fighting, spitting;
- Taking or damaging belongings, stealing from students' school bags or lunch boxes;
- Photographing, using or publishing photos without consent;
- Gossiping, spreading hurtful and untruthful rumours;
- Socially excluding people from groups e.g. not talking to them, excluding them from activities;
- Any relate to race, religion or culture; special education needs and disabilities; appearance or health; sexual orientation; sexist or sexual bullying.

Any of the above bullying behaviours coming from students, staff or families towards members of the

BSS school community will not be tolerated

What is Cyber- bullying?

Cyberbullying is the use of technologies by an individual or a group of people to deliberately and repeatedly upset someone else. Cyberbullying is a whole school community issue and will not be tolerated at BSS.

A wide variety of behaviours can be considered cyberbullying, including:

- intimidation and threats
- harassment and stalking
- vilification/defamation
- exclusion or peer rejection
- impersonation
- unauthorised publication of personal information or images
- manipulation.

Cyberbullying may also constitute discrimination and hate crimes, such as:

- sexist bullying
- racist and faith-targeted bullying
- homophobic bullying
- bullying in relation to a disability.

There are a variety of technologies that may be used to cyberbully, including email, smartphones and a large variety of social media platforms including but not exclusive to; Facebook, Twitter, Instagram, Snapchat, ASKfm, WhatsApp, Sarahah, Redditt and YouTube.

It is important that the BSS community is aware that any cyberbullying will be dealt with as seriously as face-to-face bullying, regardless of whether the bullying is physically perpetrated on the school site. DfE guidance on cyberbullying states: “Schools should also make clear that it is not acceptable for pupils, parents or colleagues to denigrate and bully (any member of the school community) via social media in the same way that it is unacceptable to do so face to face.”

APPENDIX 11: Bullying Incident Report

British School Salalah
Bullying Incident Report 2024/25

To be completed by the observer and referred to the EYFS Lead (EYFS), Pastoral Lead or Deputy Head (KS1/2) Pastoral Lead (KS3/4).

Head of School to be informed of all bullying incidents with the Principal and Governors on a termly basis.

Report Written By:	
Student's names and Class	
Date & Time of Incident:	
Location of Incident:	

Brief Description of Incident/concern:	

Action Taken & By Whom:	

Parental Response(s): *The parent of each student involved MUST be informed*	

Outcomes/Follow Up/Date:	

Please:

1. Please make a CPOM incident and attach this document.
2. Inform Class Teacher and any relevant staff that need to be made aware.

APPENDIX 12: Racist Incident Report

British School Salalah
Racist Incident Report 2024-25

To be completed by the observer and referred to the Head of School.

All suspected incidents of racism are shared with the Principal and Governors on a termly basis.

Report Written By:	
Student's names and Class	
Date & Time of Incident:	
Location of Incident:	

Brief Description of Incident/concern:	

Action Taken & By Whom:	

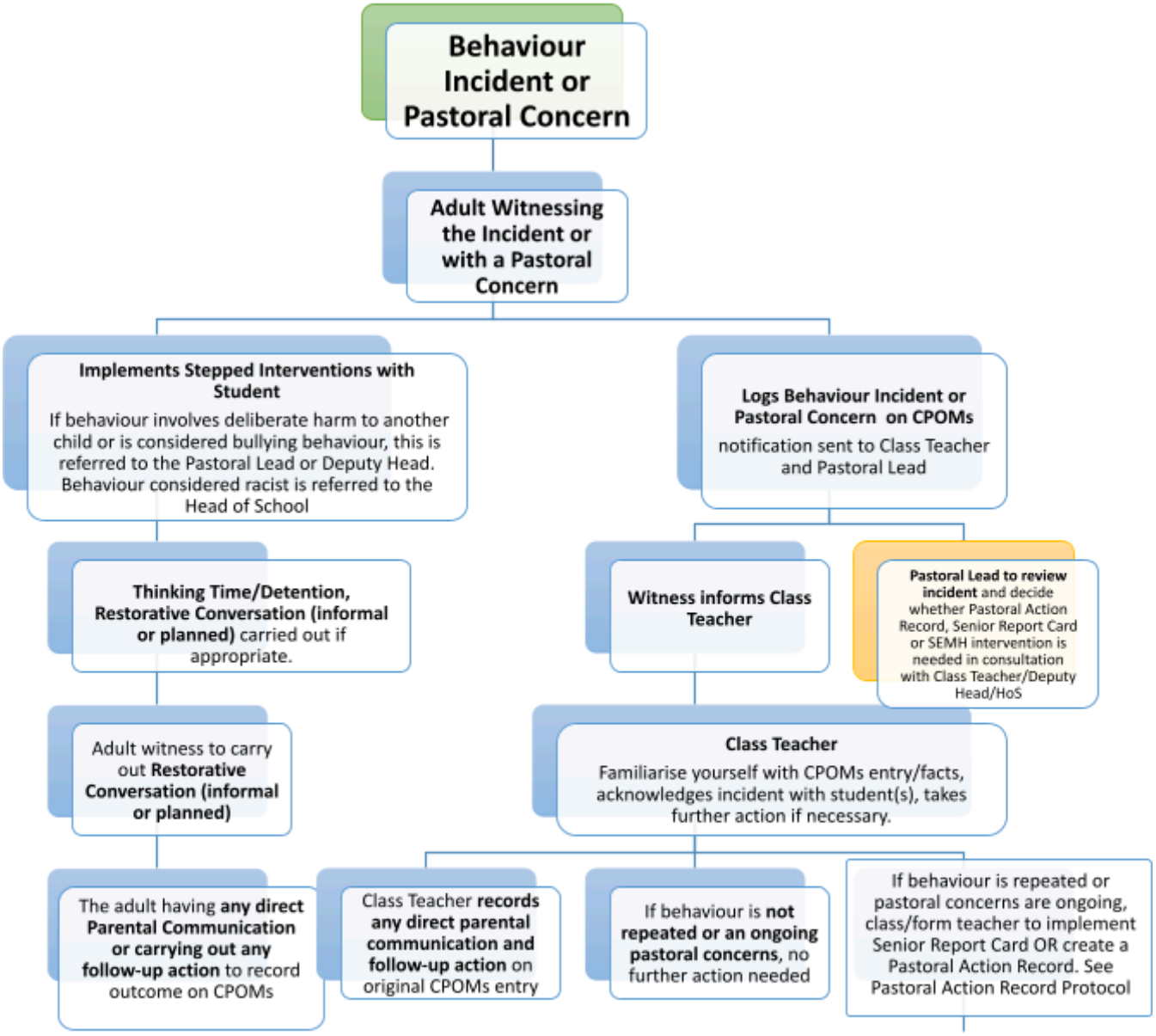
Parental Response(s): *The parent of each student involved MUST be informed*	

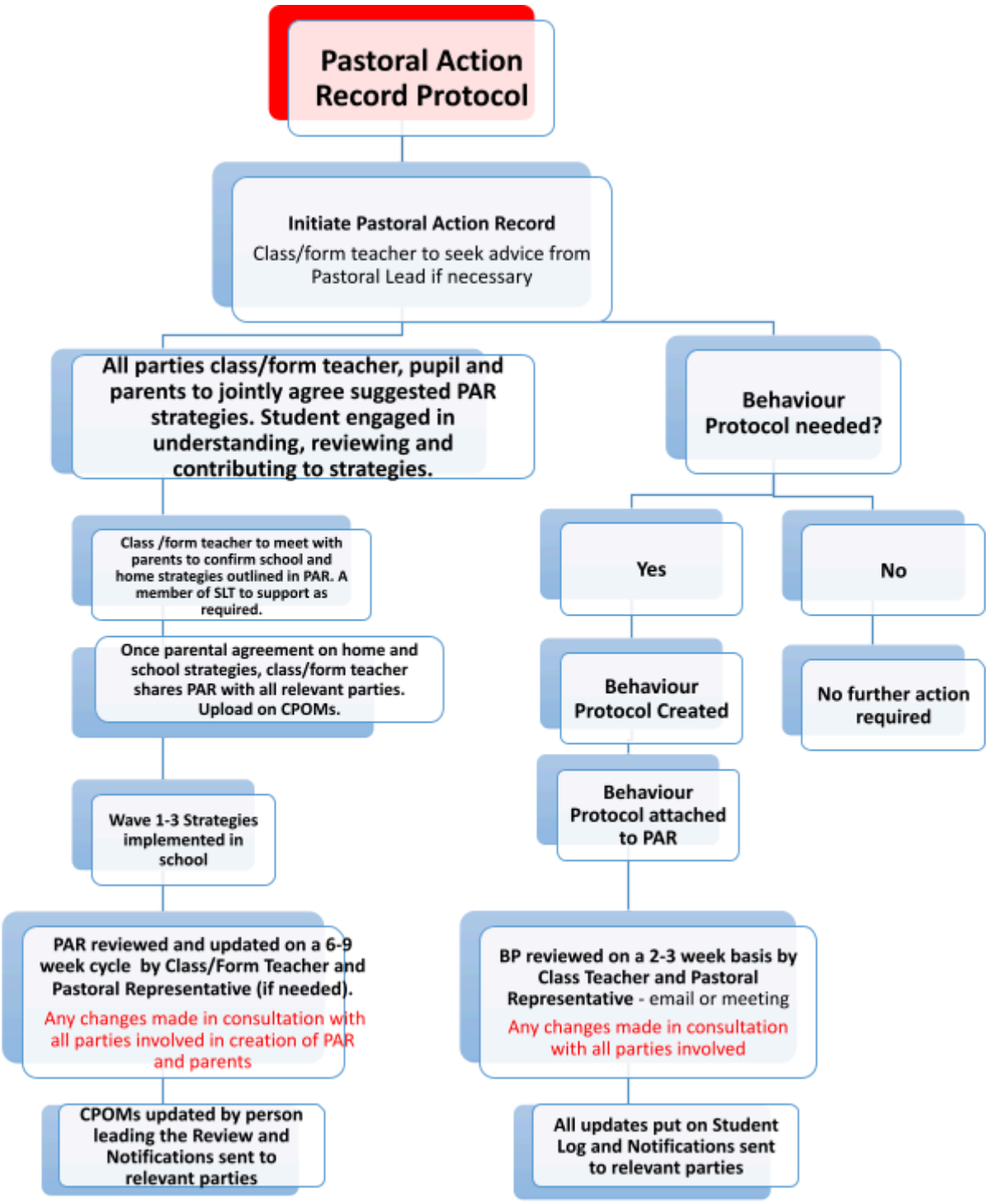
Outcomes/Follow Up/Date:	

Please:

1. Please make a CPOM incident and attach this document.
2. Inform Class Teacher and any relevant staff that need to be made aware.

APPENDIX 13: Behaviour & Pastoral Protocols




Pastoral Action Record Protocol
Initiate Pastoral Action Record
Class/form teacher to seek advice from Pastoral Lead if necessary
All parties class/form teacher, pupil and parents to jointly agree suggested PAR strategies. Student engaged in understanding, reviewing and contributing to strategies.
Behaviour Protocol needed?
Class /form teacher to meet with parents to confirm school and home strategies outlined in PAR. A member of SLT to support as required.
Once parental agreement on home and school strategies, class/form teacher shares PAR with all relevant parties. Upload on CPOMs.
Wave 1-3 Strategies implemented in school
PAR reviewed and updated on a 6-9 week cycle by Class/Form Teacher and Pastoral Representative (if needed).
Any changes made in consultation with all parties involved in creation of PAR and parents
CPOMs updated by person leading the Review and Notifications sent to relevant parties
Yes
No
Behaviour Protocol Created
No further action required
Behaviour Protocol attached to PAR
BP reviewed on a 2-3 week basis by Class Teacher and Pastoral Representative - email or meeting
Any changes made in consultation with all parties involved
All updates put on Student Log and Notifications sent to relevant parties

APPENDIX 14 Guidance on the use of reasonable force

Sources

The guidance is written with reference to Use of Reasonable Force – Advice for headteachers, staff and governing bodies July 2013 and The Education and Inspection Act 2006. The guidance should be read in conjunction with the Safeguarding Children and Child Protection Policy and Procedures 2024.

Objective of Guidance

Good personal and professional relationships between staff and pupils is vital to ensure a safe and happy school. It is recognised that the majority of pupils behaviour and conduct is excellent and pupils respond positively to behaviour systems. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportional and necessary force is required.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. 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 student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.
- Schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Underpinning Values

Everyone attending or working at the school has a right to:

- recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment

- be protected from harm, violence, assault, and acts if verbal abuse

Who can use reasonable force?

- All members of the school staff have the power to use reasonable force. If possible, the Pastoral Deputy Head or Head of School should be used.
- Schools do not require parental consent to use force on a student.

When can reasonable force be used?

- Where possible, reasonable force should be avoided, and other strategies applied first. The prime reason to use reasonable force is if the safety of a child/children or adult is at risk.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder or distress to others.
- In a school, force is used for two main purposes – to control pupils or to protect them or others.
- The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Reasonable force can be used on the school site during the school day, school supervised events and on trips and residential trips.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.
- When there is a known reasonable force protocol for an individual child that has been created in agreement with the Pastoral Team, parents and other relevant staff.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so (call for assistance from Pastoral Deputy Head or Head of School);
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

All actions should take account of pupils:

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Recording incidents of reasonable force and informing parents

- The Pastoral Deputy Head and Head of School should always be informed if reasonable force is used.
- All incidents of reasonable force are recorded on CPOMs.
- Any incident of reasonable force must be communicated to parents either in person or by phone. Parental feedback is recorded on CPOMs as a follow up to the initial incident.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Force cannot be used to search for items banned under the school rules

What about other physical contact with pupils?

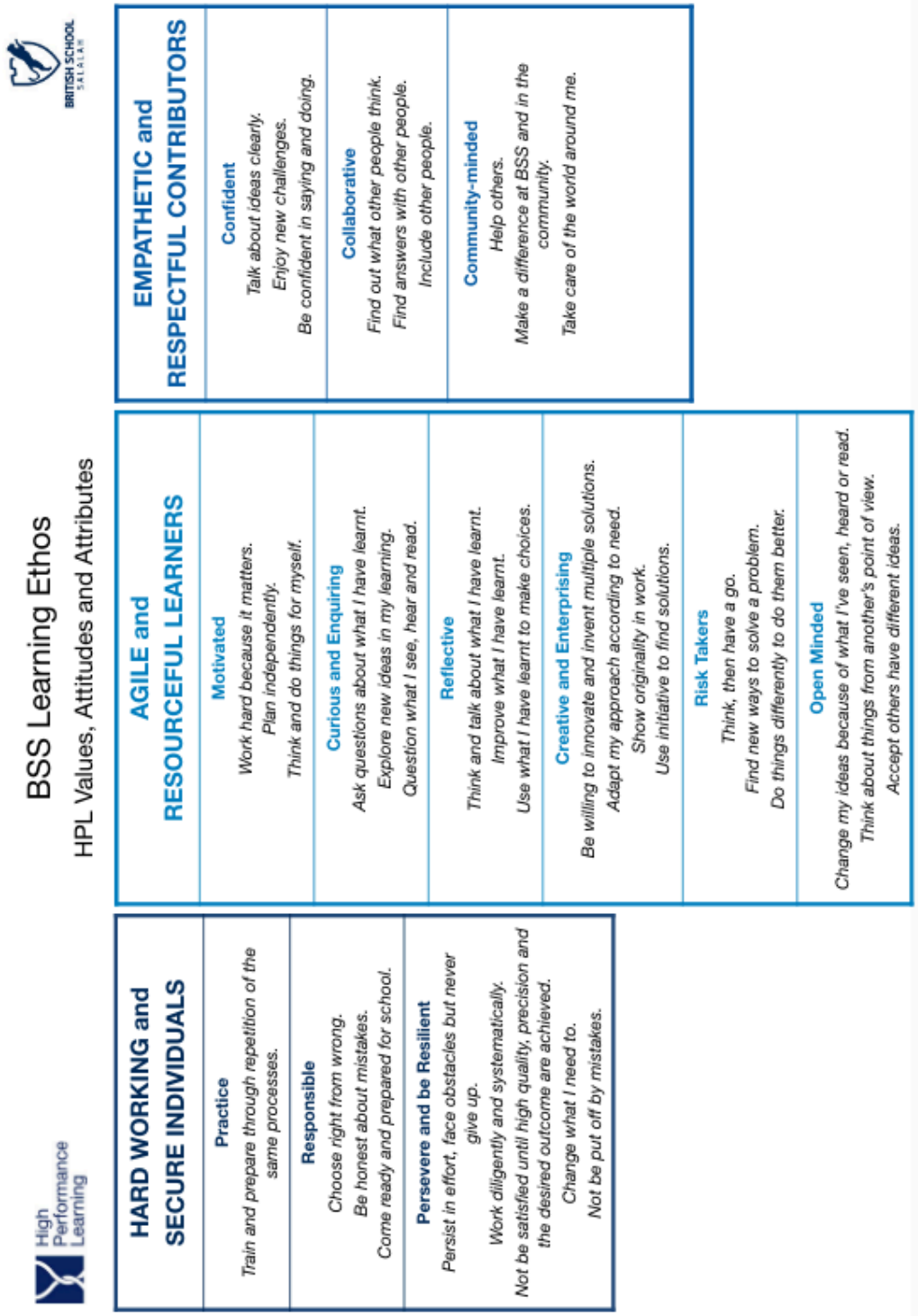
It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and

- To give first aid.

APPENDIX 15a: BSS Learning Ethos & Thinking Skills



BSS Learning Ethos

HPL Values, Attitudes and Attributes

High Performance Learning

HARD WORKING and SECURE INDIVIDUALS	AGILE and RESOURCEFUL LEARNERS	EMPATHETIC and RESPECTFUL CONTRIBUTORS
Practice *Train and prepare through repetition of the same processes.*	**Motivated** *Work hard because it matters.* *Plan independently.* *Think and do things for myself.*	**Confident** *Talk about ideas clearly.* *Enjoy new challenges.* *Be confident in saying and doing.*
Responsible *Choose right from wrong.* *Be honest about mistakes.* *Come ready and prepared for school.*	**Curious and Enquiring** *Ask questions about what I have learnt.* *Explore new ideas in my learning.* *Question what I see, hear and read.*	**Collaborative** *Find out what other people think.* *Find answers with other people.* *Include other people.*
Persevere and be Resilient *Persist in effort, face obstacles but never give up.* *Work diligently and systematically.* *Not be satisfied until high quality, precision and the desired outcome are achieved.* *Change what I need to.* *Not be put off by mistakes.*	**Reflective** *Think and talk about what I have learnt.* *Improve what I have learnt.* *Use what I have learnt to make choices.*	**Community-minded** *Help others.* *Make a difference at BSS and in the community.* *Take care of the world around me.*
	Creative and Enterprising *Be willing to innovate and invent multiple solutions.* *Adapt my approach according to need.* *Show originality in work.* *Use initiative to find solutions.*	
	Risk Takers *Think, then have a go.* *Find new ways to solve a problem.* *Do things differently to do them better.*	
	Open Minded *Change my ideas because of what I've seen, heard or read.* *Think about things from another's point of view.* *Accept others have different ideas.*	

EMPATHETIC and RESPECTFUL CONTRIBUTORS
Confident *Talk about ideas clearly.* *Enjoy new challenges.* *Be confident in saying and doing.*
Collaborative *Find out what other people think.* *Find answers with other people.* *Include other people.*
Community-minded *Help others.* *Make a difference at BSS and in the community.* *Take care of the world around me.*

APPENDIX 15b: EYFS BSS Learning Ethos

Secure Individuals	Resourceful Learners
Confident Lion • *Talking about ideas clearly* • *Enjoying new challenges* • *Being confident in saying and doing* 	**Collaborative Meerkat** • *Finding out what other people think* • *Finding answers with other people* • *Including other people*
Risk Taking Cat • *Thinking, then having a go* • *Finding new ways to solve a problem* • *Doing things differently to do them better* 	***Resilient Spider*** • *Changing when I need to* • *Keeping going even when it is hard* • *Not being put off by my mistakes*
Responsible Bee • *Choosing right from wrong* • *Being honest about mistakes* • *Coming ready and prepared for school* 	**Reflective Owl** • *Thinking and talking about what I have learnt* • *Improving what I have learnt* • *Using what I've learnt to make choices*

APPENDIX 16 Handling Conflict

HANDLING CONFLICT - STAFF GUIDANCE

We use this process to help and support children to resolve disagreements they may have had with one another. Once children have practised this process a few times with you, use this prompt with the expectation that children work through steps 3 to 5 independently.

Step 1 Approach calmly – *kneel down to be at the childrens' level.*

Step 2 Acknowledge feelings - *if the conflict is over an object, gently take it from the child/children and hold it.*

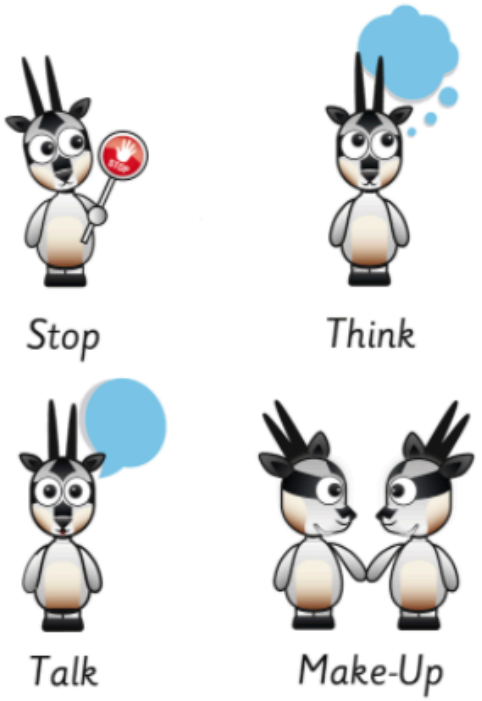
Step 3 Gather information - *ask all children involved what has happened and then word the problem for them so they understand what the conflict is about, getting agreement from all.*

Step 4 Restate the problem for the children

Step 5 Ask the children for ideas for solutions - *ask questions such as 'What do you think we can do about this problem?'. Repeat the childrens' solutions and act as a mediator. All must agree on the shared solution.*

Step 6 Offer follow up support - *congratulate the children on solving a problem/conflict and observe children for a minute or so.*

When we fall out we….



HANDLING CONFLICT

Use this with your friends to resolve disagreements and falling outs.

Step 1 You are having a disagreement – STOP! Go and find the Handling Conflict card. Sit in a place where you can both see each other.

Step 2 THINK! – Think about how you are feeling and what you want to say to your friend.

Step 3 TALK! – Take turns to explain to your friend how you are feeling and why you are upset. Make sure you listen and don't interrupt each other.

Step 4 MAKE UP – Together, decide how you can solve the problem. Agree on your solution and make up.

Step 5 – If following these steps has not helped you to resolve your disagreement, ask an adult to help you work through these steps again.

APPENDIX 17a Acceptable Use of ICT Agreement - Primary School Students

Acceptable Use of ICT Agreement

Primary School Students

- I will only use the school ICT equipment for learning in school and with my teachers' permission.
- I will keep my password and login private.
- I will not interfere with anyone else's passwords, logins settings or files on the computer.
- I will not interfere with or delete other people's work or files.
- I will always seek permission before downloading material from the internet or using materials I have brought into school because I understand the risks from virus infections.
- I will be careful when opening emails from people I do not know and I will ask an adult if I am unsure whether to open it.
- I understand that I should only publish material on the internet that is my own work.
- I know I need permission to take someone's photograph or videos of them.
- Any messages I post within the BSS network or domain will be polite and responsible.
- I will not send or forward messages or create material which is deliberately intended to cause upset to other people.
- I will inform an adult if I see or receive any unpleasant material or messages.
- I know I must take care about giving away my personal inform¢ation and making contact with people I do not know using the internet. I will not give out my personal details.
- I understand that the school may check my use of ICT and contact my parents if they are concerned about my e-Safety.
- I understand that if I do not follow these rules I may not be allowed to use the school computers or access the internet for a period of time and that this may apply even If the activity was done outside school.
- I will only use my school email address when using email in school.
- I will not give out my personal details, such as my name, address, school or phone number without my parents' permission.
- I understand that meeting people in real life who I first met online is dangerous. If someone is asking to meet me in real life, I will inform my parents or guardians immediately. I will not arrange to meet them by myself.
- I will be careful with keyboards, mice, headphones and all other equipment, and when turning a computer on or off.
- I understand what is meant by e-safety and cyber-bullying and will ensure my use of ICT follows this policy at all times.

Signed – Student: _____ Date: _____

For Parents:

- I agree to support and uphold the principles of this policy in relation to my child and their use of the internet at home and at school.

- I agree to hold the principles of the policy in relation to my own use of the internet, when that use is related to school, employees to the school and other students at the school.

Signed Parents: _____ Date: _____

APPENDIX 17b Acceptable Use of ICT Agreement - Senior School Students

Acceptable Use of ICT Agreement

Senior School Students

In order to ensure that the ICT (Information & Communication Technology) resources provided to students are used appropriately to support learning we ask all student 'users' of the BSS Network to agree to this ICT Code of Conduct. They confirm this when logging into the network.

All network and online activity will:

1. Ensure the safety and security of the school system;
2. Ensure respect for all members of the community;
3. Maintain the reputation of the school.

Students using the ICT facilities at BSS, confirm acceptance of the Code by agreeing to the following code of conduct, I will:

- Only access the school ICT system and Internet via my authorised account and password, which I will not make available to others;
- Not willfully damage the system by means of physical tampering, malicious code, or hacking. I understand that such behaviour may be regarded as vandalism;
- Not connect any hardware or storage media to school equipment without the express permission of the member of staff in charge of the individual machine;
- Not access anyone else's files (unless engaging in collaborative work);
- Not use or access any chat rooms or instant messaging other than those on the school's Virtual Learning Environment;
- Not try to access any unsuitable material on the Internet and report any inappropriate material accidentally accessed to a member of staff;
- Use language in electronic communication which is appropriate and suitable, as for all school work;
- Not download any material or software (without permission of a teacher);
- Be accountable for any material uploaded onto the school network;
- Abide by the current mobile phone policy in school;
- Report any misuse of computers to a member of staff immediately;
- Accept that the school checks computer files, monitor internet sites visited and delete inappropriate and unauthorised materials;

Advice for users of online communication methods:

- Never give out personal information (e.g. your full name, address, contact details, or your school details) to people you have only met on the Internet;
- Never agree to meet people whom you know only through the Internet;
- Never send photographs of yourself or friends to strangers;
- Tell an adult if someone or something you find on the Internet makes you feel uncomfortable.
- Ensure your privacy settings are set appropriately.

Signed – Student: _____ Date: _____

For Parents:

- I agree to support and uphold the principles of this policy in relation to my child and their use of the internet at home and at school.
- I agree to hold the principles of the policy in relation to my own use of the internet, when that use is related to school, employees to the school and other students at the school.

Signed – Parent/Guardian: _____ Date: _____

APPENDIX 17c Live Video Session Student Protocol

BRITISH SCHOOL MUSCAT BRITISH SCHOOL SALALAH

Live Video Sessions Students Protocols

- During the normal school timings, I will only use live video sessions for classwork purposes as directed by my teacher.
- I will only use live video sessions when my parents have given consent. I will not reveal my passwords to anyone.
- I will be responsible for my behaviour and actions when using live video sessions (Google Classroom, Google Meets and other interactive applications) this includes the resources I access and the language I use.
- I will make sure that all my communication with students, teachers or others using live video sessions is responsible and sensible.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher or my parents.
- I will not record or take photos of my classmates or teachers during a live video session.
- I understand that when using Google Classroom and any other applications provided by the school that my use can be monitored and logged and can be made available to my teachers.
- I understand that for my safety, live video sessions are recorded.
- I understand that these rules are designed to help keep me safe and that if they are not followed, school will follow normal disciplinary measures and my parents may be contacted.

Google Meet Guidelines

When using Google Meet, remember that this is an extension of the classroom and you should conduct yourself as you would in a classroom. This includes:

- ☐ Live video sessions should be done from an environment that is quiet, safe and free from distractions.
- ☐ Be on time for your sessions.
- ☐ Be ready for sessions i.e. have gone to the toilet beforehand and have the equipment you need to work.
- ☐ Mute my sound as instructed.
- ☐ Keep my camera on unless told otherwise.
- ☐ Unless told otherwise, wait to begin the task at the allocated lesson time
- ☐ If you have to leave the session/laptop for any reason, inform the class teacher
- ☐ Be dressed appropriately for learning. No pyjamas, no swimwear, take note of Oman's cultural expectations surrounding clothing.
- ☐ Remain attentive during sessions.
- ☐ Interact patiently and respectfully with your teachers and peers.
- ☐ Provide feedback to teachers about your experiences and any relevant suggestions.
- ☐ Make sure you end the session as soon as the teacher indicates to do so
- ☐ No recording or photographing of other students within the Meet

Behaviour

1. **First Warning** - If a student is disrupting the session, issue the first warning to the student.
2. **Second Warning** - If a student continues to disrupt the session, your teacher will issue a second warning to the student.
3. **Removal** - If the action continues, the teacher will tell the student that they will be removing them from the live video session. The student will then be removed. A message will then be passed onto the year leader who will advise appropriate action.

If 3 removals occur within any half term, the student will be banned from participating in any further live video sessions that half term.

Appendix 18: Exclusions

Fortunately the School has only rarely considered excluding students on disciplinary or health grounds. However, when it does, steps need to be taken in a careful sequence in order to ensure that students are treated fairly and consistently. This policy lays out the steps that must be taken and the points to consider before a decision is made to exclude a student.

BSS is committed to:

- Ensuring that students who are being considered for exclusion on disciplinary or health grounds are treated fairly and consistently.
- Having transparent steps that should be systematically taken and the factors that should be carefully considered before a decision is taken to exclude a student.
- Showing who is responsible for steps in the procedure leading up to exclusion.

Avoiding Exclusion

In most cases exclusion will be the last resort after a range of measures have been tried to improve a student's behaviour. Policy, procedures and training collectively minimise the number of students at risk of exclusion. However, for those at risk, additional measures include:

- Engaging with parents
- Introduction of a specific pastoral support programme
- Outsourced (funded by parents) individual adult support
- Limited curriculum alternatives
- Assessment of Special Educational Needs
- Referral to a specific external support service, such as an educational psychologist or child psychiatrist.

The behaviour of students at risk is sometimes driven by complex combinations of social, emotional and health problems, so the involvement of all adults, including parents is carefully coordinated, creating a broadly representative team.

A number of different alternatives to exclusion are available to the Head of School in response to a serious breach of behaviour policy. This include, but are not limited to:

- Restorative Justice
- Mediation
- Internal Exclusion
- Recommendation for withdrawal to the parents
- Negotiated transfer to another Salalah school

Removing Students from School

There are three exceptional circumstances in which individual students may be removed from school on disciplinary or health grounds, namely where:

a) There is sufficient evidence that a student has committed a serious disciplinary offence. In these circumstances the student may be excluded from school for a fixed period or permanently.

b) A student is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the Head of School may decide that it is in the interests of the individual concerned and of the school community as a whole for that student to be educated at home for a fixed period, subject to review at regular intervals. *This is not an exclusion*.

c) A student's presence in school represents a serious risk to the health or safety of other students or school staff, or themselves. In these circumstances the Head of School may send the student home for a period of time after consultation with the parents (where possible). *This is not an exclusion.*

A decision to exclude a student should be taken only:

- In response to serious breaches of the school's behaviour policy; and
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Only the Head of School, (or, in the absence of the Head of School, the Deputy Head) can exclude a student.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies as outlined in this policy, which have been tried without success. It should be acknowledged by the school that it has exhausted all available strategies for dealing with the student and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head of School’s judgement, it is appropriate to recommend the permanent exclusion of a student for a first or 'one off' offence.

These might include but not be limited to:

- Serious actual or threatened violence against another student, staff member or member of the school community.
- Sexual abuse or assault

- Supplying, using or being in possession of an illegal drug
- Carrying an offensive weapon
- Persistent and defiant misbehaviour including bullying (which includes racist or religious bullying)

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school's community.

Before Making a Decision to Exclude

Exclusion will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others or the student concerned. Before deciding whether to exclude a student, either permanently or for a fixed period, the Head of School should ensure that a thorough investigation has been carried out and consider all the evidence available to support the case for or against exclusion.

Removal of Pupils on Health & Safety Grounds

The Head of School may send a pupil home, after consultation with that pupil's parents (where possible) and a health professional (for example, the School's nurse), where because of a diagnosed illness such as a communicable disease he or she poses an immediate and serious risk to the health and safety of themselves, other pupils or staff. This is not an Exclusion and should be for the shortest possible time. If difficulties persist, the Head of School should seek medical advice.

The Head of School has the right to exclude students from the school if they have travelled to areas that are subject to a WHO advice of "essential travel only". The exclusion should be for the shortest length of time, i.e.. the incubation period.

Fixed Period Exclusions

The Head of School may exclude a pupil for one or more fixed periods. However, individual fixed period exclusions should be for the shortest time necessary.

Considerations Following a Fixed Period Exclusion

The school's obligation to provide education continues while the pupil is on the roll, and must be met during a fixed term exclusion. In all cases of more than a day's exclusion, work should be set and marked.

The Head of School should arrange a reintegration meeting with parents following the expiry of a fixed period exclusion. This should represent an opportunity to discuss how best the pupil can return to school and can be a useful forum to consider with parents the possibility of a parenting contract. However, a fixed period exclusion should not be extended if such a meeting cannot be arranged in time or the parents do not attend.

All fixed term exclusions should be reported formally to the Board of Governors in the Head of School's report and informally to the BSM Principal on or before the first day of the exclusion.

Parental Cooperation

If a parent does not comply with an exclusion, for example by sending the excluded child to school, or by refusing to collect, or arrange collection of him or her, the Head of School must have due

regard for the pupil's safety in deciding what action to take. An exclusion will not be enforced if doing so may put the safety of the pupil at risk. If efforts to resolve the issue with the parents are unsuccessful the Head of School should consider whether to contact the Ministry of Education about available legal remedies.

Permanent Exclusion

Whenever the Head of School decides that a pupil should be permanently excluded, s/he should exclude the pupil indefinitely pending a review by the Pupil Discipline Sub Committee and subsequent consideration by the full Board of Governors of the sub committee's findings and recommendations.

This process should be completed, wherever possible, within 10 school days. The Head of School can only *recommend* permanent exclusion. S/he can not permanently exclude a pupil without the approval of the Board of Governors. The final decision therefore rests with the Board of Governors who, during their investigation, must consider all aspects of the case and meet with the parents of the affected pupil.

Procedures Following Permanent Exclusion

In the case of a permanent exclusion the pupil remains on the roll of the school until the Board of Governors has decided on the outcome of its review.

Behaviour Outside School

Pupils' behaviour outside school on school business — for example, on school trips, away school sports fixtures, or work experience placements — is subject to the school's behaviour policy. Bad behaviour in such circumstances should be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, the Head of School may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This will be a matter of judgement for the Head of School. Pupils' behaviour in the immediate vicinity of the school, or on a journey to or from school can be grounds for exclusion.

Equality

The school has a duty to ensure the absence of racial discrimination and promote equality of opportunity and good relations between people of different racial groups and religious beliefs.

The Head of School should take steps to ensure that s/he will not discriminate against pupils on racial grounds and/or religious persuasion when making a decision about whether to exclude a pupil. For example, the Head of School should monitor and analyse, and report to the Board concerning, exclusions by ethnicity and religious belief to ensure that s/he does not treat some groups of pupils more harshly than others.

Informing Parents about the Exclusion

The Head of School should follow carefully the following procedures, which are designed to ensure fairness and openness in the handing of exclusions.

Whenever the Head of School excludes a pupil, the parents must be notified immediately, ideally by

face to face, followed up by a letter within one school day. Letters of notification of exclusion must state:

- For a fixed period exclusion, the precise period of the exclusion
- For a permanent exclusion recommendation, the fact that a full review of the case will be conducted by the Pupil Discipline Sub Committee, in consultation with parents, and ultimately decided upon by the Board of Governors
- The reasons for the exclusion
- The person whom the parent should contact if they wish to make representations (this will usually be the Clerk to the Board of Governors) – for permanent exclusion only
- The latest date by which the Board of Governors must meet to consider the circumstances in which the pupil was excluded – for permanent exclusion only
- In the case of a fixed period exclusion, the date and time when the pupil should return to school
- If the exclusion is recommended by the the Head of School to be permanent, the date that indefinite exclusion takes effect
- The arrangements made for enabling the pupil to continue his or her education, including the setting and marking of work. It is the parent's responsibility to ensure that work sent home is completed and returned to school
- All exclusion cases should only be communicated on a need-to-know basis.
- In exceptional cases — usually where further evidence has come to light — a fixed period exclusion may be extended, or converted to a permanent exclusion. In such cases the Head of School must write again to the parents explaining the reasons for the change. The Head of School may withdraw an exclusion that has not yet been reviewed by the Board of Governors.

Informing the Board of Governors

Within one school day the Principal must inform the Board of Governors of:

Recommendations for permanent exclusion

Exclusions which would result in the pupil being excluded for more than five school days in any one term

Exclusions which would result in the pupil missing a public examination

The Board of Governors

The Pupil Discipline Sub Committee must review recommendations from the Principal for permanent exclusions and must consider any representations made by the parents of the excluded pupil. The quorum for a Pupil Discipline Sub Committee meeting is three members. If any governor has a connection with the pupil, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down. The Chair of the Pupil Discipline Sub

Committee has the casting vote in all cases where an even number of governors are considering the case.

If any exclusion would result in the pupil missing a public examination, the Board of Governors should try to meet before the date of the examination. If, exceptionally, it is not practical for the Board of Governors to meet before the time when the pupil is due to take the public examination, the Chair of Governors — using his or her powers to act in an emergency — may consider the exclusion and decide whether or not to reinstate the pupil (these are the only circumstances in which the Chair of Governors can alone review an exclusion). In such cases the parent has the right to make oral representations to the Board of Governors or, as the case may be, the Chair. If possible, the Chair should have the advice of the Chair of the Pupil Discipline Sub Committee.

In some cases, depending on the nature and seriousness of the exclusion, the Board of Governors may exercise its discretion to allow an excluded pupil on the premises for the sole purpose of taking a public examination. There is no automatic right for any excluded pupil to take a public examination on the excluding school's premises — this is entirely at the Board's discretion.

Procedure at the Board of Governors' Meeting

Where an allegation of misconduct against the pupil is in dispute the Board of Governors should apply the balance of probabilities standard of proof, i.e. whether it is more probable than not that the pupil did what he is accused of. However, the more serious the allegation, the more convincing the evidence substantiating the allegation needs to be. This is not the same as requiring the criminal standard to be applied but it does mean that when investigating more serious allegations, the Head of School will need to gather and take account of a wider range of evidence (extending in some instances to evidence of the pupil's past behaviour), in determining whether it is more probable than not that the pupil has committed the offence. The Board of Governors should normally allow the excluded pupil to attend the meeting and speak, if the parent requests this.

Board of Governors' Decision

There are only two decisions open to the Board of Governors — to permanently exclude or to direct the pupil's reinstatement, either immediately or by a particular date.

The Board of Governors must inform the parent (or the pupil if aged 18 or over) and the Principal of their decision in writing within one school day of the decision, stating their reasons. The Board of Governors may not attach conditions to any direction they may give to the Principal to reinstate the pupil; however, this does not prevent the school from following good practice in reintegrating the pupil.

Where the Board of Governors decides to permanently exclude a pupil, their letter to the parent (or pupil if aged 18 or over) should also include the reason for the decision.

After the Meeting

A note of the Board of Governor's views on the exclusion should normally be placed on the pupil's school record with copies of relevant papers.

School Fees

School fees shall not be refunded in the case of any form of exclusion, except at the discretion of the Principal when considering long term or permanent exclusion for medical reasons

Appendix 19a: Home School Agreement

Home School Agreement

The Home School Agreement is a critical document in which we expect all parents, staff and students to work in partnership to ensure all students are happy, safe, secure and can reach their academic potential.

Teachers and governors will:

- Provide a safe and caring environment for all students;
- Provide a personalised curriculum which will meet the needs of each individual;
- Should the school have any concerns, ensure effective and prompt information and guidance is given to parents and students;
- Keep both parents and student regularly informed about progress through reports, parents meetings and teacher communication;
- Praise and reward students at every opportunity;
- Employ strategies for behaviour management (as laid out in the Positive Behaviour and Relationship Policy, see website) where applicable;
- Listen and take into account parental views and concerns on school life by providing a clear complaints procedure on the school website. See 'Who to Contact and Complaints Procedure'.

Students will:

- Attend school and lessons on time every day;
- Bring all equipment, books and kit required for each day;
- Wear full and correct uniform every day;
- Be polite, considerate and respect all individual differences within the school and wider community;
- Follow the relevant student school policies (i.e. Positive Behaviour & relationship Policy), these can be found on the BSS Website;
- Complete and participate in all work set in class and at home to the best of their ability;
- Report any bullying or anti-social behaviour to teachers and act as a role model for younger students;
- Respect the school environment and wider community by keeping it free from litter and graffiti;
- Understand they may forfeit their place at BSS, should they not follow the school's policies or denigrate the reputation of the school or individuals.

Parents and Carers will:

- Support and work with the school and encourage a positive attitude to education and BSS;
- Ensure that your child attends and participates in all school curriculum and related activities regularly and punctually, avoiding holidays during term time and providing school with a letter/email or medical evidence to cover any absence;
- Ensure that your child comes to school equipped, in uniform and ready to learn;
- Attend parents and information meetings as requested by the school;
- Support all of the school's policies, these can be found on the BSS Website;
- Understand that your child's place may be forfeited, should any of these policies be broken;

- Inform and voice any concerns, problems or changes in circumstances that may affect your child to the School immediately by following the “Who to Contact and Complaints Procedure” on the BSS website;
- Ensure that your personal behaviour mirrors that which BSS expects of its students;
- Upon acknowledging the acceptance offer, pay all fees in full before commencement, or suitable arrangements have been made with the Operations & Accounts Manager with you and/or your employer. These fees are currently the Admissions Fee (payable on first entry to School only) and the applicable Tuition fees. The School reserves the right to refuse to provide education to children whose parents are in arrears, and will withhold references, certificates / reports in such a situation;
- Understand that the School also reserves the right to charge interest at rates that will be approved from time to time by the Board of Governors in respect of Fees that are paid late and, in extreme cases, take legal action. Please note that a dishonoured cheque is a criminal offence in Oman;
- Understand that fees will not be reduced as a result of absence for any reason;
- Understand that neither will Fees be refunded or reduced for pupils leaving unless prior notice (minimum 30 days) is given. This is done in consultation with and at the discretion of the Head of School and Accounts and Operations Manager;
- Understand there will be supplemental charges for School trips and After School Activities and for examinations (including GCSE), which will include the cost of postage and invigilation. Additional postage charges will be made for return of scripts, and the submission of Common Entrance papers;
- Understand that we would like to use photographs and videos of pupils to share with parents on our website and social media. If parents do not want their child’s photo to be used or for them to appear in videos, they will notify the school in writing;
- Understand that you may forfeit your child’s place at BSS, should you denigrate the reputation of the school or individuals.

We expect all staff, parents and students to behave and act in a responsible and respectful manner both in our school and within the local community, including travelling to and from school and when using social media, to refer to BSS.

It will be understood that all stakeholders agree to the terms set out in the Home School Agreement either by working at BSS, attending BSS or sending their child to BSS.

Appendix 19b: Sixth Form Home School Agreement

Sixth Form Contract

Expectations and Responsibilities

Sixth Formers at British School Salalah are our most influential and high profile students. They are expected to lead all students by example and to be a positive role model in every aspect of school life. Sixth form students will be role models to all year groups and set the highest standards in behaviour and academic example at all times.

When joining our Sixth Form, Sixth Form students are expected to:

1. Be punctual to school, registration time and to all lessons.
2. Have a minimum of 95% attendance and 97% punctuality.
3. Abide by all school policies, including the BSS Positive Behaviour Policy and Acceptable Use of ICT Policy. (School policies can be found on the BSS website).
4. Abide by the Sixth Form dress code (see below).
5. Use Mobile phones/iPods/MP3/4 only in the Common Room and never in full view of younger students. Discretion is expected. Misuse will lead to confiscation for an indeterminate period.
6. Treat peers and all members of the school community with courtesy and respect at all times.
7. Behave with consideration, respect and maturity at all times in all areas of the school.
8. Have a moral responsibility to stop, advise and report poor behaviour to ensure high standards within our school community.
9. Proactively and positively challenge peers' behaviour to maintain standards of the peer group and all communal areas.
10. Support and maintain the learning environment in all areas of the school, from classrooms to common rooms.
11. Take personal responsibility for one's own academic and personal development and progression, to support the same growth in peers of all ages.
12. Arrange holidays, medical and other private appointments (e.g. driving lessons), after school hours or during school holidays.
13. Inform absence@britishschoolsalalah.com when absent because of illness.
14. In having been absent, find out what work has been missed and catch up as necessary.
15. Hand in assignments, homework and coursework on time.
16. Do at least 3 hours of extra study every day (on top of any homework set by staff). On top of this students are expected to consistently engage with extra-curricular reading, post A Level options work plus community support.
17. Use the private study periods productively for school work, reading around their subjects and university applications.

18. Contribute fully and generously to their form group.
19. Get involved in Sixth Form life, student leadership, sporting and other activities
20. Play a full role in all school events such as enrichment days, curricular and non-curriculum events.
21. Ensure at all times that they behave in a way becoming of their position, privilege and academic potential with BSS.

In return, Sixth Form students can expect the School to:

1. Provide a Form Tutor who will be their main contact for the discussion of any academic or social issues which may arise.
2. Provide Academic support.
3. Monitor their progress through regular discussion and meetings with teachers and the Deputy Head of Senior School.
4. Provide termly updates on progress through the Academic Monitoring process.
5. Receive advice and guidance from the Deputy Head of Senior School, and other Teachers on the routes they wish to follow beyond school, including applications to institutions of Higher or Further Education.
6. Support them with their UCAS and other university applications/career aspirations.

Sixth Form Dress Code

Purpose:

- To allow you to be comfortable; to have the freedom to wear clothes that align with your wider identity whilst also being respectful of the school, community and country we live in.
- Above all else, a student's dress, hairstyles or other accessories should never detract from learning.

Boys	Girls
• Polo shirt/shirt/smart T-shirt (ironed and without any inappropriate logos or writing/slogans)	• Polo Shirt/shirt/smart T-shirt (ironed and without any inappropriate logos or writing/slogans) • Shoulders and midriff must be covered and tops should not be low-cut
• Trousers or smart jeans (no trousers with rips, or tracksuit bottoms)	• Trousers, smart jeans or knee-length skirt (no trousers with rips, or tracksuit bottoms. Leggings should not be worn without a skirt over the top)
• Shoes (no flip-flops)	• Shoes (no flip-flops or heels over 5cm)
• Ear studs, watch, bracelet, neck chain	• Ear studs, watch, bracelet, neck chain • Earrings should be no bigger than 3cm in diameter

Hair styles and colour should not be extreme. Hair styles and hair colour should not be a distraction to learning.
Sixth Form are not required to wear BSS PE kit but must wear suitable sports clothing and footwear.

Common Room

- Students must not smoke or drink alcohol anywhere on or near the school.
- Any damage caused to furniture and/or Sixth Form property will be paid for by the student causing the damage.
- Students must clean up after themselves every time and keep the Common Room clean and litter-free and use the bins provided appropriately.
- The Deputy Head of Senior School reserves the right to prohibit students from the Common Room as necessary, in line with the school behaviour policy.

Sanctions

Failure to meet the expectations of the Sixth Form will lead to sanctions. These might include:

- Behaviour Report Card
- Non-contact work check and organisation target card
- Direct non-contact supervision
- Punctuality/equipment target card
- Detention
- Parental meeting
- Common room ban
- Head teacher / Deputy Head of Senior School meeting
- Possible exclusion

It will be understood that all stakeholders agree to the terms set out in the Sixth Form Contract either by working at BSS, attending BSS as a student or sending their child to the school. This Sixth Form Contract can be found on our school website here.

Appendix 20: Example of a Senior Report Card

BRITISH SCHOOL
SALALAH

REPORT CARD

Name:

Date:

Target: *To be in class before registration closes at 7:30am every day.*

This student has been placed on report to help them focus on the above target. They are responsible for giving it to the adult who registers them for P1 and if they have a study period P1, their Form Tutor. Students are also responsible for getting parents to sign the Report Card.

To be signed daily by the P1 teacher/Form Tutor & parent

Lates	Target met (Y/N). If not met, insert reason. To be completed by P1 teacher/Form Tutor	Parent signature
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		