Basildon C.E. Primary School
Behaviour Policy

Document Control

Original Document:	Behaviour Policy	Date Created:	November 2019
Version:	1.0	Date Modified:	September 2020
Revision due	Autumn 2021		
Author:	Melissa Cliffe, Headteacher	Modified by:	Melissa Cliffe, Headteacher Pam Slingsby, School Business Manager

Change History

Version	Date	Description	Change ID
1.0	September 2019	Written in with WBC guidance	MC
2.0	September 2020	Updated	MC
2.0	September 2020	Rebranded to BPS	PSS
2.0	January 2021	Approved by FGB	MC

Reviewed and approved by Full Governing Body on		20th January 2021	
Headteacher		*Chair of Governors*	
Name	Melissa Cliffe	*Name*	Barbara Hunter
Signature		*Signature*	
Date	20th January 2021	*Date*	20th January 2021

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 group, class or school dynamic.

A Therapeutic View
Positive experiences create positive feelings. Positive feelings create positive behaviour.

Types of 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 behaviour can be defined as the 'absence' of antisocial behaviour.

Examples;
- Being gentle
- Being kind and helpful
- Working hard (*Being ready to learn - this may look different for some children*)
- Looking after property
- Listening *(to adults and peers)*
- Being honest

Unsocial Behaviour (referred to as 'difficult')
Not enjoying or making an effort to behave sociably in the company of others, but this is not to the detriment of others. Not doing as instructed, but not to the detriment of others.

Leaving their desk without permission
Leaving the carpet during input/story without permission
Refusing to complete the work set
Refusing to get changed for PE
Choosing to do another activity than the one the class are doing (eg reading/drawing on whiteboard etc)
Rocking on their chair
Calling out/talking to a friend (only on occasion not continual)
Not listening to instructions
Playing/fiddling with equipment

Please be aware, all of these behaviours could be a sign of needing help, attention or that the child is bored or impatient. The lesson could be too easy or too slow or too hard – please ensure all these things are considered alongside your actions.

No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes by definition, *Antisocial*.

Antisocial Behaviour (some of these behaviours are referred to as 'dangerous')
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.

Antisocial Behaviours	Dangerous Antisocial Behaviours
Aggressive shouting/calling out disruptively	Leaving the school building
Continued interruptions	Leaving the premises
Swearing	Spitting (directly at another)
Answering back, mimicking	Pushing aggressively
Name calling	Scratching
Lying	Pinching
Refusal to carry out an adult's request	Hair pulling
Distracting and/or disrupting others' learning by continued talking to others, shouting, banging, making noises	Hitting
	Kicking
	Fighting
Throwing small equipment	Biting
Leaving the classroom without permission	Punching
Damage to property/pushing over furniture	Throwing furniture
Stealing	Physical or verbal bullying
	(see Bullying Policy for definition)

Please be aware, all of these behaviours could be a sign of needing help or attention and the child may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help

As above, the lesson could be too easy or too slow or too hard – please ensure all these things are considered alongside your actions.

Antisocial behaviour should not need SLT support unless it is persistent and disruptive.
Dangerous Antisocial behaviour is <u>likely</u> to need SLT support/intervention.

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
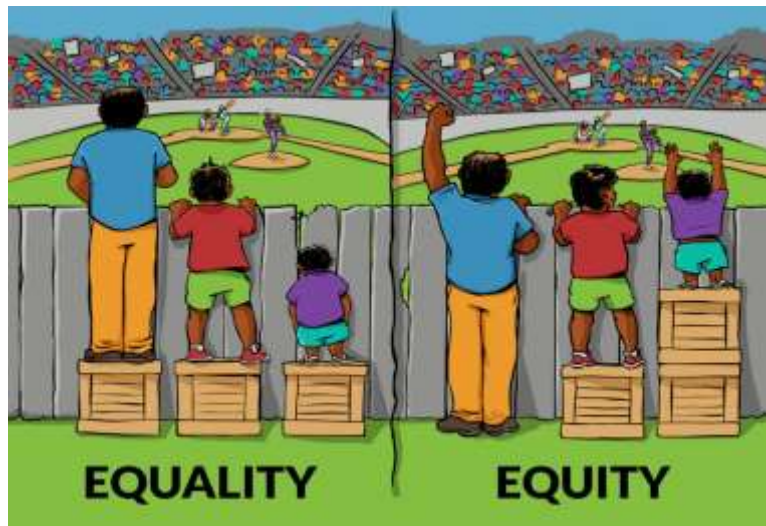
Equality is treating everybody the same.
Equity is giving everyone what they need to achieve success.

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 <u>Teach</u> 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 e.g. by playing <u>with</u> 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 (e.g. 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 scripts 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. SLT will be informed of all serious incidents involving 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 may 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. Following exclusions, a reintegration meeting will be held where a plan is agreed by all parents, staff and the child to support the child's return to school.

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 dangerous behaviour; 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 1

Scripted Language for Unsocial Behaviours

	Positive Phrasing *(Can include distracting/re-directing)*	**Limited Choice**	**Disempowering the Behaviour and/or De-escalation**	**Protective** or **Educational** Consequence
Unsocial Behaviours				
Leaving their desk without permission	'Stay seated in your chair… (name).' 'Who else can I see sitting well at their desk?'	'Are you going to sit on your own or with the group?' (repeat). 'Would you like to sit on the chair at this desk or that desk?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to…. before you go out to break.'
Leaving the carpet during input/story without permission	'I can see you may not be comfortable there but stay seated until we have finished.'	'Would you like to sit in your carpet space/at your desk, or next to me?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to…. before you go out to break.'
Refusing to complete the work set	'I know you want to do …… first I need you to ….., then you can …..' 'Can you tell me…./show me ….?'	'I can see you are not ready to do Maths now, so we can do ….. or …. and come back to Maths when you are ready.' 'Let's see if we can do this in the book corner?' 'I wonder if we will be faster at the table or book corner? (repeat) 'Are you starting your work with the words or a picture?' (repeat) 'You can work with a friend or on your own.' (repeat)	'You can choose to finish it later.'	Rehearsing and practising Completing tasks Differentiated curriculum – possibly practical and creative activities to encourage engagement in class

	Positive Phrasing *(Can include distracting/re-directing)*	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Unsocial Behaviours				
Refusing to get changed for PE	'I know you don't want to get changed for PE, so this time just take off your shoes and socks and then you will be safe.'	'Are you going to change all your kit or just shoes and socks.' (repeat) 'You can choose to get changed here or in the cloakroom/other classroom.' (repeat)	'Well done to everyone getting changed quickly and safely for PE.' (remind of importance of changing). *There may be a safeguarding or body conscious issue here so you do need to check this – there could be a previously arranged place agreed for private changing if necessary.*	
Refusal to do PE	'I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit.' (repeat).		'You can do a lesson with the other class later if you would like to?'	'Before break, we will talk about the bits you find difficult in PE.'
Not listening to/ following instructions	'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?' 'Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.' 'Fantastic listening from…. I like the way you are staying still and listening so you can follow my instructions.'		'You can choose to have another go later.'	'We will check you understand how to…. Before you go out to break.'

	Positive Phrasing *(Can include distracting/re-directing)*	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Unsocial Behaviours				
Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)	'I can see you are choosing to read/draw now rather than join in. If you do this….. first, then you can draw/read after that.'	'You can choose to do this now or later'. (repeat)	'You can choose to do this later if you would like to when the others are doing…..?'	'We can check you understand what to do before you go out to break.'
Rocking on their chair	'Put the 4 chair legs on the floor.'	'Do you want to sit on the chair or the carpet?' (repeat)		'We may need to practise how to sit on the chair safely before breaktime.'
Calling out/talking to a friend (first occasion)	'We are taking it in turns to listen. Who else can I see listening carefully?' 'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'			'We can check you understand what to do before you go out to break.'
*Playing/fiddling with equipment *(Some children may need to do this when listening – if they are not disrupting they may need to be given a fiddle toy)*	'I can see you want to fiddle with the pen/rubber when we are listening – it may be distracting others.' 'Put the ruler/rubber/pen on the table.'	'Put it on your table or give it to me.' (repeat)		

	Positive Phrasing *(Can include distracting/re-directing)*	Limited Choice	Disempowering the Behaviour and/or De-escalation	**Protective** or **Educational** Consequence
Unsocial Behaviours				
*Not sitting 'appropriately' for learning *(Some children may find it very difficult to sit still and cross-legged on the carpet or up straight on a chair – try and offer times when they choose their best listening position and offer this on occasion eg storytime)*	'You need to sit up to your desk for this lesson because….. (eg it will help your presentation/ show me that you have understood the instructions), later for storytime you can ……… (eg sit in your favourite way.)'			

	Positive Phrasing *(Can include distracting/re-directing)*	**Limited Choice**	**Disempowering the Behaviour and/or De-escalation**	**Protective** or **Educational Consequence**
Antisocial Behaviours *Note the frequency – it is normally this that makes it intolerable – only very frequent and persistent will require SLT intervention*				
Continued interruptions Aggressive shouting/calling out disruptively Answering back/mimicking	'I can see that you are not ready to learn. When you are ready we can talk about the learning before you go out to break.' 'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?' 'I can see you know the answer but at the moment it is ……'s turn to share their thoughts.'	'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or ……?' (repeat).	If the interruptions are 'valid' and the pupil is keen to get their point across, ensure they understand the 'rules' of conversation. If it is being done to disrupt others then use the phrasing and choices. Ignore and speak later to individuals.	Conversation and exploration
Swearing Name calling Lying	'I can see that you are not happy at the moment.' 'I can see you are upset.' 'We can talk when you are ready.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat). 'We will carry on when you are ready.' 'We can talk when you are ready – who would you like to talk to, me or ……?' (repeat when calm)	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	Conversation and exploration 'Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.'
Refusal to carry out an adult's request	'Put the pen on the table.' 'I can see you are not ready to do this right now.' 'I can see something is wrong, if you want to talk I will listen – I am here to help.'	'Walk with me, to the library or the book corner.' (repeat)		Rehearsing and practising Completing tasks

	Positive Phrasing (Can include distracting/re-directing)	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Antisocial Behaviours *Note the frequency – it is normally this that makes it intolerable – only very frequent and persistent will require SLT intervention*				
Distracting and/or disrupting others' learning by continual talking to others, shouting, banging, making noises	'I can see that you are not happy at the moment and you are not ready to learn/play.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat).	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	Rehearsing and practising Completing tasks (catch-up hub)
Leaving the classroom without permission	'I can see that you are not happy at the moment.'	'Come back into the room when you are ready and we can talk here or with ……. who would you like to talk to, me or ……?' (repeat). 'You can come and find me when you are ready.'	I can see you are not happy at the moment. When you are ready to come back to class, I will listen.' (then ignore until they are ready as long as another adult is in the vicinity).	Educational opportunities – identify early warning signs for needing to leave Creation of a 'safe space' in the classroom if staying in class is difficult
Damage to property	'I can see that you are not happy at the moment.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat).		Assisting with repairs or planning the repairs
Stealing	'I can see that you have taken something that doesn't belong to you.'	'When you are ready to return it, you can give it to me or put it in the box.' (repeat).		Research the real-world implications

	Positive Phrasing *(Can include distracting/re-directing)*	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Dangerous Antisocial Behaviours *will likely need SLT support after following the script*				
Leaving the school building Leaving the premises	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to (adult) inside, we can solve the problem.' 'Name, you have left the school premises, so I am going inside to call the police.'	'I can see there is something wrong. Do you want to come inside and talk to *Miss Cliffe, Mrs Ward, Miss Hutchinson?* (give a choice of 2 – whichever most appropriate/available).* 'When you come in would you like to go to the carpet or your safe space?' (repeat)		Conversation and exploration Possible limit to outside space Escorted in social situations/breaktimes Restricted off-site activities
Spitting (directly at another) Hair pulling Pushing aggressively Scratching Pinching Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying (see Bullying Policy for definition)	'Your actions have hurt me/child's name. Use your words and I will listen.'	'I can see there is something wrong. Do you want to come inside and talk to *Miss Cliffe, Mrs Ward, Miss Hutchinson?* (give a choice of 2 – whichever most appropriate/available).* *(If already inside the choice would be to come and talk to one of these adults and away from wherever they are now).*	'Child's name….., I can see something has happened.' 'I am here to help.' 'Talk and I will listen.' 'Come with me and …..'	Protective Consequences: Possible limit to outside space Escorted in social situations/breaktimes Restricted off-site activities Differentiated teaching space Exclusion

All unsocial, antisocial and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following any of these difficulties – see above - Prosocial section

Examples of responses;	Post incident recovery and debrief measures (this will happen following any de-escalation activity and a period of time for calming down)
'Name, you have used your safe space, well done.' 'You are making a good effort with your learning.' 'Thank you for telling me how this made you feel.'	**(Sensory objects may need to be made available for the child to focus on during the discussion)** **You may begin with a 1-10 scale of how the child is now feeling (they don't need to explain why they have chosen this number)** **Offer opportunities to draw instead of communicating** You may want to offer the opportunity to discuss with; 'It is time for a chill and chat…. Shall we go into the Hub etc' Ask restorative questions; 'Tell me what happened when…' 'How were you feeling when you….?' 'Who has been affected…?' 'How can you help to put this right?' 'How can we make things better for you when you feel like this?' 'So, let's practise what we have learnt so that we can do things better next time.' (You may want to use activities such as Comic Strip conversations/Feelings Cards.

Consequences

Protective and/or Educational

It is essential that there is always an educational consequence. We must be able to show how we have helped the child develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the child with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term.