



Policy Title	Secondary Rewards & Behaviour Policy
Policy Lead	Head of Secondary
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Introduction

The British School Yangon is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils, so that they can all participate and learn in a relaxed and secure atmosphere. This is the responsibility of every adult employed by or invited to deliver services at the British School Yangon. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils.

Our ethos of care, forgiveness and recognition of individual need and worth should be maintained through the following mechanisms.

- A positive climate that promotes reward and praise rather than criticism and sanction
- A positive example is set by members of staff in their relationships and communications with children.
- The support and relationships that members of staff have with each other.
- The sense of community within the school and the children being ambassadors for it.
- Interesting and well-prepared lessons that cater for individual needs.
- A colourful and stimulating environment in and around the school building.
- A recognition that we are all different.

Policy Statement

At BSY we have extremely well-behaved students. However, there are occasions when sometimes a student will get things wrong, and we have a responsibility to support the student in making better choices. Due to the potential breadth and variety of undesirable behaviour it is impossible to document or identify every behavioural act that might be regarded as unacceptable. The examples provided below are by no means exhaustive and



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provide guidance only. The school reserves the right to evaluate each situation on its own merits. All decisions will be made with the best interests of the individuals involved and the wider community at the centre. The school's decisions on behaviour matters are final.

All staff at BSY are committed to ensuring high standards for our students. We wish to constantly catch the students being good spend little time addressing behaviour issues. We are unashamedly ambitious for our students and see excellent behaviour and conduct as central to the education we provide. We have high but realistic expectations that are clear, shared and consistent. We expect our students to always embody our school's values, in the corridor, the classroom and beyond. We believe in the mantra "What you permit, you promote. What you allow, you encourage. What you condone, you own"

Form/subject teachers are responsible for their pupils during lesson time and will liaise with a student's Head of Key Stage when encountering a pastoral issue that requires further action.

Teachers will remind students if they do not meet the school's expectations for punctuality, uniform and the student planner. Reminders are recorded, and where a pattern emerges, tutors and teachers will support the student. Where there is a clear pattern of poor choices, usually after five reminders, the student will meet with the Head of Key Stage to work on next steps. Where a student continues to struggle, they will be supported via a student support plan.

We monitor behaviour closely and where behaviour does not meet our expectations it will be addressed. Repeated poor behaviour will be addressed with support from the form tutor and Head of Key Stage along with consequences as appropriate.



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Aims

- To foster an environment in which everyone feels safe and secure and where each person is treated fairly.
- To ensure that every member of the school community feels valued and respected.
- To create an environment where good behaviour is encouraged and reinforced.
- To encourage consistency of response to both positive and unacceptable behaviour.
- To promote self-confidence, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.

Purpose

- To ensure that all members of the community understand their roles and expectations with regards to behaviour management.
- To provide an outline of the fair and consistent application of rewards and sanctions which are to be used throughout the school.
- To promote good behaviour amongst pupils in a positive way, however, implement sanctions when required in the event of pupil misbehaviour, in a coordinated and effective manner.

Scope

This policy applies to all members of the school community.

This policy applies when the pupil is in school but also when the pupil is:

- Taking part in any school organised or school related activity or
- Traveling to or from school or
- Wearing school uniform or



- In some other way identifiable as a pupil at the school, for example online.
Or to behaviour at any time, whether the conditions above apply, that
- Could have repercussions for the orderly running of the school or
- Pose a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

Procedures

School rules that always apply to all students

In class, every pupil has the right to learn, and the teacher has the right to teach.

Be respectful in class:

- By arriving on time.
- By completing work on time and to an acceptable standard.
- By being properly equipped, as appropriate.
- By keeping their volume appropriate to the learning environment.
- By being orderly at the beginning and end of the lesson.

Move sensibly around the school:

- By walking through all areas of school.
- By talking quietly in a low voice to one another in communal spaces.
- By waiting patiently in queues and not pushing and shoving.

Speak politely to everyone, pupils as well as adults.

Do not act unkindly toward anyone:

- By always respecting the property of others.
- By being considerate of your peers and the extended community.
- By never teasing or verbally abusing other people.



- By never hitting others, or hurting them in any way -- cyber, sexual, racial or otherwise.

Keep the school tidy and respect your own safety as well as that of others:

- By taking care of your environment, both on the school site and outside, and keeping it tidy.
- By not littering and vandalising property in any way.
- By not climbing walls, on buildings, ledges and throwing things from windows and walkways.
- By not tampering with safety equipment, such as fire extinguishers.

Never bring or wear anything inappropriate into school:

- By not wearing clothing that has offensive, rude, derogatory, racist or defamatory messages or images.
- By always keeping your hair colour within the 'natural' hair colour spectrum.
- By never bringing in alcohol and drugs, cigarettes, matches and lighters, weapons of any kind or material that is inappropriate or illegal for children to have; such as racist or pornographic material.

Keep behaviour appropriate to the school environment:

- By never gambling on school property.
- By never using mobile phones during school hours. (See mobile phone policy).

Drugs

- The school will not tolerate drug use of any sort on school property or during off-site school activities.
- Any suspicion of drug use will be thoroughly investigated.
- The school will discipline any person found to be in possession of drugs.



- Pupils may be permanently excluded if they are found to be involved in a drug related incident.

Medication

We know some pupils may need to take medication during the school day.

Parents should make the school aware of this in writing as soon as their child starts taking the medication.

The school nurse should always be informed of matters relating to the medical health of students.

Alcohol

- Consuming, carrying or supplying alcohol is strictly prohibited. The school will investigate thoroughly any suspicion that the alcohol policy has been broken.
- Any pupil involved in any alcohol-related activity may be permanently excluded. If a staff member has suspicion that a pupil has alcohol in their possessions, they may search them because their consumption may endanger that pupil or others.

Bullying

- Bullying of any nature by any member of the school community will not be tolerated at or away from the school.
- The issues relating to Bullying and Anti-Social Behaviour will be covered by the PSHE programme.
- As part of the that policy, all members of staff have the following ultimate responsibilities:
- Identify when and where bullying is most likely taking place and take preventive measures accordingly.



- Have a keen knowledge and understanding of the procedures and policies of the school regarding bullying cases.
- Observe social relationships between children and be vigilant, especially at playtimes.
- Potential problems should be discussed with other members of staff and the Head of Key Stage or Head of Secondary.

School trips, excursions or activities off the school site

- As per the scope of this policy outlined in previous sections, all these rules apply when travelling to and from school, when on trips or excursions.

Counselling

- Counselling may be available to students if they should require it.
- If a Teacher, Head of Key stage feels that a student has emotional or mental health issues that go beyond what they feel comfortable dealing with then they should seek guidance from the Head of Secondary, who may consult with the principal and/or the school counsellor.

Record keeping:

- All attendance should be taken on iSams.
- Staff are responsible for keeping records of attendance for every student that comes under their responsibility.
- Staff will complete attendance registers by 8am every school morning.
- Registers should be taken for all lessons in secondary school.
- Attendance records will also be updated by any staff performing cover, if appropriate.



Behaviour:

- To track behavioural information more effectively, serious pastoral and behavioural issues are to be recorded on the CPOMS system.
- All Teachers have a responsibility to record incidents and the day-to-day behaviour via the online or paper copy of cause for concern.
- Issues escalating to the level of Head of Key Stage or Head of Secondary must be recorded by those individuals on CPOMS.

Behaviour Expectations & Consequences

Classrooms are places to learn. At BSY it is very rare for our students to disrupt the learning of others. However, on the rare occasion that this occurs the following approach will be followed:

This list is not exhaustive. Persistent infractions of level B behaviour may lead to level C next steps.

LEVEL	UNACCEPTABLE STUDENT BEHAVIOURS	NEXT STEPS
A	<ul style="list-style-type: none">• Low level disruption• Disturbing the learning of others• Not paying attention• Not completing homework• Low test score indicating no work	<p>Subject/form tutor issues a verbal warning. Discussion with student after class.</p> <p>If behaviour continues, then an email is sent by teacher to parents to inform of issue. Head of KS is cc'd</p>



	<p>done in preparation</p> <ul style="list-style-type: none"> Uniform infractions 	<p>If behaviour does not improve – move on to Level B</p>
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Additional Levels

This list is not exhaustive. Persistent infractions of level B behaviour may lead to level C next steps. Decisions related to fixed term and permanent exclusions are dependent on the severity of the behaviour and are at the discretion of the principal.

LEVEL	UNACCEPTABLE STUDENT BEHAVIOURS	NEXT STEPS
B	<ul style="list-style-type: none"> Persistent failure to comply with school rules Repeatedly defiant Repeated lack of respect for others Repeated disruption Continued lack of commitment resulting in poor performance Smoking Bullying Swearing Truancy from a lesson Discrimination or harassment Found in out of bound area of the school. Unsportsmanlike behaviour during a school event. 	<p>Parents invited in for a meeting with the form tutor and Head of Key Stage.</p> <p>Form Tutor or Head of Key Stage may place the student on a Support Plan. In this case the student will meet with the HoKS daily to check progress.</p> <p>Student may receive further support with Head of Key Stage before school or at lunchtime.</p> <p>If poor behaviour is persistent or severe parents will be called in for a meeting with the Head of Secondary. Student may be placed in Internal isolation.</p> <p>Student will be placed on a Head of Secondary Support Plan.</p>



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	<ul style="list-style-type: none">● Bringing the school into disrepute through poor behaviour while wearing the school uniform (including sports uniform).● Inappropriate displays of affection.	
C	<ul style="list-style-type: none">● Truancy from school● Swearing at a member of staff● Theft, arson or vandalism● Severe bullying● Violence towards others● Severe discrimination or harassment● Possession or supply of an illegal substance● Substance use on campus or at a school event● Carrying an offensive weapon or bringing any form of weapon (mock or otherwise) into school.	<p>Head of Secondary meeting with parents to discuss next steps.</p> <p>Student placed on Head of Secondary Support Plan</p> <p>For a serious infraction parent immediately called in for a meeting. Student may then be placed in Internal isolation.</p> <p>For persistent infractions or one very serious infraction - Principal and Head of Secondary to meet with parents to inform of student fixed term exclusion or immediate permanent exclusion (at the discretion of the principal)</p>



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Student Support Plans

- **Form Tutor Support Plan:** If a student is regularly receiving detentions or failing to meet expectations then they will be placed on a student support plan and parents will be informed by the form tutor. This will last for one or two weeks. The intention of a support plan is to provide greater support and monitoring where students require it.
- **Head of Key Stage Support Plan:** If the student doesn't succeed with the 'Form Tutor Support Plan' then they will be placed on a 'Head of Key Stage Support Plan' and parents will be invited into the school for a meeting. This will last for one or two weeks.
- **Senior Leadership Support Plan:** If the student doesn't succeed with the 'Head of Key Stage Support Plan' then they will be placed on a 'Senior Leadership Support Plan'. Parents will be invited into the school for a meeting. The student will also be supervised by the Senior Leadership Team each lunchtime. This will last for one week. If a student does not pass this support plan, then parents will be invited into school for a follow up meeting.



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Section 2: Rewards

Purpose

At the British School Yangon we believe the purpose of the rewards policy is to:

- Celebrate student success and achievement
- Recognise students' effort and commitment
- Reward students who achieve above and beyond expectations
- Provide a consistent approach to rewards and recognition

Merits

- Merits are awarded for either academic achievement and/or student attitude and actions.
- Each teacher has a quota of merits that they may give to students. This is calculated based on the individual teachers' number of teaching hours. These are issued at 4 equally distributed points throughout the academic year.
- Students are awarded with a sticker in the student planner when they have received a merit - they should record which subject the merit is from and the date.
- Subject teachers will also record the students' merits on iSAMS.
- Students will receive certificates for 30, 60, 90, and 120 merits over the year - these certificates are awarded during form/tutor time, except for 120 which will be awarded in the weekly assembly.



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Awesome Achiever

Each week a different subject will nominate one student who has been an “Awesome Achiever” in their curriculum area. This may be based on attainment and/or attitude to learning. The certificate is awarded in the weekly assembly. This is displayed in the school to celebrate the students' achievements.

House System

HOUSES



- Merits (explained above) feed into the house point system across both Primary and Secondary
- House events (such as football, basketball, volleyball etc) also receive merits that feed into the House system across both Primary and Secondary
- All staff are responsible for organising and supporting house events



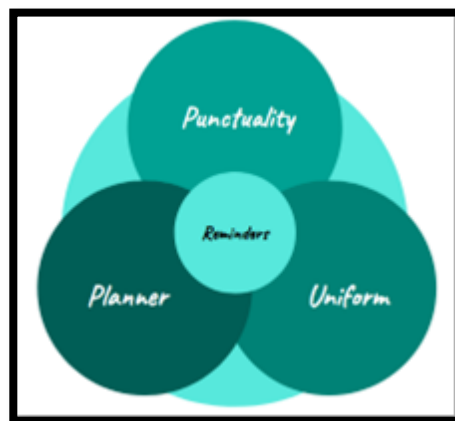
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End of Year Secondary Awards

At the end of term three all secondary students are invited to the annual Secondary Awards Assembly. This is a celebration of the students' academic progress and attitude to learning. Students are awarded prizes by different curriculum areas for progress, attainment and approach to learning.

Parents Consultation Evenings

There are three calendared opportunities for parents and students to meet with their subject teachers on a one-to-one basis to discuss their progress, achievements and targets, these take place each term.





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Planning is vital in supporting the student's working day, students in key stage 3, use a school planner, however for our older students much of their planning is completed via Teams: this is where homework is recorded and communication between teachers and student is made. Punctuality is a key contributor to a student's success at school by maximising their learning time. Uniform supports students to dress smartly and take pride in their appearance, it also alleviates peer pressure to wear the latest fashion and brands.

Teachers will remind students if they do not meet the school's expectations for punctuality and uniform. Reminders are recorded, and where a pattern emerges, tutors and teachers will support the student. Where there is a clear pattern of poor choices, usually after five reminders, the student will meet with the Head of Key Stage to work on next steps. Where a student continues to struggle, they will be supported via a student support plan.