Belleville Primary School

Behaviour Policy
(Making the right choices)

Monitored and updated by: Headteacher(s)
Approved by Local Governing Body: July 2023
Date of next scheduled review: July 2027

Related policies and procedures: *Q1E Child Protection and Safeguarding Policy*; *Belleville Anti-Bullying Policy*; *Belleville procedures for positive handling/physical intervention*

1.0 Principles (our 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

2.0 Our approach to behaviour

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.
- Teaching and using the language of the Zones of Regulation, to enable children to recognise the causes of their behaviour and give choices and strategies to manage this themselves.
- 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

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- o Sharing this Behaviour Policy with and making it available to parents/carers
- o Encouraging parents/carers to contribute to the school's positive behaviour and ethos

3.0 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
- Describing exactly what they are doing right
- Using a child as an exemplar
- Recognising all of the children who are making the right choice
- Giving stickers, smiley faces etc.
- Offering touch e.g. high five, handshake
- 'Great day' to parent/carer (this may be via a phone call/email if the child travels to school independently)

House Points

House Points are given out both in and out of lessons as Achievement Points to reward children's effort in academic, musical, artistical, sporting, behaviour and community endeavours, and for students demonstrating the school's CARE and Excellent Learner values.

Whole School Systems

CARE Values
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	Articulate	Responsible	Effort
- Caring - Polite - Community - Fairness - Understanding other points of view, even if you don't agree - Encouraging others	- Communication skills - Listening as well as being heard - Freedom of expression - Expressing emotions, thoughts and ideas clearly	- Leadership - Taking responsibility for themselves - Taking responsibility to help others - Teamwork	- Participation - Perseverance - Resilience - Wanting to improve - Trying and working hard to improve

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• Thinking about others needs' as well as own		• Playing their role in learning	

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 school aims to be achieved.

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4.0 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.

4.1 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. Children 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?

Zones of Regulation language and strategies are used to support children to self-regulate. Children may need time to become calm and become able to reflect/discuss. This may be achieved by 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**).

4.2 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'?

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4.3 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 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.

4.4 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.

4.5 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 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.

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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:	

Behaviour	Low (repeated and after warnings within a lesson/day)	Medium	High
(Highlight or tick)	• Calling out • Out of seat *(move to another space)* • Near-by distraction *(move tables)* • Running in school *(re-walk the route)* • Work avoidance *(complete in own time)* • Not following instructions *(practice following instructions one at a time)* • Name calling/teasing • Snatch/throw to disrupt • Misuse equipment (no damage) *(clean equipment)* • Not lining up *(practice lining up at break time)* • Pushing *(time out on the playground)* • Littering *(pick up your litter and put in the bin)* • Risky play *(timeout on the playground)*	• Repeated low level over consecutive days • Not accepting responsibility/not being truthful about what happened • Vandalism/graffiti (low cost) *(clean or fix)* • Refusal to follow instructions • Using objects with intent to hurt • Targeted/repeated name calling/teasing/unkind words • Refusal to complete work *(complete in own time)* • 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) *(return item and apologise)* • Leaving classroom	• Repeated medium level over consecutive days • Threatening/intimidating (pupils) • Threatening/intimidating (staff) • Show/touch private parts • Discriminatory language (gender, sexuality, race, religion, heritage) • Vandalism/graffiti (repair/replace) *(clean, fix or replace)* • Disruption stops learning • Running away/ around school • Risk to safety • Swearing (intimidate/ threaten) • Bullying • Stealing (major) • False accusations against staff • Lying to get others in trouble • Fighting • Refusal to leave/ blocking room • Open defiance to staff • Derogatory to staff • Assault on staff • Bringing/sharing prohibited items • Attempting to leave premises • Risk of/actual injury to others • Spitting at others
Follow Up Action(s)	**Discussed with adult:**	**Discussed with adult:**	**Discussed with adult:**
		Parent informed by:	**Parent informed by:**

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Names required when in bold	Choose one as appropriate:		
	Choose one as appropriate: • Discussed with adult • Logical consequences *(see above)* • Time-out on the playground for reflection – up to 5 minutes • Missed playtime in the classroom – up to 5 minutes for reflection and discussion of effects of behaviour (restorative action) • Observation time during lesson time – up to 5 minutes	• Time-out to calm down before discussion if needed **Consequence – choose as appropriate (in the classroom)** • Discussed with adult • Discussed with colleague • Discussed with Year Leader • Time-out in another classroom to complete reflection sheet - quiet 10 minutes with a timer, not to discuss with other teacher • Missed playtime – up to 15 minutes of lunch or morning break **Consequence – choose as appropriate (on the playground)** • Discussed with adult • Discussed with colleague • Discussed with Year Leader • Time-out on the playground at playtime – rest of break • Missed playtime – up to 15 minutes or morning break **Reflection and restorative action:** • Reflection time individually • Use of social stories or picture books • Restorative action alongside adult then verbal or writing apology **Recording:** • Support staff record on behaviour form and pass to class teacher to scan onto CPOMS • Teachers record on CPOMS • On CPOMS, alert Year Leader, Phase Leader and other appropriate staff members to the incident	• Time-out to calm down before discussion if needed **Consequence – choose as appropriate (in the classroom)** • Discussed with adult • Discussed with colleague • Discussed with Year Leader • Missed playtime – for the week • Removed from the lesson • Phone call home alongside child **Consequence – choose as appropriate (on the playground)** • Discussed with adult • Discussed with colleague • Discussed with Year Leader • Time-out on the playground for the rest of break • Missed playtime – for the week • Phone call home alongside child **Reflection and restorative action:** • Reflection time individually • Restorative action alongside adult then verbal or writing apology • Educational resources for school and home **Recording:** • Support staff record on behaviour form and pass to class teacher to scan onto CPOMS • Teachers record on CPOMS • On CPOMS, alert Year Leader, Phase Leader and other appropriate staff members to the incident
		• Discussed with SLT • Individual behaviour plan • Behaviour review meeting	• Discussed with SLT • Individual behaviour plan • Behaviour review meeting
			• Discussed with Headteacher • Risk of exclusion meeting • Internal exclusion • Fixed term exclusion • Permanent exclusion • Contact police

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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

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