



Basildon CE Primary

Behaviour Policy

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AIMS

It is the policy of this school to enhance a child's self-esteem and respect for others, and their environment both within the school and the wider community. Through this shared belief the school aims to promote meaningful and effective learning in a positive and friendly atmosphere. All aspects of this policy apply equally to everyone in the school community regardless of gender, belief or ethnicity.

Our behaviour policy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. We adopt an inclusive approach and adapt our behaviour management strategies to meet the needs of the child.

Our policy is underpinned by the principles of **Therapeutic Thinking**

An approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic.

A Therapeutic View;

Positive experiences create positive feelings.

Positive feelings create positive behaviour.

Prosocial - Relating to behaviour which is positive, helpful, and intended to promote social acceptance

Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people.

Behaviour which benefits other people or society.

Prosocial - Arguably prosocial behaviour is simply the absence of antisocial behaviour.

Antisocial - Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour that is likely to cause injury, harassment, alarm or distress.

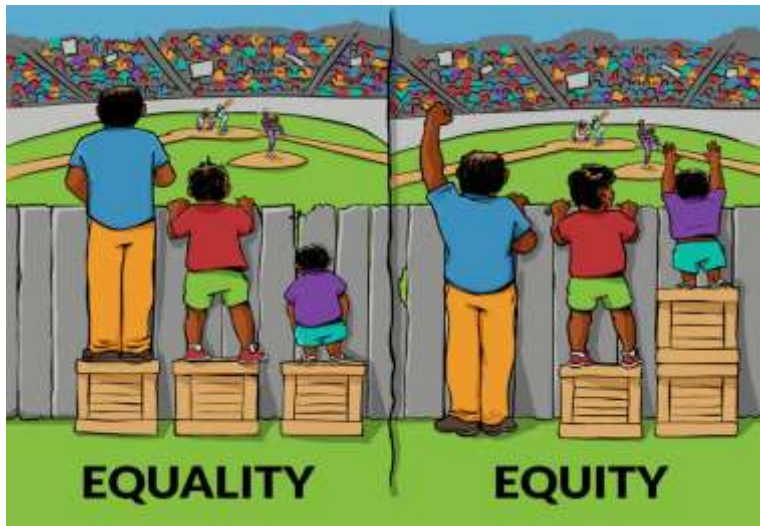
Behaviour that violates the rights of another person.

Unsocial - Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

Not doing as instructed, but not to the detriment of others.

Many schools and staff members group unsocial behaviour with antisocial behaviour. The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial.

It is often staff responding to unsocial behaviour that drives the behaviour to become antisocial.



Equality is treating everybody the same.

Equity is giving everyone what they need to achieve success.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

We accept equity as a principle when it comes to eyesight or physical needs. We accept that the wearing of glasses should be based on need. We would never suggest the wearing of glasses is about equality where we decide if children should wear them, those that need glasses wear glasses, and those who do not need glasses do not wear them.

Schools should be about advocating for each child to receive the resources, differentiated experiences, appropriate interventions, and differentiated learning that will enable them to become as equal as is possible. Good equity results in equality.

If we are successful in differentiation we increase the chance of the children being equal 'when viewed from the other side of the fence'.

How Can we Teach Behaviour?

- Relationships (*invest at the start – children should want to do something because of the quality of their relationship with you*)
- Role modelling (*this is essential – we have to show them how to ‘play nicely for eg by playing with them*)
- Consistency (*not equality*)
- Routines
- Prioritising prosocial behaviour (*really valued in every child – thanking them*)
- Planning alternatives to antisocial behaviour
- Reward and positive reinforcement (*should be given freely and unexpectedly, don’t confuse for bribery*)
- Feedback and recognition (*give feedback when something has not been asked for – don’t just celebrate the things that are expected (eg sticker for holding the door open – this should be the norm)*)
- Comfort and forgiveness (*understanding and know that we will do it differently tomorrow*)

We believe

- Everyone in school has the right to feel safe both physically and emotionally.
- Everyone in school has the right to be treated with respect.
- Everyone in school has the right to learn without distraction.
- That we can teach good behaviour, rather than focusing on controlling inappropriate behaviour.
- Positive experiences create positive feelings. Positive feelings create positive behaviour.

STAFF COMMITMENT

All staff need to know how to promote pro social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Actions by staff are based on important principles:

1. It is the inappropriate behaviour that is rejected, not the child
2. Adults should keep the situation calm
3. A child’s success at reducing inappropriate behaviour should be acknowledged
4. Children must be guided to accept responsibility for their actions and their consequences, both intended and unintended

It is our professional responsibility to challenge inappropriate behaviour and we should not take or deal with incidents in a personal way.

PRACTICE

Children learn best in an atmosphere that is calm and positive. Praise and encouragement are widely used in managing children's behaviour in order to promote positive self-esteem. Children will learn that it is their behaviour that can be unacceptable not themselves as individuals. Good behaviour is expected from all pupils at all times and will be acknowledged through: verbal, personal and constructive recognition by adults and peers.

MANAGING BEHAVIOUR AND RECORDING INCIDENTS

School staff are committed to challenge unsocial and antisocial behaviour of any pupil which involves physical violence or abuse, threats, verbal abuse, theft and damage to personal or school property. This includes all forms of bullying or racism. Behaviour that is unacceptable will result in sanctions. These are designed principally to aid children to recognise why their behaviour is unacceptable and to give them the opportunity to change it. Children will be made aware that they have choices to make.

The Behaviour Ladder (Appendix 1) is designed to ensure that all children have the opportunity to achieve high standards in school and supports the principles of the Home/School Agreement. Sanctions are clearly laid out in the behaviour ladder and it is up to the class teacher to follow the agreed order of escalation when behaviour incidents need to be passed on to more senior staff. When a child is identified as having difficulty in maintaining acceptable behaviour in school there are agreed strategies to be followed:

- ♣ The class teacher will support the child in improving their behaviour through positive recognition.
- ♣ School staff will liaise with each other to support the child through target setting in which parents/guardians will be consulted and invited to share the process.
- ♣ Behaviour Risk Assessment Calculator to be completed to identify if an Individual Risk Management Plan is required for the child
- ♣ If required, Individual Risk Management Plan to be completed by class teacher and member of SLT/Behaviour Lead.
- ♣ All staff supporting individual children in receipt of therapeutic interventions will be made aware of the individual plans for that child.
- ♣ All therapeutic interventions must be monitored and reviewed regularly.
- ♣ When there are prolonged difficulties external support will be sought from outside agencies with agreement from parents/carers.

Behaviour in class will be monitored and recorded by class teachers and other adults working with the child on the EVERY online system. It is imperative that the details of one off and ongoing incidents are filled in accurately and immediately as this will form the evidence to trigger further support. Any emerging patterns of unacceptable behaviour will be discussed with the Special Educational Needs Co-ordinator and an Individual Risk Management Plan written if appropriate.

Playground behaviour will be monitored by class teachers when on duty. Serious issues will be reported to the SLT and recorded on the EVERY system. Serious incidents and a repeating pattern of minor incidents

such as constant interruption of the play of other children or incidents of a physical nature, which upset others, will be followed up initially by class teachers but the SLT will be kept informed.

The role of the parents in supporting behaviour is key. Parents should be informed of any ongoing concerns at the earliest opportunity by the class teacher. The SLT will record serious violations of the school behaviour code on the appropriate form and the SLT will be informed of all serious incidents involving their children.

Staff at Basildon CE Primary are 'Therapeutic Thinking' trained. The Therapeutic Thinking approach is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covers a range of areas including conflict de-escalation, calm body language and debriefing techniques.

Key Principles

In line with the approach, staff agree on a number of principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example
- Where possible inappropriate behaviour is challenged privately rather than publically
- Staff should always help children to try to reduce conflict and to avoid escalating any situation
- The importance of using a calm stance and de-escalation script in a conflict situation
- 'Recovery time' should be given for the child to calm down after an incident, after which time there should be an opportunity for 'Reflect, Repair & Restore'.
- An individual risk management plan should be completed for any child for whom there is 'foreseeable' risk that they may behave in a way that will cause harm to themselves, others or property
- The importance of being proactive in managing children's behaviour i.e. trying to avoid situations which may cause conflict
- The importance of recording incidents

De-escalation

The de-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict.

The script all staff should use is:

- I've noticed that you are...
- At Basildon we follow the rules.
- I understand you are feeling...
- Remember when...
- I need you to...
- Thank you for listening.

It is important that all staff use the same script, although it can be in a different order.

The de-escalation script should be used repeatedly, with no variation from it, until the child has been persuaded to leave the situation and calm down. Children who do not respond to the school's planned strategies to help them to overcome their difficulties will be excluded for a short fixed term period with work set by school to be completed at home. Subsequent exclusions could be for longer fixed terms with a reintegration programme or Pastoral Support Programme (PSP) agreed by school, parents/ carers and outside agencies. Work will be provided to be completed at home.

Restorative Justice

As Basildon we adopt a restorative justice approach. Rather than punishing inappropriate behaviour children are encouraged to: Reflect, Repair & Restore. A restorative meeting should take place once the child is in a clam state of mind (for some children this make take a long period of time). The restorative conversation should include the following questions:

- What happened?
- What was each person thinking?
- Who has been affected?
- How have they been affected?
- What needs to be done to make things right?
- How can we do things differently in the future?

Exclusion

As a school we avoid excluding a child at all costs. The school may temporarily exclude a child only to allow time to restructure the setting to enable a child to safely return. Permanent exclusion will only follow if none of these strategies are successful and the school feels that they are unable to safely meet the needs of an individual. A decision to exclude a child should only be made:

- In response to serious breaches of a school's behaviour policy; AND
- Where allowing the pupil to stay at school would seriously harm the education or welfare of the pupil or of others in the school. There may be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one off' disciplinary offence, and these can include:
- Serious actual or threatened violence against another pupil or member of staff;

- Sexual abuse or assault;
- Supplying an illegal drug; or
- Carrying an offensive weapon
- Bullying is not tolerated at any level and may result in exclusion if it persists.

The exclusion could be fixed term or permanent depending upon the seriousness of the bullying.

Monitoring and evaluation

The effectiveness of this policy will be monitored by the Head through incident reports. This will be reported to the Governors through the Head Teacher's report. The policy will be reviewed every years after implementation.

APPENDIX I

Basildon Behaviour Ladder		
Level	Poor behaviour Examples	Possible Consequences
1 Low Level	<ul style="list-style-type: none"> • Poor effort. • Disruptive fidgeting. • Inappropriate interruptions. • Distracting others • Unkind remarks • Deliberately annoying others • Answering back • Improper use of school equipment e.g. writing on a whiteboard when they shouldn't be. • Wandering around the room during work time, • Dropping litter 	<ul style="list-style-type: none"> • Remind of rules, recognise other children who are following them. • Non-verbal warning i.e. a look • Verbal warning. • Conversation with an adult with a focus on the impact of behaviours on others
2 Moderate Level	<ul style="list-style-type: none"> • Refusal (developmentally appropriate) • Hurting another person deliberately either physically or emotionally • Misuse of school equipment e.g. scissors • Dangerous play • Improper use of toilets or washbasins • 	<ul style="list-style-type: none"> • Conversation with an adult with a focus on the impact of behaviours on others • Restorative conversation with adult where the child is encouraged to: Reflect, Repair & Restore • Parents informed either verbally or via class dojo • Restorative justice e.g. clean up area, repair damage • Remove from play until they can play safely • SLT informed
3 Serious	<ul style="list-style-type: none"> • Persistently hurting another person deliberately either physically or emotionally • Throwing/ kicking objects that could cause harm • Vandalism • Swearing (intentionally) • Possession of inappropriate materials/objects • Leaving classroom without permission. 	<ul style="list-style-type: none"> • Conversation with an adult with a focus on the impact of behaviours on others • Restorative conversation with adult where the child is encouraged to: Reflect, Repair & Restore • Parents informed either verbally or via class dojo • Restorative justice e.g. clean up area, repair damage • Remove from play until they can play safely • SLT informed • Teacher / SLT meet with parents to discuss incidents

Basildon Behaviour Ladder		
Level	Poor behaviour Examples	Possible Consequences
4 Very Serious	<ul style="list-style-type: none"> • Deliberate and persistent physical or emotional harm e.g. kicking, hitting, spitting, biting, pinching. • Children excluding each other because of looks, colour, race, belief, gender or disability. • Swearing to cause upset • Stealing • Serious injury to someone else with intent • Incidents of a sexual nature. • Possession of harmful substances or weapons. 	<ul style="list-style-type: none"> • Conversation with an SLT with a focus on the impact of behaviours on others • Restorative conversation with SLT where the child is encouraged to: Reflect, Repair & Restore • Restorative justice e.g. clean up area, repair damage • Remove from play until they can play safely • SLT informed • SLT meet with parents to discuss incidents • Possible reduced timetable • Possible intervention from other agencies e.g. therapeutic thinking team. • Possible intervention from Governors