

Ben Jonson Primary School



Behaviour for Learning Policy

Date reviewed: March 2022

Date due for review: March 2023

This behaviour for learning policy acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). It seeks then to place the school’s vision and values within this context.

The role of parents and carers is referred to continuously through the policy. We believe that parents are a child’s first educator and that positive behaviour is a result of schools and families working together towards the school’s vision and values.

Our Vision

Ben Jonson Primary School is a welcoming, caring, stimulating, happy and inclusive school which nurtures and inspires. Ben Jonson Primary School’s core purpose is to ensure all children, groups and individuals, make good progress. In particular, our aim is to ensure that those we deem disadvantaged are able to make progress alongside their peers and any gap in attainment is diminished. All individuals have the right to feel safe, the right to learn and the right to respect and fair treatment. In this way we hope that children become **brave**, **kind** and **curious**.

The Ben Jonson Way

We are:

- **Brave** – we proudly celebrate pro-social behaviour and consistently challenge unexpected behaviour
- **Kind** – we look after each other, physically, socially and emotionally and treat each other with respect
- **Curious** – we are interested in our learning and help others to learn at all times

These qualities strongly support learning in all its forms. These have been developed with staff and children so that each quality and its impact on learning is well understood. We believe this is at the heart of a **relational approach** to behaviour and learning and take this approach in order to establish a **restorative culture**.

Purpose of a relational approach

- Develop high quality, nurturing relationships that support learning
- Recognise pro-social behaviour and reinforce through praise
- Promote independence and self-regulation through an understanding of **zones of regulation**
- Teach expected behaviour through positive interventions e.g. **emotional coaching**

A **restorative culture** is based on the following principles:

Relationships matter	Difference is an asset	Be more curious than judgemental
Be more collaborative than competitive	Be both supportive and challenging	Be responsible for what’s yours and enable and allow others to be responsible for what’s theirs
Listen to understand	Ask more than tell; if anything isn’t clear, ask.	Be kind

School Charter

The School Charter forms the basis of positive behaviour for learning. Each class takes these elements and develops a class charter and links these to a series of expected behaviours

Classes are expected to display these charters and explore with children what each element of the charter looks like in positive terms so that positive behaviour for learning can be supported through clarity of expected behaviours.

Brave	
We are honest	We don't cover up the truth
Kind	
We are gentle	We do not hurt others
We are kind and helpful	We do not hurt other people's feelings
We look after property	We don't waste or damage things
Curious	
We listen	We do not interrupt
We work hard	We don't waste our own time or others' time

Adult support for behaviour for learning

At Ben Jonson we believe we should help children to become increasingly able to self-regulate their behaviour so that they are increasingly able to take control of their learning. We expect staff to provide the physical, social and emotional environment for children to feel safe and able to learn. Consequently

All staff, every day will be

- **Calm** – we aim to remain calm at all times, setting the right example when dealing with unexpected behaviour that challenges us.
- **Caring** – we aim to treat each child as an individual, respecting their individual needs within a context of mutual respect and care when promoting pro-social expected behaviour and dealing with unexpected behaviour.
- **Consistent** – we aim to use class charters consistently so that children, staff and parents understand that behaviour has been managed positively and fairly. We also aim to be consistent in the routines we follow in order that children have the best opportunity for a continuous school experience.

Teaching teams will develop a shared approach to their practice so that children understand what is expected of them. Teaching teams do this by developing:

- **Three establishment phases** - establishment phase is the bedrock of a relational approach where class charters are developed, zones of regulation are taught and routines established. These are revisited three times a year and are informed by a supporting curriculum.
- **A clear set of routines that strongly support pro-social behaviour** – This sets out how children are held within a set of routines that model a calm, caring and consistent approach
- **A clear and shared approach in supporting children to self-regulate** – This includes use of praise, reminders, cautions and time-out agreed between all adults in the class, shared with the children and enacted consistently.

All staff are given regular training to support and develop their practice around managing behaviour and promoting positive behaviour within school. This involves understanding the roots of all behaviour and that all behaviour has meaning and is an attempt to communicate. Staff are trained in developing a strong emphasis on practices in promoting and understanding of how children can be supported to self-regulate (zones of regulation) and focus on the ways that teachers are responsible for providing the right physical, social and emotional structure so that children can focus on learning.

Leadership at Ben Jonson

Senior leaders at school play a crucial role in leading and modelling our relational approach.

Senior leaders will:

- **Be a visible presence around school** – through being around at the beginnings and end of days, over lunchtime and playtime, in corridors during the day, senior leaders will model expected behaviours and a relational approach
- **Be an active supporter** - where class teachers and middle leaders need support, senior leaders will be available to help manage children's behaviour in a thoughtful, collaborative and focused way
- **Celebrate the successes of staff and children** in modelling pro-social, expected behaviours

Practice to encourage pro-social behaviour

Praise at all levels

All staff recognise that they give their first attention to what is going well and use this as a basis for setting high expectations that all children can follow. This is manifest in praise at a range of levels.

When things go well we:

- **Let the child know** – teaching teams will have a range of strategies, both public and private to let a child know that their behaviour is pro-social and positive. These include a ratio of 5:1 positive praise against negative comments
- **Let the parent know** - Teaching teams will use postcards, phone calls, Google Meets and parents' meetings to regularly let families know about the successes of each individual child
- **Let the school community know** – Teaching teams will alert senior leaders so that individual successes can be celebrated in phase/ whole school assemblies and publishing details of successes on the school website

Individual responses and praise are given to children demonstrating positive learning attitudes in being **brave**, **kind** and **curious**.

Practice to challenge negative behaviour

When things do not go well we:

- **Redirect, remind and distract** – Teaching teams will use a range of strategies to support children to recognise that the need to move to pro-social behaviours. If required, teaching teams may use structured reminders, cautions and time-out to support a child to return to pro-social behaviours. We use the '24 tips for behaviour management' (appendix 1) to support teachers to have strategies for redirecting pupils who are demonstrating low-level behaviours.
- **Keep clear records** – where a child is continually making anti-social choices we remain curious and look for any antecedents that may be triggering the behaviours. Keeping clear records over time allows for a shared view to emerge and will be evidence of approaches taken.
- **Create a consistent plan** – Teaching teams, in conjunction with middle/ senior leaders should create and enact consistent plans to support individual children to better regulate their behaviour, especially if it has become challenging to the class and other children.

Consequences

It is a fact that children learn through making mistakes. At Ben Jonson we believe that by challenging negative behaviour we are offering children the opportunity to learn from their mistakes and take steps to address their learning in a more positive fashion. When giving a child a reminder, all staff should remember this action is to highlight the behaviour for the child to support their learning and through references to zones of regulation and skilful emotional coaching, the child is more able to self-regulate. This should alert staff that they should be employing positive behaviour strategies that help the child avoid moving to the next stage of the behaviour system.

Challenging behaviour will result in a series of prompts and reminders

1. Redirect, distract and use of verbal and non-verbal cues (Appendix 1 - 24 tips for behaviour management)
2. 1st Reminder – redirecting child to expected behaviour
3. 2nd Reminder – give clarity on charter rule being broken; redirecting child to expected behaviour and reminding them of when they have done this successfully.
4. 3rd reminder – moving child to bounce back table to use zones tools for self-regulation. A 3rd reminder is classed as a **Red card**. This could lead to a range of consequences including exclusion from class for a set period of time, exclusion from playground and in exceptional circumstances, exclusion from school. A Red card will always be followed by meetings with parents and child and, if necessary, referrals to other support within school.

There are behaviours that are classed as immediate **Red Cards**. These behaviours are:

- Persistent and disruptive behaviour following a series of reminders and warnings to redirect behaviour
- Discriminatory behaviour including racist, faith-based misogynistic or homophobic comments or behaviour towards others
- Deliberate physical harm e.g. fighting
- Bullying including inappropriate online activity and peer-on-peer abuse
- Stealing
- Vandalism
- Direct disrespect or defiance towards any adult responsible for the safety of children at school including children who have made malicious accusations against school staff

If an incident has happened and fully explored with all those involved and any of the above are shown to have happened, we follow a restorative process to ensure those harmed and those that have harmed have a chance to repair the situation and make apologies where needed.

At the end of this process a proportionate consequence will be applied. These include:

- Exclusion from class – supervised by SLT or learning in a different classroom
- Exclusion from playground – supervised by class teacher or SLT
- Restorative actions – repairing broken property; making financial contributions to the cost of broken items; writing letters of apology; community service to assist adults who have been harmed to rebuild trust and relationships

In exceptional circumstances e.g. physical assault against a member of staff, continued bullying over time, the school may consider a fixed term exclusion from school. This would be a last resort and would never be undertaken without a full understanding of what had happened, why it was a serious breach of school values and why it had had such a serious impact on an individual. It would then include views of the headteacher, the head of Inclusion, parents and carers and those involved before a final decision was taken.

Physical Intervention

The health and safety of staff and pupils is paramount at Ben Jonson Primary School. All challenging behaviours can be a potential risk to staff and other pupils in the classroom or other environments and should therefore be regarded seriously.

A physical intervention is any use of force by one person against the force of another person. Any physical intervention used at Ben Jonson must be the agreed holds and ensure that the pupil is safe and the adult member is calm.

A planned physical intervention must be written in the pupil's behaviour support plan (behaviour plan) and be agreed by all staff working with the pupil. An unplanned physical intervention must only be used once where there is a danger to the pupil or to other staff or pupils around them. From then on it must be planned for and written into a behaviour support plan.

Any physical intervention must be carried out swiftly and calmly so the pupil does not become more stressed. Language must be kept to a minimum.

All physical interventions should be recorded, by the staff member involved, in the Physical Intervention Book kept in the office. Staff must report any incidents to the head of Inclusion, Deputy Head and Head Teacher.

Physical interventions should only be used as a last resort when staff have good grounds for believing that immediate action is necessary to prevent a pupil from significantly injuring themselves or others or causing serious damage to property.

Children with extremely challenging behaviour

Where an individual child's behaviour is clearly outside of the scope of the behaviour policy due to potential SEMH, (Social, emotional, mental health difficulties) their behaviour might need additional support i.e. an individual behaviour chart or reward system. In this instance an immediate assessment of needs will be done and relevant agencies will be involved. This may include

- Referral to the school's SEMH provision for assessment and possible application for an education and health care plan (EHCP)
- Child and Adult Mental Health Services (CAMHS)
- Support for Learning services (SLS)

As assessments are completed, plans for the child will be modified in the light of advice and feedback. It is essential in these situations that parents/carers are fully involved in the process and that their needs and input is a clear focus in any plan for the child.

Transition

Where a child is coming to the end of their time at a specific phase or at the end of their time at any plans that are in place will be communicated to the receiving phase or school. For year 6 pupils deemed to be vulnerable, separate activities e.g. meetings with parents and carers, visits to new school, travel planning and meetings with receiving school's inclusion team happen to ensure they are well-prepared for the next part of their learning journey

Appendix 1 - 24 Behaviour management tips

Tip 1: Only say "Good morning/afternoon" once the class has settled

Explanation:

By speaking over the class we are habituating them to a loud class environment. As the teacher we need to set the right volume level.

Example:

When you're quiet, then we can get on with what we're doing today...[WAIT CALMLY]...Great, thank you.
Good morning, everyone...

Tip 2: Tactical pausing

Explanation:

Pausing emphasises attention and focus.

Example:

So, as we saw....yesterday.....when you want to.....add.....two.....fractions....

Tip 3: Redirect behaviour

Explanation:

Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task.

Example:

Okay Maria and Mark. We're looking at the final verse of the poem on page 23.

Tip 4: 'Thank you' rather than 'Please'

Explanation:

Communicates expectation that they will do what you are asking. Assertive.

Example:

Sitting back in your seat now, Gemma. Thank you.

Tip 5: Allow take up time

Explanation:

Allows children to comply in their time and so not lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follow an instruction with a pause to allow pupils time to comply.

Example:

Could you open your book and start work now Mia. I'm going to see Bill who needs some help but I'll come back in a minute to see if you need any help.

Tip 6: Describe the obvious reality

Explanation:

Raises behaviour awareness within the pupil.

Example:

Nathan, you're walking around the room.

Tip 7: Rule reminder

Explanation:

Redirects pupil to the desired behaviour.

Example:

Remember our rule about staying in our seats...

Tip 8: When.....then.....

Explanation:

Links good behaviour to good consequences. Avoids the negative by expressing the situation positively.

Example:

When we're all back in our seats and quiet, then we'll see who gets housepoints today.

When you have finished your work, then you can go out.

Tip 9: *Low and slow voice***Explanation:**

Communicates and creates calmness

Example:

Use low tone and speak slowly

Tip 10: *Partial agreement***Explanation:**

Partially agree then redirect. Keep the focus on required behaviour and do not get into discussion or debate

Deflects confrontation with pupils by acknowledging concerns, feelings and actions.

Example:

Yes, you may have been talking about your work but I need you to listen carefully now.

Yes, it may not seem fair but . . .

Tip 11: *Stuck record***Explanation:**

Keeps the focus on the instruction. Avoids you getting drawn into discussion.

Example:

Omar, I need you to put that book back where it was...back where it was...back where it was...ad infinitum...

Tip 12: *Avoid asking why..?***Explanation:**

It's not usually what you want to know and it creates defensiveness or starts an argument.

Example:

Alan, you're talking while I'm talking to the class.

Tip 13: *Non-verbal cueing***Explanation:**

If we use a non-verbal cue (e.g. hand up to draw the whole class back together) – make sure we explain what the cue is and teach the class how it works.

Example:

Rhythmic clapping. Hands up.

Tip 14: *Name reminder***Explanation:**

Integrate name into teacher talk as a low-level way to refocus the child.

Example:

So if we think for a minute, Emily, about what we're trying to find out here...

Tip 15: *Proximity praise***Explanation:**

Praise a nearby pupil for following the expectation in order to direct another pupil without drawing attention to the negative behaviour

Example:

Amina has put her things away and is back in her place ready to go out to play.

Tip 16: *Distraction / diversion***Explanation:**

Disrupts the behaviour without making a big deal out of it.

Example:

Jack, can you come and help me give out these sheets please. Well done.

Tip 17: *Behavioural direction***Explanation:**

Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.

Say what you want them to do, NOT "Don't..."

Example:

Tobi, back on with your writing. Thanks.

Tip 18: *Tactically ignore secondary behaviours***Explanation:**

Secondary behaviours (tone of voice, body language, sulk, sigh, kissing teeth) can affect us emotionally and we then react to the secondary behaviours. Often better to tactically ignore the secondary behaviours and keep the focus on the primary behaviour.

Tip 19: *Not "my class" always "our class"***Explanation:**

Builds cohesion among the group.

Example:

That's not how we talk to each other in our class, Maria. Remember, we talk kindly to each other in our class.

Tip 20: *Deferred consequences***Explanation:**

Deals with a pupil who is misbehaving later and therefore removes the 'audience', that is the rest of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome.

Example:

I'd like to sort this out Amy but we can't do it now. I will talk with you at 10:30.

Tip 21: *Warm welcome***Explanation:**

Welcome children warmly at the start of the day. Shows the children that you are glad to see them, that you care.

Example:

Be at the door with a smile and a kind word when the children arrive in your room

Tip 22: *Admit when you get it wrong***Explanation:**

Be human. Be humble. Model that we all make mistakes.

Example:

I got annoyed earlier and shouted. It's not good to shout. I'm sorry I shouted. I'll try to keep my calm.

Tip 23: Give a choice

Explanation:

Gives pupils some control over a situation which is less likely to initiate point-blank refusal.

Example:

Are you going to sit here or next to Ali?

I need you to get on with your work or you'll move to Yellow. It's your choice.

Tip 24: Praise

Explanation:

Keeps the focus on the desired behaviours. Gives children attention for doing the right thing.

Example:

Well done. You have remembered to put your hand up to answer a question.