

Belleville Behaviour Policy: Making the Right Choices

September 2017

(Please read in conjunction with the school's 'Anti-Bullying' and 'Positive Handling and Physical Intervention' policies)

The school aims are that all children:

- 1. Are safe**
- 2. Are excellent learners**
- 3. Have excellent social and emotional skills**
- 4. Fulfil their potential**

6 Key Points:

All (children and adults) will make the right choices to ensure that everyone:

1. Is kept and feels safe
2. Can learn
3. Feels welcome and valued

To be able to make the right choices, children need to understand and (appropriate to their age/stage) be able to explain/reflect/act upon:

4. What the right choice is
5. Why this is the right choice (*i.e. how it supports points 1, 2 and 3*)
6. How to take responsibility for their choices

Developing children's understanding of the right choice is achieved by:

- All staff using and modelling the language of right choices
- All staff modelling excellent social and emotional skills through their language, verbal and non-verbal behaviours
- All staff having high expectations of all children's behaviour, language, verbal and non-verbal behaviours
- Systematically teaching all children at the start and throughout the school year the school aims and 6 Key Points
- All staff actively and consistently supporting children to make the right choices through:
 - Systems and routines that support excellent behaviour
 - Use of behaviour/classroom management strategies to pre-empt possible issues
 - Agreeing, displaying, using and adding to if necessary a shared understanding of the 6 Key Points
 - Supporting children to understand and develop their ability to follow the 6 Key Points
 - Sharing this Behaviour Policy with and making it available to parents/carers
 - Encouraging parents/carers to contribute to the school's positive behaviour and ethos

Recognising Right Choices

Regularly recognising, celebrating and recording when children are making the right choices should outweigh the recognition of wrong choices (this may be for the class rather than for the individual as using public praise encourages the whole class). There are many ways to recognise the right choices that all staff can use:

Free and frequent

- Smile
- Warm eye contact
- Well done
- Thank you
- Describe exactly what they are doing right
- Using a child as an exemplar
- Recognising all of the children who are making the right choice
- Stickers, smiley faces etc.
- Offering touch e.g. high five, handshake
- 'Great day' to parent/carer (this may be via a phonecall/email if the child travels to school independently)

Class based systems

Each class should have a system agreed with the children to recognise right choices e.g. points, star jar, charts, rewards, stickers, teams, notes home.

Whole School Systems

CARE Merits

All staff can award merits on the 'Behaviour Register' section of the Behaviour Watch system as below. These aspects have been chosen to encourage and give value to behaviours which develop children's social/emotional skills and learning skills and also makes the school a harmonious and pleasant environment to be in.

Considerate

- caring
- polite
- community
- fairness and understanding other people's point of view even if you don't agree
- encourage others
- think about others needs as well as own
- Associated British values: tolerance, respect

Articulate

- communication skills
- listening as well as being heard
- freedom of expression
- expressing emotions, thoughts and ideas clearly
- Associated British value: individual liberty

Responsible

- leadership
- taking responsibility for themselves
- taking responsibility to help others
- teamwork
- playing their role in learning
- Associated British value: democracy and rule of law

Effort

- Participation
- Perseverance
- Resilience
- Wanting and working hard to improve (academically, socially etc.)
- Willingness and desire to improve (academically, socially)

Excellent Learners

'Excellent Learners' enables children to have an understanding of key learning behaviours, to develop these and to develop a growth mindset/meta-cognition skills which will help them to be successful.

The ten aspects of Excellent Learners are discussed, articulated, experienced and reflected on through games and activities at the start of each academic year. Throughout the year the Excellent Learners language and prompts (e.g. posters in every teaching space) are used to target, recognise and celebrate children's development as Excellent Learners who:

- Ask for help
- Like a challenge
- Listen well
- Learn with others
- Ask questions
- Are not scared to make mistakes
- Don't give up
- Are creative
- Can learn by themselves
- Want to learn more

Achievement Certificates/Star of the Week in Assembly

Every week, in achievement assembly, children are publically awarded certificates to take home. The adult awarding the certificate explains what it has been awarded for and all in the assembly applaud these children.

Belleville Badges

This is the highest level of public award in the school. Children are awarded badges for significant achievement in the areas below (this includes improvement, specific effort as well as achievement). Children can be awarded more than one badge or multiples of the same badge and they can be awarded at any point in the school year.

- Academic
- Arts
- Sport
- Endeavour
- Community

For the vast majority of children, for the vast majority of the time, the above will be enough to achieve excellent standards of behaviour allowing the three school aims to be achieved.

If children are making the wrong choices

Wrong choices should be addressed as they arise, by any member of staff.

In many cases, simple behaviour/classroom management strategies will be effective in reminding children what they should be doing e.g. a look, gesture, clear instruction, 'Are you making the right choice?' and giving recognition when children comply e.g. thank you, thumbs up.

In cases of repeated low level behaviours or medium and high level behaviours, staff should decide the appropriate level of follow-up action and record this, informing parents/carers/SLT as determined by the level of the behaviour as soon as is possible. Parents and carers can request to see their child's behaviour records, but cannot be shown names of other children involved.

Appendix 1 outlines the types of behaviours at low, medium and high level. These are not an exclusive or exhaustive list but a guide as to the level of seriousness, follow-up action required and who should be informed to enable all parties to work together to help the child improve.

Discussion and reflection

Discussion and reflection on wrong behaviour choices, at all levels, is key in developing understanding for the child and the staff member. In discussion with children they should be guided through the 6 Key Points through discussion appropriate to their age/stage e.g.

- What was the wrong choice you made?
- What is the right choice?
- Why is it the right choice? Is this an important reason? (e.g. safety)
- What choice should you make (and why)?
- Why are you making the wrong choice (if they know what the right choice is and why it is the right choice)?
NB. Often this will come down to an emotional/social reason
- What is the consequence of your choice?
- How can you fix the problem?
- How can you make the right choice in the future?

Children may need time to become calm and become able to reflect/discuss, this may be achieved requesting that they move to a different space within the classroom/playground/school. During this calming down time, children are to be supervised at all times and are the adult's responsibility. Staff are to use de-escalation techniques as appropriate (see Appendix 2).

Follow up action

Staff should then decide the appropriate level of follow-up action and record this, informing parents/carers/SLT as determined by the level of the behaviour e.g.

- Discussion with adult (could be during breaks/lunchtime)
- Time out/away from area of conflict *NB. if this involves a child being asked to leave the class they are to be supervised at all times and remain the adult's responsibility. They are not to be sent into another classroom.*
- Restorative action – how can issues arising from the wrong behaviour choice be 'made right'?

Patterns of behaviour and escalation of support

- When patterns of behaviour are emerging, in the first instance the class teacher should **support the child** to enable improvement and involving parents and carers e.g.
 - Alternative arrangements for playtimes/lunchtimes
 - Additional reward/recognition structures
 - Setting clear targets for improvement
 - Additional coaching support to develop their social emotional skills
 - Additional in-class support
- If the behaviour does not improve, the behaviours are regularly in the medium level or at high level or if an underlying need/circumstance may be contributing to these behaviours a **referral to the Inclusion Team** should be made. The Inclusion Team will then assess and review and may seek additional support for the child (including from outside agencies). A **Behaviour Review Meeting** may be called. This will involve the class teacher plus the learning mentor, SENCO, any other appropriate staff as appropriate and parents/carers. The aim of these meetings is to bring together views, review and improve strategies/support in place which may include referrals to outside agencies, multi-agency assessment, an '**Individual Behaviour Plan**' being put in place etc.

Use of Positive Handling and Physical Intervention

Physical intervention with children is always used as a last resort but may be necessary in order to prevent a child from doing, or continuing to do, any of the following:

- Committing any criminal offence (or for a child under the age of criminal responsibility, what would be an offence for an older pupil); the police will be contacted if necessary.
- Causing personal injury to, or damage or vandalism to the property of, any person (including the pupil him/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.

Please see the 'Positive Handling and Physical Intervention' Policy for further details

Exclusions

- Whenever possible, the parents/carers of children at risk of exclusion because of the seriousness and/or persistence of their behaviour will be invited to attend a **risk of exclusion meeting** with the headteacher and other staff as necessary before an exclusion occurs.
- Children whose behaviour poses a risk to the safety and/or learning of themselves or others in the school can be excluded as below:
 - Internal exclusion - children attend the school but are separate from other children for a period of time
 - Fixed term exclusion (up to the equivalent of 45 days in a school year)
 - Permanent exclusion

An **exclusion can be sanctioned without the steps above (e.g. escalating support, risk of exclusion meetings)** if the child's behaviour is deemed detrimental to the education or welfare of themselves or others in the school.

Appendix 1 – Levels of Behaviour and Reporting

Time:	Reported by:	Child(ren) Name and Class:	Description of Incident:
Date:	Location:	Target (if any) Name and Class:	
	Low (repeated and after warnings)	Medium	High
Behaviour (Highlight or tick)	<ul style="list-style-type: none"> • Calling out • Out of seat • Near-by distraction • Running in school • Work avoidance • Not following instructions • Name calling/teasing • Snatch/throw to disrupt • Misuse equipment (no damage) • Not lining up • Pushing • Littering • Risky play 	<ul style="list-style-type: none"> • Not accepting responsibility • Vandalism/graffiti (low cost) • Refusal to follow instructions • Using objects with intent to hurt • Targeted/repeated name calling/teasing • Refusal to complete work • Disrupting class • Rude to adults • Deliberate use of feet to hurt (i.e. kicking) • Deliberate use of hands to hurt (i.e. hitting) • Deliberate use of mouth to hurt (i.e. biting) • Deliberate actions to upset • Swearing (reaction/to shock) • Stealing (minor) • Leaving classroom • Showing or touching private parts (as a game) 	<ul style="list-style-type: none"> • Threatening/intimidating (pupils) • Threatening/intimidating (staff) • Show/touch private parts (not game) • Discriminatory Language (gender, sexuality, race, religion, heritage) • Vandalism/graffiti (repair/replace) • Disruption stops learning • Running away/around school • Risk to safety • Swearing (intimidate/threaten) • Bullying • Stealing (major) • False accusations against staff • Fighting • Refusal to leave/blocking room • Open defiance/derogatory to staff • Assault on staff • Bringing/sharing prohibited items • Attempting to leave premises • Risk of/actual injury to others
Follow Up Action(s) Names required when in bold	Discussed with adult:	Discussed with adult:	Discussed with adult:
		Parent informed by:	Parent informed by:
	<ul style="list-style-type: none"> • Discussed with adult • Time-out in class • Time-out off playground • Sent out of class • Discuss at break/lunch • Restorative action/reflection 	<ul style="list-style-type: none"> • Discussed with adult • Time-out in class • Time-out off playground • Sent out of class • Discuss at break/lunch • Restorative action/reflection 	<ul style="list-style-type: none"> • Discussed with adult • Time-out in class • Time-out off playground • Sent out of class • Discuss at break/lunch • Restorative action/reflection
		<ul style="list-style-type: none"> • Discussed with Inclusion/SLT • Referral to Inclusion Team • Individual Behaviour Plan • Behaviour review meeting 	<ul style="list-style-type: none"> • Discussed with Inclusion/SLT • Referral to Inclusion Team • Individual Behaviour Plan • Behaviour review meeting
			<ul style="list-style-type: none"> • Discussed with Headteacher • Risk of exclusion meeting • Internal exclusion • Fixed term exclusion • Permanent exclusion • Contact police

Appendix 2 - De-Escalation Techniques:

- Calm stance
- Calm talking
- Consequence reminder
- Contingent touch (touch involving little, if any, active resistance such as reassuring touch, physical prompts and guides and unobtrusive personal safety responses to low level risks)
- Distraction
- Diversion
- Firm clear directions
- Humour
- Inform of desired behaviour
- Instruction
- Limited choices
- Negotiation
- Non-threatening body language
- Oops is OK
- Options offered
- Patience
- Planned ignoring
- Reassurance
- Reminders about consequences
- Step away
- Success reminders
- Swap adult
- 'Talk and I will listen'
- 'When you are calm I will listen'
- Time to think
- Verbal advice and support
- Withdrawal directed
- Withdrawal offered
- Other de-escalation