



**BELMONT SCHOOL**  
 (Additionally Resourced Mainstream School)

**Behaviour for Success Policy**  
**SEPTEMBER 2022**



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|---|-----------------|
| <p><b>UNCRC Article 19 -</b><br/> <b>Every child has the right to protection</b><br/> <b>Global Goal 3 - Good Health and Well-being</b><br/> <b>Ensure healthy lives and promote well-being for all at all ages</b><br/> <b>Global Goal 10 - Reduced Inequalities</b><br/> <b>Reduce inequality within and among countries.</b></p> |                 |
| <b>Head Teacher</b>   |                 |
| <b>Name</b>   | Mrs P Aggarwall |
| <b>Chair of Governors</b>   |                 |
| <b>Name</b>   | Mr M Kara       |
| <b>Date Ratified</b>  | 28.9.22         |
| <b>Review Date</b>  | September 2023  |



*This policy is linked to the following mandatory school policies: Keeping Children Safe in Education – September 2022 guidance, Safeguarding and Child Protection, Preventing Radicalisation and Extremism, SEND, Code of Conduct, Whistle Blowing, Health and Safety, Physical Intervention and use of Reasonable Force, Anti-Bullying policy, Home School agreement and Mental Health Promotion at Belmont School.*

***This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

### **Belmont School’s Vision**

Development of the whole school learning community promotes personalised and independent learning throughout the learning journey for pupils and adults. Pupil voice informs all school development priorities – every child, every day make us ‘Stronger Together’.

### **Pupil views**

At Belmont School we collaborate with our pupils to identify how they feel about school behaviour and what issues worry them. This includes consulting with the school council and gathering other forms of pupil voice.

### **The aims of building positive relationships and behaviour for success**

At Belmont School, we strive to create a welcoming, caring learning community where relationships are based on mutual respect. As a community, we acknowledge the essential role that positive and respectful relationships have in developing an environment that enables everyone to feel safe, valued, happy and able to succeed.

To be successful learners the following is expected:

- Respectful behaviour and positive attitudes towards learning.
- Pupils are resilient and take pride in their work and school.
- They value their education and respect the views and ideas of our diverse learning community.
- Positive and respectful relationships that promote equal opportunities for all.
- All have a growth mindset and feel safe to make mistakes embracing them as learning opportunities.

Within our school, we aim to create a safe and orderly learning environment that is free from discrimination, stereotyping and derogatory language. We strive to create an open culture where we work together to tackle any forms of bullying, where children understand how to keep themselves and others safe and trust adults to take rapid and appropriate action to resolve any concerns that they have.



## The role of all adults in teaching and modelling positive and respectful relationships

All adults who work within our learning community understand the importance of demonstrating and teaching the behaviours we are striving for and recognise that children will learn from our own actions. All adults at Belmont School are committed to the following core principles in their own behaviour.

### All adults must:

- Have high expectations for all children. Staff model positive behaviours such as greeting, please and thank you and other good manners.
- Actively observe the presentation of all pupils and address any concerns, teaching pupils to have equally high expectations of themselves.
- Model positive and respectful behaviour at all times.
- Provide children, staff, and parents with clear behavioural expectations.
- Promptly and consistently challenge negative behaviour by acknowledging the choices made and using positive reframing to support pupils to make the right choice.
- Demonstrate a Growth Mindset, enabling pupils to take risks, make mistakes and learn from them.
- Ensure conditions for learning enable children to feel safe and give them the best opportunity to be successful and make positive choices regardless of their individual needs.
- Ensure a consistent approach in the actions taken, logging and putting in strategies to support the child to learn from inappropriate behaviour choices.
- Understand embed and actively promote opportunities for children to understand their rights as outlined in the UN 'Convention on the Rights of a Child'.
- See all behaviour as communication and use consistent language to promote positive behaviour.

### The Headteacher and Extended Leadership Team must:

- Be a highly visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage the use of positive language.
- Ensure staff training needs are identified and met.
- Use CPOMs to monitor and target any behaviours that challenge.
- Coach staff in supporting pupils with more complex behaviours that challenge.

### Parents must:

- Ensure pupils arrive on time for school, in the correct uniform and ready to learn.
- To model manners and respect for other people.
- Be aware of the school rules and expectations.
- Support staff in the implementation of the Behaviour policy.
- Encourage their child/children make positive behaviour decisions at all times.
- Show an interest in all that their child does in school.



- To encourage independence and self-discipline.

### Creating an environment of irresistible learning

As a school we recognise the essential role that exciting, inspiring and relevant learning activities play in engaging our pupils and helping to ensure that positive learning behaviour choices are made. We recognise the importance of planning and delivering learning experiences that actively engage and cater for all pupils, which have a pace and provide opportunities for all pupils to progress and feel successful in their learning. The following characteristics of effective learning are planned for in all aspects of our curriculum:

## Characteristics of Effective Learning

| Engagement   | Motivation   | Thinking   |
|--|--|--|
| <b>Playing and Exploring</b><br><b>Finding out and exploring</b> <ul style="list-style-type: none"><li>• Showing curiosity about objects, events and people</li><li>• Using senses to explore the world around them</li><li>• Engaging in open-ended activity</li><li>• Showing particular interests</li></ul> <b>Play with what they know</b> <ul style="list-style-type: none"><li>• Pretending objects are things from their experience</li><li>• Representing their experiences in play</li><li>• Taking on a role in their play</li><li>• Acting out experiences with other people</li></ul> <b>Being willing to 'have a go'</b> <ul style="list-style-type: none"><li>• Initiating activities</li><li>• Seeking challenge</li><li>• Showing a 'can do' attitude</li><li>• Taking a risk, engaging in new experiences and learning by trial and error</li></ul> | <b>Active Learning</b><br><b>Being involved and concentrating</b> <ul style="list-style-type: none"><li>• Maintaining focus on their activity for a period of time</li><li>• Showing high levels of energy, fascination</li><li>• Not easily distracted</li><li>• Paying attention to details</li></ul> <b>Continue trying</b> <ul style="list-style-type: none"><li>• Persisting with activity when challenges occur</li><li>• Showing a belief that more effort or different approach will pay off</li><li>• Bouncing back after difficulties</li></ul> <b>Enjoying achieving what they set out to do</b> <ul style="list-style-type: none"><li>• Showing satisfaction in meeting your own goals</li><li>• Bring proud of how you accomplished something – not just the end result</li><li>• Enjoying meeting challenges for their own sake rather than external rewards or praise</li></ul> | <b>Creative and Critical Thinking</b><br><b>Having their own ideas</b> <ul style="list-style-type: none"><li>• Thinking of ideas</li><li>• Finding ways to solve problems</li><li>• Finding new ways to do things</li></ul> <b>Making Links</b> <ul style="list-style-type: none"><li>• Making links and noticing patterns in their experience</li><li>• Making predications</li><li>• Testing their ideas</li><li>• Developing ideas of grouping, sequences, cause and effect</li></ul> <b>Choosing ways to do things</b> <ul style="list-style-type: none"><li>• Planning, making decisions about how to approach a task, solve problems and reach a goal</li><li>• Checking how well your chosen way of working is going</li><li>• Changing strategy when needed</li><li>• Reviewing how well the approach worked</li></ul> |

### Ensuring calm and safe movement through school

All adults have a responsibility to ensure that any groups or individual pupils moving around our school do so in a safe, calm and respectful manner. We recognise the important role adults play in modelling and teaching this behaviour; using regular stopping points; the use of quiet voices; showing respect for other pupils, staff or visitors; and deploying additional adults to support this.

### Expected Behaviours

- Pupils to treat all adults with the same level of respect.
- Use the 'Characteristics of Learning' - a growth mindset to support learning.
- Follow class charters to support learning.
- When eating in the hall, to use a quiet voice.
- When waiting to use the restroom, to wait silently.



- Ensuring when using the restroom, to flush the toilet, wash hands thoroughly, to put used tissues in the bin and respect the school property.
- Respect someone personal space and their boundaries

### End of Play Routine

- First bell – pupils stand in silence with all adults to model and support.
- Second bell – pupils to move sensibly to their allocated class lines. Classes to enter the building when ready.

### Corridor (and stairs) Expectations

To ensure that all pupils and are ready to learn when they enter the classroom, it is crucial that they enter and move about the school building in an appropriate manner. Adults must demonstrate this behaviour in order for pupils to become accustomed to moving calmly and quietly throughout the building.

Pupils must exhibit the following behaviours when walking around the school:

- Calm and quiet
- Walking on the left (one step at a time)
- One line (in line order)
- Using a ‘whisper’ voice when walking around, inside and outside the building.

### Rewarding and encouraging positive relationships and learning behaviour

- Instant verbal praise or written comment on work where appropriate.
- Positive acknowledgements for achievement, effort, attitude and all other positive aspects of learning.
- Weekly opportunities for pupils to celebrate and share their learning with particular focus on effort and challenge.
- Conversations with parents and families to praise positive learning behaviour and relationships.
- Displaying pupil’s learning around the school to celebrate their achievements.
- Staff use a range of positive behaviour strategies within the classroom to create a positive culture where effort and challenge are celebrated and mistakes are valuable opportunities to learn.
- As a Rights Respecting School, all classrooms **must** have a visible, child led class charter linked to United Nations Convention on the Rights of the Child (UNCRC) articles.
- Our PSHE lessons and assemblies promote learning and discussion about tolerance and respect for different opinions and ideas and the importance of British Values.
- Pupils who are recognised as embodying the ethos and values of Belmont School are celebrated in a variety of ways throughout the year.
- Achievement Awards to recognise and celebrate pupil engagement and positive behaviour choices throughout the month.



## Promoting Rights Respecting relationships and behaviour

As a Rights Respecting School, we recognise and respect every right of the child. There is a specific focus on the following articles:

- Article 28 **'The right of every child to a good quality education'**
- Article 19 **'All children have the right to be protected from being hurt or mistreated in body or mind'**
- Article 29 **'Your education should help you to learn to live peacefully and respect other people'**
- Article 31 **'the right of every child to rest and leisure and to engage in play and recreational activities'**

*(From the UN Convention of the Rights of the Child)*

Our achievement of the Gold Rights Respecting School Award highlights the central role Rights Respecting behaviour plays in the development of positive relationships at Belmont School.

## Beyond the School Gate

Whilst this behaviour policy refers primarily to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when pupils are:

- participating in any school-sponsored or school-related activity.
- travelling to or from school.
- wearing school uniform.
- in some way identifiable as a pupil from our school.
- poses a threat to another pupil or member of the public.
- could adversely affect the reputation of the school.

In the incidences above, the Headteacher may notify the Police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

## Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for Belmont School. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.



- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site. The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### Promoting positive relationships and behaviours

Behaviour that hinders a, or another pupil's right to learn and be safe, will always be addressed. It is the responsibility of adults to communicate clearly that this behaviour is a choice and that pupils always have the opportunity to make the right choices.

The use of smiling and sad faces or lists on the board to denote which pupils are 'succeeding' in following classroom expectations and which pupils are not, are not reflective of an inclusive classroom where there is the expectation that every pupil can make positive choices about how to approach their relationships and behaviour. **Therefore, must not be used as a strategy for behaviour management.**

Whilst we see all behaviour as communication, we also acknowledge that behaviours that challenge can have a negative impact on a pupil's learning, and can result in the loss of time that should be focussed on learning.

Where pupils are not showing positive learning behaviour, all adults will support them with strategies to return to a regulated state and be 'ready to learn'.

- Where a pupil is not demonstrating the expected behaviour then a series of strategies need to be employed that are appropriate for the age/stage and individual pupil (following support plans where applicable). Adults will first (where appropriate) provide a non-verbal and discrete cue to the pupil, such as an eye or hand signal that indicates that their behaviour is not appropriate.
- There is an expectation that following each strategy, the pupil is given time to make changes to their behaviour.
- Where a pupil continues to not demonstrate expected behaviour after several strategies of support have been taken OR where the initial behaviour is of sufficient concern – a CPOMS log will be made. In this log staff should give examples of strategies used by simply numbering strategies in CPOMS log (e.g. 1. verbal conversation 2. moved in class 3. time out in class offered).
- The SLT team will be checking incidents regularly. This will enable review of pupils who are repeatedly requiring several strategies to be used to address behaviour but this is not reaching a CPOMS log – this will enable these pupils to be picked up.

### Support/Sanctions

The Government states the following sanctions can be imposed if pupils whose conduct fall below the standard which could reasonably be expected of them. Sanctions include:

- Verbal reminders of expectations and behaviours.
- Restorative conversations
- Phone call home
- Meeting with parents



Following a sanction, strategies should be considered to help all pupils understand how to improve their behaviour and meet behaviour expectations on Belmont School.

- A targeted discussion with the pupil explaining what they did wrong, the impact of their actions, how they can do better and what will happen if their behaviour does not improve.

### Working with pupils with special education needs and disabilities (SEND)

Behaviour is communication. Challenging behaviour can come as a result of pupils being unable to express their emotions or verbalise how they are struggling. This is often the situation with pupils with special educational needs.

We expect all pupils to abide by the rules and values of Belmont School. We want to keep students with special educational needs as much as possible within whole-school behaviour management systems; however, this will be challenging for some pupils at times.

Pupils with behaviour difficulties:

- Have regular meetings with their teacher and parents/carers to discuss appropriate support.
- Have targets for improved behaviour on their SEN Support Plan
- Meet regularly with the SENCo and a member of ESLT to discuss progress.

Pupils who have an Education, Health and Care Plan or have a SEN Support Plan may need the whole school behaviour management systems to be modified to manage their behaviour. Some pupils may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. Practical ideas include individual planning and reviews. Staff should keep records of a pupil's behaviour on CPOMS so that professionals can build a picture of the needs.

### Behaviour incident recording

All staff have a responsibility to record a behaviour 'incident' on CPOMS. All 'incidents should provide a clear and factual report of the events.

Staff have a duty to ensure that incidents are recorded in a timely manner and before leaving school at the end of that day. Staff must ensure that the key trait of the behaviour is accurately logged under the relevant options in CPOMS and ensure that they log the behaviour action:

- class teacher informed
- parent informed
- Learning and Achievement Leader informed

Teachers and Learning and Achievement Leaders should look to take appropriate actions to resolve these incidents and complete the record accordingly; ensuring that parents and





relevant teachers are notified. The Headteacher, Deputy Headteacher, Assistant Headteachers and SENDCo will automatically be notified of any 'incidents' recorded.

Visitors to the school building who do not have access to CPOMS (such as agency staff) should alert Learning and Achievement Leaders of any incidents so they are able to add these to CPOMS.

### Leadership and Management roles and responsibilities

- Learning and Achievement Leaders will review CPOMS entries daily and will ensure that where pupil behaviour requires a response that pupils have appropriate reflection time with a familiar adult once regulated and ready to reflect. This will be added as an action to the incident logged on CPOMS to indicate where pupils will have reflection time with an adult.
- This reflection time as decided by the class teacher, may take place during a playtime; however, staff are encouraged to provide reflection times at other times in the school day. As a school, we understand the importance of play for our pupils and their development, and therefore will only use this time to reflect as a last resort.
- Reflection time will involve discussion about the incident, and may use comic strip conversations, or another appropriate visual strategy, to support the pupil in learning where the mistake took place, and how to rectify it in the future. During reflection time, the other pupils involved may be invited to join the reflection and discussion if appropriate.
- If an adult feels that the reflection time requires a senior leader to facilitate, the incident will be reported on CPOMS and the staff member will speak directly to the relevant member of the extended leadership team.
- Parents/carers of any pupil who have had reflection time will receive verbal notification given at the point of collection on the same day by the class teacher to provide further information as to the incident. If a pupil has permission to walk home then the teacher will ensure that a phone call is made to home and the information clearly shared and must record the outcome of the conversation on CPOMS.
- All reflection times are recorded and tracked on CPOMS. Where a pupil is regularly requiring reflection time, a meeting with the class teacher, learning and achievement leader and/or assistant head teacher will be organised with the parents, where a plan will be actioned. If the pupil has a special educational need, the SENDCo will also attend.
- Staff understand that reflection time is an opportunity to process an incident, an opportunity to repair relationships and most importantly, an opportunity to ensure the behaviour doesn't happen again. Therefore, reflection time must not be seen as a punitive measure, but a valuable teaching opportunity.

### Extreme, dangerous or abusive behaviour

If there is a critical incident where a pupil/s or an adult/adults are at risk of harm then any/all staff need to act accordingly to ensure that they are meeting their duty of care.

The following procedures must take place:

- Remove the rest of the class from harm.



- Use a pupil or adult to locate additional members of staff to support from nearby classrooms or areas.
- Use the internal telephone system to request support.

**You do not physically remove a pupil, you remove the class.** For any pupil who displays regular behaviours that challenge, a positive behaviour plan would be implemented with support from the SENDCo and inclusion team.

### Physical Intervention

There may be rare occasions when it is necessary to use physical intervention to ensure the safety of pupils or staff in school.

At Belmont School, the DfE guidance, 'Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies' (July 2013) is used to inform practice. "Reasonable force can be used to prevent pupils from hurting themselves or others. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances."

School has a legal duty to make reasonable adjustments for disabled pupils and those with Special Educational Needs (SEN).

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive pupil from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts."

### Staff Training

Training is conducted to support pupils reengage with learning through internal and external CPD. De-escalation techniques will always be used first if possible. Parents/carers are always informed if such intervention has been necessary and the situation logged (see Physical Intervention and Use of Reasonable Force Policy). A Risk Assessment will be completed for any pupil who may require 'regular' physical intervention and an agreement signed by parents



and school will be completed. Staff will record all serious behaviour incidents on CPOMS and report immediately to the Headteacher, or other SLT members in their absence. All records must include pupil views of the incident.

Exclusions may occur following extreme incidents at the discretion of the Headteacher (see also 'Exclusion Policy'). Should a problem of "bullying" arise, it must be dealt with in accordance with our Antibullying Policy.

### **Child on Child Abuse**

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regards to child on child abuse. Please see Safeguarding Policy.

### **When working alone with pupils and you require additional support**

If you are working alone with a class or group of pupils and require additional support to enable you to use a strategy to support a pupil/a group of pupils (asking this member of staff to supervise your class whilst you focus on the pupil/pupils) - please use a pupil to request support and an additional adult from nearby classrooms/ areas of school or use the internal telephone system.

### **Alerting senior staff to behaviour incidents that require investigation or those which are of a concern**

Where a behaviour incident is of concern or requires attention that day, it is the responsibility of the member of staff who has witnessed/dealt with this incident to ensure that a member of the Senior Leadership Team is notified quickly so that action can be taken. Even if recording follows later in the day, it is important that senior staff are alerted as soon as possible.

In exceptional circumstances, adults may have to intervene to prevent a pupil's extreme behaviour from causing harm to themselves, another pupil or an adult. It is every adult's duty of care to ensure that pupils are safe (See safeguarding policy).

### **Every member of staff responding to a significant incident must ensure:**

They take responsibility for working with the adults in the classroom to restore order. This may include the removal of other pupil(s) to ensure everyone's safety;



- Escalate to SLT (Head/ Deputy/ Assistant Head) if incident is of significance; a pupil or pupils has/ have been physically restrained;
- Coordinate a meeting with Parents;
- Liaising with the adults in the classroom, if there needs to be a 'de-briefing' for pupils/adults who may have witnessed or have been involved in an incident.
- Incidents need to be recorded on CPOMS, or for visitors who do not have access to CPOMS they must communicate this to the Learning and Achievement Leader who will then record this on CPOMS.

### Ensuring positive relationships and behaviour at lunchtime

It is an expectation that all adults working within our community follow a consistent and positive approach to relationships and behaviour and Play Leaders and Sports Coaches will adopt the approaches outlined in this policy (please see playground supervision guidelines).

### Lunchtime

If a member of staff would like pupils to remain inside at lunchtime, they must ensure Play Leaders are aware of any children who are staying in class, and staff will take responsibility for ensuring that every pupil has their lunch and has some time outside on the playground.

### Anti-Bullying Statement

At Belmont School, we define bullying as '*behaviour which intentionally hurts or harms another person, either physically, mentally or both*'. Usually in cases of bullying, one party feels more powerful than another. Bullying includes using threatening or intimidating behaviour, name calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone. Where bullying exists, the victims must feel confident to approach any adult within the school who will take quick and appropriate action according to our Anti Bullying Policy. It is our aim to consistently challenge attitudes about bullying behaviour, including online bullying, and ensure that pupils understand how to keep themselves and others safe and trust adults to take rapid and appropriate action to resolve any concerns that they have.

### Equal Opportunities

The policy will be applied fairly and consistently across our learning community regardless of age, gender, religion, cultural diversity or disability.



### **Further guidance and resources**

- [Creating a culture: a review of behaviour management in schools](#) - Tom Bennett's independent review on behaviour in schools
- [Behaviour and discipline in schools](#) - statutory guidance for governing bodies
- [Respectful school communities: self review and signposting tool](#)
- [Use of reasonable force in schools](#)
- [Improving school attendance: support for schools and local authorities](#)
- [Searching, screening and confiscation at school](#)
- [Keeping children safe in education](#)
- [School suspensions and permanent exclusion](#)

### **Mental health, wellbeing and bullying**

- [Mental health and behaviour in schools](#)
- [Teaching about mental wellbeing](#)
- [Promoting children and young people's emotional health and wellbeing](#), published by Public Health England (PHE)
- [Preventing bullying](#)

### **Special education needs and disability (SEND)**

- [SEND code of practice: 0 to 25 years](#)
- [Back to school advice \(England\)](#), published by Contact

### **Case studies**

- [Whole school approach: managing poor behaviour](#)
- [Using rewards: encouraging good behaviour](#)
- [School behaviour management case studies report](#)

### **External research**

- [Behaviour interventions](#), published by the Education Endowment Foundation (EEF)
- [Low-level disruption in classrooms: below the radar](#), published by Ofsted