



Improving Behaviours Policy 2018

Principle and Aims

Our improving behaviours policy is designed to allow all children to feel valued and cared for so they become emotionally intelligent learners in a safe, caring and positive environment. An essential part of our role is to develop and foster independent thinking and decision making, in order for all pupils to become confident understanding and managing their own emotions and behaviours and making appropriate choices, which improve their own lives and those of others.

To promote positive attitudes to learning we ensure we provide:

- A stimulating and safe environment (Learning Environment and Display Policy)
- An inspiring curriculum (Curriculum Policy)
- High quality teaching and learning (Teaching and Learning Policy)
- High quality marking and feedback (Marking and Feedback Policy)

The above policies as well as the documents in the appendices and Special Needs Policy, support our Improving Behaviours policy.

Expectations & Responsibility

It is the responsibility of **pupils** to **make good choices** at all times and with all adults and pupils in school. We expect all pupils to meet the following key expectations:

- **Follow instructions**
- **Use positive language**
- **Listen to others**
- **Respect others by keeping hands, feet and objects to yourself**
- **Resolving problems**

We expect all **adults** to apply and model the behaviour policy and related procedures at all times in school. A key priority is to **reward and praise good choices in order to reinforce good behaviour** and positive attitudes and ensure that consistent consequences are given for positive and negative behaviours.

We work collaboratively with **parents** so children receive consistent messages about how to behave. We inform parents immediately if we have concerns about their child's welfare or behaviour. A behaviour policy leaflet for parents is available in school and on our website.

In relation to improving behaviours, we expect parents to:

- Be aware that we have school expectations and to support them
- Support their child's learning
- Support the school's decision when applying consequences to deal with any specific incident / issue

Restorative Approach (See Appendix 1 - conversation support prompts)

We always ensure a restorative approach to dealing with conflict and managing behaviour with the focus on building, maintaining and repairing relationships. It provides pupils with essential life skills around dealing with conflict and harm, building support while allowing them to be fully accountable for their behaviour.

Consequences for behaviour choices – See Appendix 2 (Our approach to improving behaviours)

In order to improve pupil's behaviour we operate a system of positive and negative consequences linked to pupils' behaviour. The consequences have two purposes:

- Demonstrate to others that a particular behaviour is acceptable/unacceptable
- Support the pupil in learning that the behaviour is acceptable/unacceptable

We believe it is always important to **explain** to pupils why they have received the consequence and link them to the learning attributes and behaviours and not only the outcomes from produced work. When giving negative consequences, we always ensure they are **reasonable** and take into account any special needs as well as the pupils' age.

Positive Consequences – We have a system of positive consequences that all members of staff follow and keep a record of. Class wide rewards are used to ensure all children are able to contribute to the positive ethos in the classrooms, spaces and school.

Class wide rewards

In each class, there is a class wide reward system to encourage and reinforce whole class routines. It can be given for whole classes but is most effective when used for individual Tier 1, 2 and 3 students who are struggling to follow classroom and school-wide rules. Once the class reach 10 points (shown as 10 circles on the board or in the classroom), the teacher rewards everyone with a small reward. There is no maximum per lesson or per day.

Staff aim to give 2-3 times as many CWR as warnings, focusing on giving most CWR to those students most likely to get warnings/ those getting most warnings.

Note: It's best to arrange the CWR with the student privately and announce publicly (when appropriate – some students don't enjoy public praise, so announce privately too)

Anti-script examples:

Johnny, here's an individual reward for doing the same as everyone else. I'm sure they won't mind.

Thanks for

Use of "Thanks for..." as a way to increase positive to negative ratio (Ideal minimum of 10:1 positive to negative.) Also used as a way to cue warnings.

Eg Thanks for using a partner voice.

Thanks for putting eyes on me.

Anti-script examples:

Thanks. (Thanks for... is 100 times more effective.)

Well done.

Good girl; good boy.

Negative Consequences - Although our behaviour policy is based on positive reinforcement, pupils must also be aware that poor behaviour choices have a negative consequence and these behaviours have an unacceptable impact on learning and/or safety. Warnings are recorded on a class sheet, collated, monitored and provide an insight into a child's consistent behaviour patterns.

Where behaviour is unacceptable the Head Teacher may decide to exclude a pupil for a fixed term period internally, externally or permanently exclude a pupil (reviewed by the governing body).

Monitoring and evaluating

The leadership team, including Governors, will evaluate the effectiveness of the policy, practice and procedures and make amendments where needed. See the monitoring schedule and Termly focus in Appendix 3.

A copy of this policy will be issued to every member of staff annually in September and to all adults involved in teaching and learning at Westfield Nursery and Primary School (staff, volunteers, visitors, students, governors).

A leaflet version is available.

Policy – written. September 2018 Karen Barley (Head teacher)

Review – July 2019

Appendix 1

RESTORATIVE PRACTICE QUESTIONS

To respond to those with challenging behaviour:

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have you been affected?
6. What do you need to do to make things right?

To help those harmed by others actions:

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected you and others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

If children get used to thinking about these questions from an early age, we help them help them improve their emotional literacy. Using the same questions means they are given the best chance to explain how they felt and how they feel.

Eventually, we want them to think about consequences **before** they act.

Appendix 2

Our whole school approach to behaviour

Test of Reasonableness

- Reasonable expectations
- Reasonable consequences (these include supportive interventions)
- Reasonably delivered

We base our school behaviour policy on **expectation clarity through shared routines and language**.

Consequence steps

1. Recorded warning - class sheets
2. 5 minutes away from the group
3. Rest of session away from group
4. 15 minute withdrawal to another class/ 10 minute break/lunch time supervision
5. Withdrawal for remainder of morning or afternoon/ parents called /SLT informed

We tackle low-level disruption by giving small reasonable consequences for small failures to follow reasonable instructions. We ensure that lost learning time is kept to a minimum.

Mini-scripts

E.g. “Josh, warning, the instruction is to I will be fair on you Josh.”
“Stop and look at me (or the board).”

Moving from reward to recognition

Our school strategy for recognising effort and excellence includes:

- Class-wide rewards
- Verbal and written praise-free feedback
- Positive texts home- any member of staff
- Positive phone-calls home – class eacher/head teacher
- Positive postcards home – Head teacher

Ratios

10:1 “Thanks for...” to warnings.

3:1 Class Wide Rewards to Warnings e.g. A total of 20 warnings in one day would also mean getting through 60 Class Wide Rewards.

Triggers

- We ensure children are given extra support with their behaviour when/if they are not making the right choices which have an affect on themselves, others and their learning.
- We ensure staff are given extra support with behaviour when/if they feel they need additonal help with a situation, where learning is affected, where a child refuses to follow the sequence.

- We are developing the use of Functional behaviour Plans for and with students when they persist with disruption, where patterns emerge and where we feel they need next tier support to understand their triggers more fully.
- We use Restorative Practice to help build and repair relationships. Students and staff access RP when there is a need to address conflict, discuss how to change behaviours and also
- When children join the school mid-year, our induction procedure is to ensure they are aware of the behaviour policy. Parents will have a copy of the policy leaflet given to them at induction.

Autumn term 2018 - Our Three Priorities (these change over time- see monitoring schedule below)

Examples:

Walking in school

Our mini-script:

- Thank you for walking on the left side of the corridor/stairs...
- Thank you for walking one behind the other and using a quiet voice
- Thank you for lining up one behind the other, facing the front, keeping hands feet and objects to yourself.

Controlling noise levels using

Our mini-script:

Thank you for using a:

- **Silent Voice:** a voice in your head only. (Not communicating verbally or nonverbally.)
- **Partner Voice:** a voice only your partner can hear.
- **Table Voice:** a voice only your table can hear.
- **Classroom Voice:** a voice that everyone in the class can hear.
- E.g. *Thanks for using a partner voice.*
- *Thanks for using a table voice.*
- *We're going to use a silent voice for this activity.*

Low-level disruption

Our mini-script:

- *5,4,3,2,1 Stop and put eyes on me. Thanks for putting your eyes on me; you've got your eyes on me. I'm only going to talk for x minutes.*
- *XXXXX was the instruction.....*
- Warnings used to remind children of the expectation....
 - *That's a warning XXXXX for not following the instruction to XXXXXXXX. I will be fair with you.*

Appendix 2

Tier 2 and Tier 3 - Aggressive disruption/De-escalation

Our actions and script:

- Move away from the child so that they cannot hurt you. Make sure they can get away from you and that your stance is not preventing them from moving.
- Ensure you use a very calm tone of voice with the children even if you are feeling stressed.
- Do not get into any kind of discussion or argument with the child. Do not tell them their behaviour is unacceptable. You can issue a choice such as 'you can go to Mrs Cox's office or you can sit in the welfare room' but make sure the choice includes something they will not find threatening
- Reduce your language. Children under stress get more and more stressed and anxious when people speak to them. ASD children struggle immensely with this.
- Do not prevent them from going anywhere e.g. out of the classroom, into another room, onto the field unless they pose a risk to themselves or others. If they run off, you can refer to Learning Mentors or SLT.
- Understand that when a child gets to this point, they are at crisis point and are not able to make rational decisions. It is not aimed at you personally.
- Praise when you see them calming eg 'Well done I can see you taking deep breaths and starting to calm yourself down'

We only ever physically intervene if a child poses a danger to themselves or others. Examples of this would be if they were about to run out of the school gates or hit another child. If this is necessary we would aim to ask a Team Teach/Manual handling of a child trained member of staff to assist if time allowed (a list of trained staff is available).

Send for help if you think a child's behaviour is escalating to this point. You can do this by sending a child or a note to the office asking for immediate assistance.

 Westfield Nursery & Primary School Behaviour Focus & Monitoring			
Strategy	School wide script	Fidelity and Monitoring Methods	
		How many staff use the strategy and how many children would recognise it? Monitoring methods: Clipboard tally, staff questionnaire, pupil voice, school council interviews, lesson obs, learning walks, warning sheet collection, book scrutiny etc	
Getting the attention of the whole class/group of children for 2-5minutes.	<i>5,4,3,2,1 Stop and put eyes on me. Thanks for putting your eyes on me; you've got your eyes on me. I'm only going to talk for x minutes.</i> Anti-script examples: Shouting. <i>Why aren't you looking at me?</i> <i>I'm just waiting!</i> <i>Everyone's waiting for ...</i> <i>You won't know what to do if you don't listen.</i>		
Lining Up	<i>Lining up one behind the other, facing the front, keeping hands feet and objects to yourself.</i> Anti-script examples: <i>Line up sensibly.</i> <i>Why aren't you lining up?</i> <i>Leave him alone.</i> <i>Go to the back. (After reminders, give warnings if necessary.)</i>		
Managing noise levels in the classroom and dinner hall	Silent Voice: a voice in your head only. (Not communicating verbally or nonverbally.) Partner Voice: a voice only your partner can hear. Table Voice: a voice only your table can hear. Classroom Voice: a voice that everyone in the class can hear. <i>E.g. Thanks for using a partner voice.</i> <i>Thanks for using a table voice.</i> <i>We're going to use a silent voice for this activity.</i> Anti-script examples: <i>It's getting really noisy.</i> QUIET! <i>I can't hear myself think.</i>		