

## Behaviour written statement

### 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.

<i>Brave</i>	
We are honest	We don't cover up the truth
<i>Kind</i>	
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

<i>Curious</i>	
We listen and ask questions	We are active learners keen to find out about the world around us.
We are interested	We work hard to learn

### **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.

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
- **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 (24 tips for behaviour management)
2. 1<sup>st</sup> Reminder – redirecting child to expected behaviour
3. 2<sup>nd</sup> Reminder – give clarity on charter rule being broken; redirecting child to expected behaviour and reminding them of when they have done this successfully.
4. 3<sup>rd</sup> reminder – moving child to bounce back table to use zones tools for self-regulation. A 3<sup>rd</sup> 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 (see full policy)

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

- Discriminatory behaviour including racist, faith-based misogynistic or homophobic comments or behaviour towards others
- Deliberate physical harm e.g. fighting
- Bullying
- Stealing
- Vandalism
- Direct disrespect or defiance towards any adult responsible for the safety of children at school

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 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.