



# BEHAVIOUR FOR LEARNING POLICY

## Pre-Prep and Prep School

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## Introduction

BISAK is a happy, safe and caring school. It is our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. This policy supports and should be read alongside the school’s mission statement, school values and school objectives. It also links directly with the school’s motto ‘Let There Be Peace on Earth’ in seeking to give pupils the strategies to recognise and manage conflict that may arise from their behaviour choices.

## Prep School Rules

<b>B</b>	<b>I</b>	<b>S</b>	<b>A</b>	<b>K</b>
Be honest	Inspire others to make good choices	Show respect for other people and their property	Always do your best to listen and follow instructions the first time	Kind hands and feet are always used, so we don’t hurt or upset other people

## Policy Rationale

Our Behaviour for Learning (BfL) policy aims to safeguard the rights and responsibilities of both staff and pupils so that teachers can teach, and pupils are able to learn in a safe, supportive environment. We seek to provide stimulating, varied and challenging experiences which inspire all our pupils a lifelong zest for learning. Our pupils are encouraged to become confident, self-motivated and independent learners who take responsibility for their own development. We value all our pupils as individuals and nurture in them respect, kindness and compassion in order that they can take their place as responsible local, national and global citizens.

It is our duty to promote, always encourage and support positive behaviour through clear guidelines. This whole school behaviour policy, therefore, reflects the aims of the school and outlines the ethos and procedures that the school uses to support children and young people in managing their own behaviour and enables staff to act confidently and safely. This document outlines the partnership supported and observed by all members of the school community.

## STEPS

This policy is underpinned by the process of taking necessary STEPS to ensure that every pupil is given an equality of opportunity to develop socially, to learn and to enjoy community life. It emphasises consistency; the teaching of internal discipline rather than imposing external discipline and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. STEPS also provides opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required. (See Appendix 1)

## Expectations

**Our expectations of the leadership in school are:**

- To ensure the school’s behaviour policy is implemented fairly and consistently and is regularly reviewed.
- To ensure that the school’s behaviour policy is implemented fairly and consistently by all staff throughout the school
- To model respectful behaviour
- To regularly evaluate the systems for promoting prosocial behaviour and for minimising and responding to antisocial behaviour
- To guide and support staff to promote prosocial behaviours and manage antisocial, difficult or dangerous behaviour.
- To act as a point of escalation where it is deemed necessary
- To provide additional targeted support for some children

- To work alongside parents to secure and promote positive behaviour

### **Our expectations of the pupils in our school are:**

- To respect one another, themselves and all adults.
- To make prosocial behaviour choices.
- To listen to teachers and one another in lessons
- To join in positively in all classroom activities and to always try as hard as they can.
- To develop effective learning behaviours so that they and all members of their class and groups have a maximised opportunity to learn and enjoy learning
- To value other people's opinions by working and playing co-operatively together, listening to others and trying to consider one another's feelings.
- To be polite to other children and all adults - teachers, support staff, office staff, cleaners and visitors.
- To walk quietly and calmly around the school, including Prep School assemblies.
- To return from playtimes in a sensible manner.
- To be prepared to say sorry when they have misbehaved or hurt someone and understand the reason why.
- To respond to antisocial behaviour of others by using the following strategy:
  - Say to the person doing the unwanted antisocial behaviour: "Please stop."
  - If the behaviour continues: "Please stop or I will have to ask an adult for help."
  - If the behaviour still continues the child will tell an adult.
- To regard each day as a fresh start.
- To respect the school environment and take care of equipment responsibly.
- To be proud of their school and to give a good impression of themselves and their school when they are on school trips or representing their school.

### **Our expectations of adults in our school are:**

- To model prosocial behaviours.
- To ensure advised provision is implemented consistently
- To create a positive environment in the classroom, in the school and in the playgrounds, using positive language.
- To treat all pupils equally and as individuals.
- To value all aspects of the pupil's achievements.
- To be consistent in dealing with pupils according to their needs.
- To promote the aims and values of the school amongst the pupils.
- To have high expectations of all pupils.
- To actively deal with incidents of poor behaviour and respond to allegations of bullying and harassment in a timely manner.
- To focus on de-escalation and preventative strategies.
- To work in partnership with parents to promote prosocial behaviours and to keep them informed of incidents relating to poor behaviour.
- To monitor behaviour over time.
- To monitor the welfare of pupils recording any incidents or causes for concern.

### **Our expectations of parents to help their children at school are:**

- To support our behaviour policy by reinforcing the standards of behaviour that the school expects, including supporting the school and its decisions around incidents involving poor behaviour.
- To model respectful behaviour in front of their children

- To praise and promote prosocial behaviours
- To ensure their children attend school regularly and arrive on time.
- To support homework and reading; ensuring work is completed on time and to a good standard and signing the reading record regularly, in line with phase expectations.
- To help your child to remember the items that they need for the day.
- To read newsletters and other written communications from school so that they are aware of what is going on.
- To be positive with their child, celebrating their achievements whilst they are at school.
- To make sure that their child has a good night's sleep.
- To have a trusting partnership between home and school.
- To make sure that their child does not bring money, sweets or toys to school without the knowledge of their teacher.
- To tell the class teacher if their child's behaviour is being affected by an event at home, e.g., birth of a baby, parent in hospital or bereavement etc.

### **Prosocial behaviour**

Prosocial behaviour is defined as behaviour that is positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people.

Prosocial behaviour at BISAK will be developed through:

- Relationships - adults will build and foster positive relationships with pupils, acting in a consistent and fair way to promote a positive and engaging learning environment.
- Role modelling - use words and actions that mirror prosocial responses. Adults will model positive and respectful behaviour and language. In PSHE lessons and at other times, adults will model ways of resolving conflict as well as discussions around trust, respect and valuing individual diversity.
- Consistency - working out the best way to support each individual pupil and ensure that the approach is consistent.
- Personalising our approach to concerns, where necessary.
- Scripts and routines - using agreed, individual words and actions which are likely to be the most effective in achieving the desired outcome for an individual.
- Positive phrasing - disempowering challenging behaviour by offering positive phrases, limited choices and appropriate consequences.
- Planning - for prosocial and antisocial behaviours in advance.
- Reward and positive reinforcement of prosocial behaviours.
- Provide comfort in distress - may be appropriate in exceptional circumstances. This may include if a child is in considerable distress. At all times, staff will respond professionally and appropriately to reassure the child.
- Forgiveness - when a child demonstrates antisocial behaviour, we believe that the behaviour is unacceptable, NOT the child.
- At BISAK, we hope that all children are able to experience the following pro-social experiences whilst at our school:

### **Promoting and celebrating success**

Staff will promote and identify pupils showing prosocial behaviours. Staff will strive to achieve a consistent approach when rewarding pupils and with their language give specific praise.

To recognise prosocial behaviours, pupils may receive verbal praise or a BISAK point. We also appreciate that pupils may prefer different ways of celebrating their successes, so in certain situations, children will be able to choose the way in which they are rewarded.

It may be: a BISAK point, a sticker, a message on their work from the teacher, a message home to parents, showing work in assembly or showing work/explaining deed to a member of PLT.

BISAK Points may also be awarded for:

- Demonstrating the BISAK Values
- Quality of work
- Going above and beyond expectations
- Huge effort (beyond expected)
- Thoughtfulness
- Kindness
- Being a good friend

### **After School Activity Expectations**

Our After School Activities are run by school staff as an extension of the learning taking place in our curriculum. If a child's behaviour is not acceptable during the school day or during an after-school activity, then they may be asked not to attend.

### **Antisocial behaviour**

Despite focusing on promoting prosocial, positive behaviour, we recognise that at times, antisocial behaviour may occur. Antisocial behaviour is defined as behaviour that causes harm to an individual, the community or environment. It is behaviour that is likely to cause injury, harassment, alarm or distress. Antisocial behaviour may violate the rights of another person.

It is also important to distinguish between difficult and dangerous behaviour. Difficult behaviour is antisocial behaviour which is not dangerous. Dangerous behaviour is behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Subconscious behaviours present without thought or planning. Conscious behaviours are those that are the result of thought and planning.

Staff will endeavour to respond in a consistent manner across the school. Consequences should be used in a balanced fair way and will focus on the behaviour and not the child.

If a child's behaviour has escalated and they are exhibiting difficult or dangerous behaviour, staff will focus on ways of de-escalating the behaviours. Staff are expected to ensure that everyone's wellbeing is respected, and the child can return to a calm state of mind as quickly as possible. (See Appendix 2)

### **Reflect, repair and restore**

All pupils need to understand that everyone has a right to learn and to be safe and secure in school. Therefore, antisocial behaviour will always be dealt with.

We believe that when a child demonstrates antisocial behaviour, it is the behaviour which is unacceptable, not the child. It is essential that everybody involved in a harmful incident is given time to recover before the process of reflect, repair and restore can begin.

Most antisocial behaviour can be effectively managed by the teacher or the learning assistant through discussion with the pupil involved and pupils are regularly reminded of the expected positive behaviours.

The process of reflection, repair and restore will vary depending on the incident. The purpose of this restorative process focuses on the harm that has been done and how it can be repaired, while appreciating the experiences, feels and needs of the individuals involved. It also helps children and adults to plan to ensure that conflict is less likely to happen in the future.

School leaders will work closely with parents and carers to try and ensure the best possible outcome for all concerned.

(See Appendix 3)

## **Pupils' conduct outside the school gates**

School staff have the power to promote prosocial behaviours to pupils for misbehaving outside of the school premises to such an extent as is reasonable. Staff may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or
- in some way identifiable as a pupil at the school.

Staff may also promote prosocial behaviours to pupils for misbehaviour at any other time, whether the conditions above apply if the behaviour is such that it:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

## **Positive handling of disruptive pupils**

Positive handling is a last resort and is used only when one of three specific conditions exist:

- The young person is causing harm to themselves
- Other people are being endangered by the child's behaviour
- There is likely to be serious damage to property
- The pupil is in distress
- The pupil needs gently directing
- To stop the person from engaging in any behaviour that is prejudicial to maintaining good order and discipline

If physical intervention of this kind is required a debrief led by the Headteacher/Deputy Headteacher will take place and a written record will be made by all staff involved including any witnesses.

## **Records**

The school will keep a record of an incident of antisocial behaviour in STEP 2 and 3. It is essential that clear and accurate records are kept when logging behaviour incidents to ensure that they are dealt with appropriately and that the school can spot patterns of poor behaviour and implement effective strategies.

The adult who witnessed the incident or class teacher will record the incident as soon as possible. This will also inform members of the PLT.

Parents will be informed if:

- A child is consistently displaying the same anti-social behaviours
- A child has been physically marked or significantly hurt another
- Behaviours from STEP 1 at the discretion of the teacher (for example, if the behaviour is out of character for the child or it is persistent).
- Behaviours from Step 2 - parents will be contacted by a member of PLT via telephone or email. If the behaviour continues, the school will set up a meeting with the parents. STEP 2A will be logged in the phase's Behaviour Logbook. STEPs 2B and C will be recorded on the pupil's file on SIMS.
- Behaviours from STEP 3. Parents will be contacted by the Headteacher/Deputy Headteacher to have a face-to-face meeting. A follow up letter will summarise the main points of discussion. A record of any pupil who receives a fixed-term or permanent exclusion will be kept on the pupil's file on SIMS.

## **Anti-Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against groups, for example on grounds of race, religion, gender, special educational needs or disabilities. It might be motivated by actual differences between children, or perceived differences.

The STOP acronym can be applied to define bullying – Several Times On Purpose.

Bullying can take many forms:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, offensive remarks, racially offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.
- Cyber-bullying – the use of mobile phones or other devices, web-based messaging and social media

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Special Educational Needs (SEND) or disability
- Appearance or health conditions
- Related to home or another personal situation
- Related to another vulnerable group of people

At our school staff parents and children work together to create a happy, caring learning environment.

Bullying, either verbal, physical or indirect will not be tolerated. It is everyone’s responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

## **Prevention**

By creating an ethos where children know what good behaviour choices are and how they can talk about their concerns, the likelihood and impact of bullying can be reduced. All staff make time to listen to children and encourage them to share any concerns about themselves or about their friends. If this includes elements relating to safeguarding, they will be responded to in accordance with our safeguarding and children protection procedures. If this results in children requiring additional support, this will be discussed with the class teacher and strategies put in place.

Our response to bullying does not start at the point at which a child has been bullied. School staff proactively gather intelligence about issues between pupils which might provoke conflict. This is shared with the Headteacher and Senior Leadership Team. Information is stored confidentially. This enables the development of strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Senior leaders, the class teachers and learning assistants who know the children involved, will be able to determine what will work best for their pupils, depending on the issues they need to address.

All incidences of suspected bullying or behaviour that seems to be leading towards bullying will be passed to the Headteacher or Prep Leadership Team for further investigation.

## **Strategy**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too and the need to serve the whole school community to educate everyone to his or her potential.

At various times children will have disagreements and it is important to establish whether any incidents are of a 'one-off' nature or whether they form part of a pattern which could be considered bullying. Any reported incident of bullying will be investigated fully, usually by the class teacher initially, who will seek to establish what happened, who was involved, the timescale, and the roles of those involved.

- Discussions at length with the victim. This requires patience and understanding.
- Identify the bully/bullies with witnesses if possible.
- Discussions with the alleged perpetrator/s to establish the truth. Clear words to all concerned that bullying is not acceptable.
- If on first conversation the bully fails to own up, investigations continue to a conclusion. Children usually own up when confronted with clear facts.
- Restorative Justice techniques
- Separate discussions with all parents will take place and a course of action decided upon e.g. keeping pupils separate.
- These discussions will be logged.
- Sanctions will then be imposed and may include withdrawal from favoured activities, loss of playtime, and ultimately exclusion from school.
- If the behaviour of the bully improves, sanctions can be progressively relaxed.
- Should sanctions bring no result it may be necessary to invoke further exclusions from school in line with this anti bullying policy.
- Staff will offer support to the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault.
- Staff will proactively respond to the bully who may also require support.

Physical violence between pupils or between pupils and adults will NOT be tolerated and will be dealt with as a serious matter. This may lead to internal exclusion, fixed-term exclusion or in extreme circumstances a permanent exclusion.

The school promotes strategies to help pupils deal with bullying behaviour through regular assemblies and PSHE lessons.

All children are encouraged to report incidents to adults – either personally through the suggestion box or through friends and class members.

## **Reporting bullying**

### **PUPILS WHO ARE BEING BULLIED:**

If a pupil is being bullied, they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher - their class teacher, Phase Leader, Headteacher/Deputy Headteacher or any other teacher,
- Tell a trusted friend who in turn can help them tell a teacher or staff member,
- Tell any other adult staff in school – such as Learning Assistants or the school office staff

- Tell an adult at home

### **Reporting-roles and responsibilities**

#### **STAFF:**

All school staff, both teaching and non-teaching have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform the class teacher. The class teacher should make sure that it has been recorded for the attention of the headteacher

#### **HEADTEACHER:**

The Headteacher has overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being all young people.

#### **PARENTS AND CARERS:**

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office

#### **PUPILS:**

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

### **Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond accordingly to their responsibilities as outlined in this policy.

### **Supporting Pupils**

Where bullying has occurred, the child or children who are bullied will need support and provision will be made.

The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the Prep Leadership Team to arrange support (possibly from the class teacher or a learning assistant they know well using a range of materials), providing formal counselling and engaging with parents. A support plan will also be put in place for the child/ children who have been responsible for the bullying to enable them to understand the impact of their behaviours and learn different and appropriate ways of treating others. Their parents will be informed.

### **Monitoring**

Behaviour is monitored regularly by the Headteacher.

If you feel you need support with your child's behaviour, please speak to a member of staff to discuss this. Where possible staff will provide advice and guidance to help reduce incidents of poor behaviour and ensure your child feels well supported in school.



## **The role of the Governing Body**

The Governing Body supports the Principal to ensure that the school is a safe and happy place for all children. Board members will ensure that this policy is monitored and reviewed regularly, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body will monitor any incidents of bullying that occur. The Governing Body requires the Principal and Headteacher to keep accurate records of all incidents of bullying and to report to the Board on request about the effectiveness of school anti-bullying strategies.

## **Monitoring and Review**

This policy is monitored regularly by the Principal and Heads of School, who report to the Governing Body about the effectiveness of the policy on request.

## APPENDIX 1

STEPS is based on the foundation that:

- Positive experiences create positive feelings. Positive feelings create positive behaviour.
- Negative experiences create negative feelings. Negative feelings create negative behaviour.
- Adults will focus on the pro-social behaviours and ‘catch pupils getting it right’.

Dangerous or Harmful > Escalation or Difficult behaviour > Emotional recovery> Reflect Repair Restore> Repeat

## APPENDIX 2

All staff will use a de-escalation script where necessary if a child is in crisis:

De-escalation Script	Principles
Child's name	Personalise
I can see something has happened I am here to help	Acknowledge their right to their feelings
I am here to help	Why we are there
Talk and I will listen	Offer help
Come with me and...	Offer a way out

### Language

At BISAK, we aim to use consistent language across the school, which is inclusive and encourages children to feel part of the school community and to take responsibility for their behaviour. Staff strive to attentively and actively listen to pupils, offer specific praise and respond sensitively and constructively to issues. It is our role to teach and model appropriate conversations and interactions for pupils. When a child's behaviour has escalated, interactions are assertive, directive and non-confrontational.

Examples of the language we use:

Pronouns to build our sense of community, for example "At our school/in our class/at BISAK".

Interactions that describe and direct in a positive way.

For example:

Examples of negative phrasing	Examples of positive phrasing
Why are you talking?	Walk, thank you.
Don't run!	Walk, please.
Don't fiddle with that.	Pencil on the table, please.
	Where shall we talk, here or the dining room?

We recognise that at times, children find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations, we refer to the child as being 'in crisis' or dysregulated rather than 'kicking off'. 'stopping' or 'playing up'.

## APPENDIX 3

Examples of antisocial behaviour	Possible sanctions	Responsibility of:
<ul style="list-style-type: none"> <li>calling out/talking over other in class discussion</li> <li>disruption to other children</li> <li>name calling</li> <li>reluctance to follow instruction</li> <li>inappropriate language</li> <li>verbal or physical retaliation</li> <li>non-compliance with general class expectations</li> </ul>	<p><u>STEP 1</u> Staff to:</p> <ul style="list-style-type: none"> <li>Use positive phrasing</li> <li>Give limited choice</li> <li>Disempower the behaviour</li> <li>Provide educational and protective consequences.</li> </ul> <p>E.g.,</p> <ul style="list-style-type: none"> <li>Time out</li> <li>Relevant intervention/support offered use of planned scripts</li> <li>Move within the classroom</li> <li>Opportunity for pupils to rectify their actions and to learn from their mistakes</li> </ul>	Class teacher
<p>Continuous Step 1 as outlined above, despite interventions.</p> <ul style="list-style-type: none"> <li>dangerous behaviour that hurts another child physically or emotionally</li> <li>kicking, punching, biting, spitting, fighting</li> <li>swearing or persistent rudeness</li> <li>throwing objects in anger</li> </ul> <ul style="list-style-type: none"> <li>conscious damage to school or personal property</li> <li>consciously throwing objects in anger</li> <li>racism/bullying</li> </ul>	<p><u>STEP 2A</u> Restorative 'My Reflection' (age appropriate), comic strip conversation, social story, role play with puppets.</p> <p>Behaviour analysis – conscious and unconscious behaviour analysis, anxiety mapping, roots and fruits analysis, to inform a Risk Reduction Plan.</p> <p>Time out in another class for short periods of time (depending on the age of the child), with work set by the teacher</p> <p><u>STEP 2B</u> If the above continues beyond a week:</p> <ul style="list-style-type: none"> <li>Perception tracker with targets put in place. Parents receive a copy each day of the perception tracker</li> <li>Behaviour recorded, parents notified by telephone and/or email</li> </ul> <p><u>STEP 2C</u></p> <ul style="list-style-type: none"> <li>Behaviour plan put in place</li> <li>Meeting with the parent</li> </ul>	<p>Class teacher and PLT</p> <p>PLT</p> <p>Class teacher and PLT</p>
<ul style="list-style-type: none"> <li>dangerous behaviour that physically and/or emotionally assault a child,</li> <li>a dangerous behaviour that physically or emotionally assaults a member of staff, subconscious or conscious behaviour.</li> <li>serious damage to school or personal property</li> <li>continuous Step 1 or 2 behaviour, despite interventions involving staff, PLT, the Headteacher and parents.</li> </ul>	<p><u>STEP 3</u> Where any of the above has not had an impact over time, or for an isolated serious incident, a protective consequence should be followed.</p> <ol style="list-style-type: none"> <li>Exclusion – fixed term</li> <li>Exclusion - permanent</li> </ol>	Head teacher

**Enrichment activities:** class visits etc... are an entitlement and therefore pupils must not be withdrawn from them as a consequence. However, the Headteacher reserves the right to exclude any child from an enrichment activity if his/her behaviour is likely to compromise the safety of themselves or others. This decision must not exclude due to specific needs and disability.