Enabling dreams through knowing each child

**Be the Best you can Be! Behaviour Policy**

**Rationale**

We believe in providing a safe and happy learning environment where each pupil can be the best they can be. ‘Behaviour for learning’ requires children to self-manage their emotional states so they are self-disciplined and ready to learn. We acknowledge a large body of evidence-based research that shows clear links between restorative justice approaches and improved attitudes to learning, as opposed to disciplinarian approaches. We aim to support each pupil to take responsibility for developing intrinsically-regulated positive behaviour for learning as a lifelong skill.

**Staff**

- Relentlessly reinforce and explore the *Be the Best you can Be!* values with pupils
- Consistently model the *Be the Best you can Be!* values to pupils
- Build strong and healthy relationships throughout our community
- Use key features of restorative justice which allow pupils appropriate time to
  - increase respect by listening to and valuing other opinions
  - take responsibility for own actions
  - develop strategies to repair harm and ensure behaviours are not repeated
  - effectively re-integrate with peers following a structured and supportive process
- Provide further strategies that encourage pupils to self-regulate their behaviour
- Emotionally enable pupils through explicitly linking how being the best you can be positively affects our feelings.

**Pupils**

Pupils develop these key intrinsic *Be the Best you can Be!* values to support the acquisition of self-empowerment skills in order to learn most effectively:

- **Readiness** – which looks like… being motivated & ready to learn, being curious, setting learning goals, being ready to make mistakes, believing you can achieve, self-managing own learning
- **Responsibility** – which looks like… showing self-awareness in learning, having ownership of learning, displaying a sense of agency, working as part of a team
- **Resilience** – which looks like… persevering, making mistakes, managing emotions, being in flow, managing distraction, demonstrating a growth mindset (rather than a fixed one), developing a positive inner voice
- **Resourcefulness** – which looks like… making connections, questioning, learning creatively, imagining, planning, developing strategies, being flexible, using thinking skills, applying what has been learned, magpie-ing (using someone else’s ideas)
- **Reflectiveness** – which looks like… having a positive attitude to learning, monitoring learning, evaluating learning, using meta-cognition skills, planning for learning
- **Respect** – which looks like… being thoughtful, having consideration for learning and other learners, being appreciative, trusting yourself and others, showing a love of learning, staying and keeping others safe.

Policy Adopted by Governors: June 2019
Policy Last Reviewed: June 2019
Policy Due for Review: June 2020
Appendix 1

Anti-bullying Statement

Introduction

We believe in providing a safe and happy learning environment where each pupil is able to Be the Best you can Be! without fear of being bullied. Bullying of any kind is unacceptable. Our strong emphasis on pastoral care means that staff take a very proactive approach to reducing the likelihood of bullying by developing healthy relationships with pupils and encouraging them to develop similarly healthy relationships with each other.

What is bullying?

“Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It’s usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying that happens online, using social networks and mobile phones, is often called cyberbullying. A child can feel like there’s no escape because it can happen wherever they are, at any time of day or night.” (NSPCC Research Definition 2015)

It can be emotional, verbal, physical or prejudiced-based and occur in the context of radicalisation.

The responsibilities of staff

- To model Be the Best you can Be! values to pupils
- To promote British Values (eg. tolerance) through aspects of our Personal, Social, Health and Economic and our Spiritual, Moral, Social and Cultural teaching
- To provide pupils with a range of opportunities to learn ways to minimise hate and prevent bullying
- To be vigilant in identifying incidents of bullying; particularly for vulnerable pupils
- To deal with any suspected cases of bullying immediately and record the details
- To inform our Pastoral Support Worker of such cases
- To put in place proportionate restorative justice measures that ensure pupils have the necessary time to reflect on and alter their behaviour if bullying is confirmed
- To support the victim of any bullying
- To monitor the situation on a daily basis for the immediate short term to ensure repeated bullying is avoided.

The responsibilities of parents

Any parents or carers who are concerned that their child might be being bullied should contact their child’s classteacher immediately in the first instance. If they are not satisfied with the response they should then contact our Pastoral Support Worker or a senior member of staff.

The responsibility of pupils

Pupils are encouraged to tell any adult they trust in confidence if they feel they or another pupil is being bullied and keep informing someone if it continues.

As part of our Be the Best you can Be! Behaviour Policy, this statement will be reviewed annually.
Our Learning Agreement

Working in partnership for success

We agree that school staff will:
- really know each child
- ensure a safe, stimulating and creative learning environment
- provide a curriculum which stretches and challenges
- support parents to help their children learn
- give feedback on children's progress
- communicate effectively with parents and carers

We agree that parents/carers will:
- prepare children to be in school every day, on time and ready to learn
- engage with children's learning
- communicate effectively with staff
- follow the school's policies and procedures
- respect all members of our community

We agree that children will:
Aim to Be the Best you can Be! by developing
- readiness
- resourcefulness
- resilience
- responsibility
- reflectiveness
- respect

Class teacher ____________________________  Parent/Carer ____________________________
Date __________  Date __________

Child ____________________________  Parent/Carer ____________________________
Date __________  Date __________
Appendix 3

Our Behaviour Management Guidance provides staff with greater clarity about what the policy looks like in day to day practice:

**Be the Best you can Be!**

**Behaviour Management Guidance**

Staff consistently use a range of strategies to support pupils to *Be the Best you can Be!* including:

- Maintaining strong relationships with pupils
- Regularly reinforcing our *Be the Best you can Be!* values
- Using our adapted Charlie Taylor behaviour checklist (displayed in each classroom)
- Involving our Caring Teams, Pastoral Support Worker and outside agencies
- Providing bespoke Behaviour Plans for individual pupils (in green SEN folders)
- Working with parents and carers whenever possible
- Monitoring incidents in our behaviour logs
- Using internal or external exclusions if necessary.

The following steps are taken if a pupil finds our *Be the Best you can Be!* values challenging or deliberately chooses to break them:

1. A pupil disrupts learning or contravenes any of our *Be the Best you can Be!* values
   - Pupil is reminded of our expectations to use the *Be the Best you can Be!* values and why
   - Reflecting on Behaviour

   If the pupil is still unable to follow the *Be the Best you can Be!* values, they need to reflect on their actions, to ensure they understand their responsibility and agree suitable strategies to avoid a recurrence of the situation. This includes having a restorative conversation with an adult, possibly involving other members of staff who have a stronger relationship with that pupil. It will also require providing a space for an inner dialogue in order to develop a clearer understanding of what was going on. It can take place in class or another pre-arranged class during lessons, at morning playtimes (using our Orange Slip system) or at lunchtimes (completing a ‘Reflecting on my Behaviour’ form with Senior Leaders). The length of time for reflection will be proportionate to what happened.

In line with the Department for Education's advice *Behaviour and discipline in schools* (January 2016):

“Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.”
Appendix 4

This pro forma is an example of how pupils develop greater respect and responsibility to improve their behaviour within a framework of restorative justice:

**Reflecting on my behaviour**

Think back to what happened.

What did I do?

Which *Be the Best you can Be!* values were broken?

What was going on?

What strategies can I use to fix things?

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**Be the Best you can Be!**

**Values**

- Readiness
- Responsibility
- Resilience
- Resourcefulness
- Reflectiveness
- Respect

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Heathbrook *Be the Best you can Be!* Behaviour Policy – June 2019
Here is an example of a behaviour support plan (as referred to in the Behaviour Management Guidance in appendix 3) for a child with an Education Health Care Plan for Social, Mental and Emotional Health:

### Behaviour Support Plan

<table>
<thead>
<tr>
<th>Name</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date plan set</td>
<td>13.10.2017</td>
</tr>
<tr>
<td>Staff involved</td>
<td>Y Y Y</td>
</tr>
</tbody>
</table>

**Concerns:** X is refusing to follow adult instructions and running away. Sometimes when an adult speaks to her she screams and can hit out and damage school property. She is also making negative comments about herself and other children.

<table>
<thead>
<tr>
<th>Possible reasons for behaviour/triggers</th>
<th>Actions</th>
<th>Language to use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tearing up her work</td>
<td>Only equipment which is necessary on her desk. If she tears anything up she has to repair it. If not done to do this at home.</td>
<td>“I will give you glue/tape to mend it.”</td>
</tr>
<tr>
<td>Running away from adults.</td>
<td>Adult to check she is safe, but not engage. Show her the soft area by the sensory room when she is calm and talk about going there if she is upset as her special place. Agree a visual for sensory room.</td>
<td>“X you need to be safe.” “Remember your safe place is the sensory room.”</td>
</tr>
<tr>
<td>Screaming, hitting out</td>
<td>Move away from X. Show visual for sensory room and then ignore. If it continues ring mum to come in or talk to mum. X to miss out on something at home.</td>
<td>“Everyone needs to be safe.” “Go to your special place.”</td>
</tr>
</tbody>
</table>

**Signed by**

**Review date:** 31.03.2018