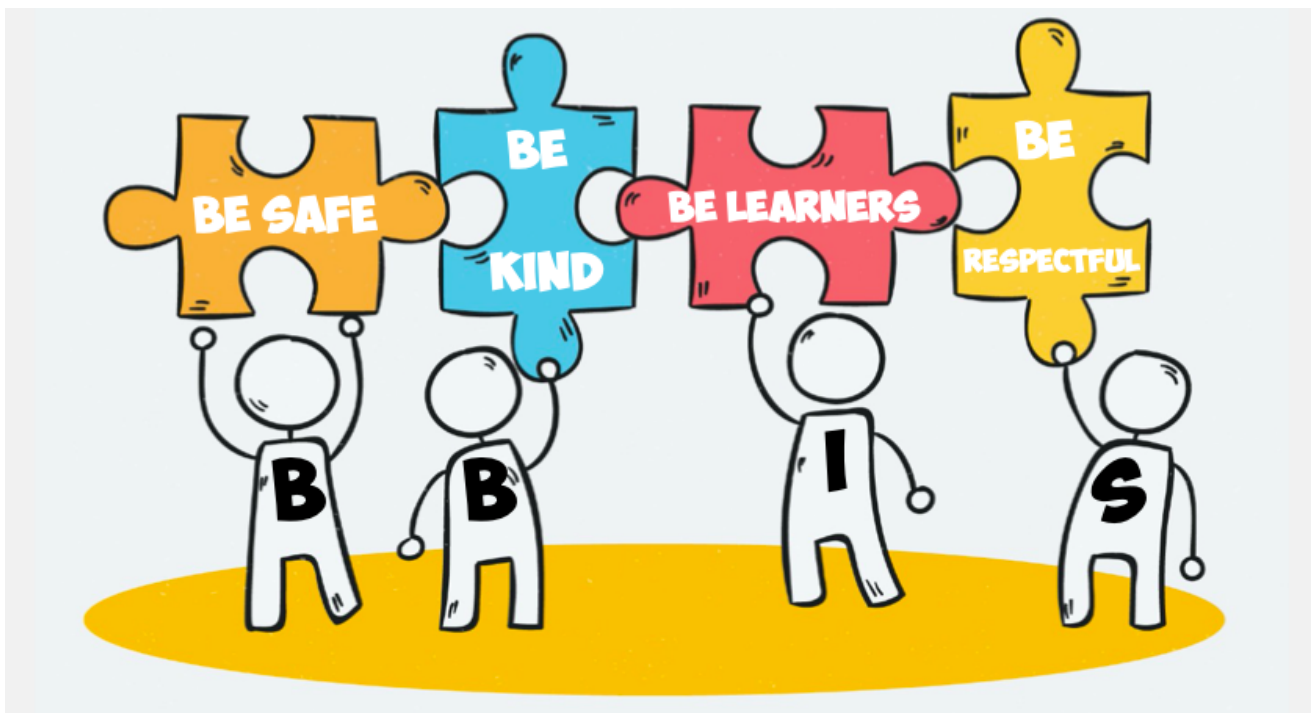


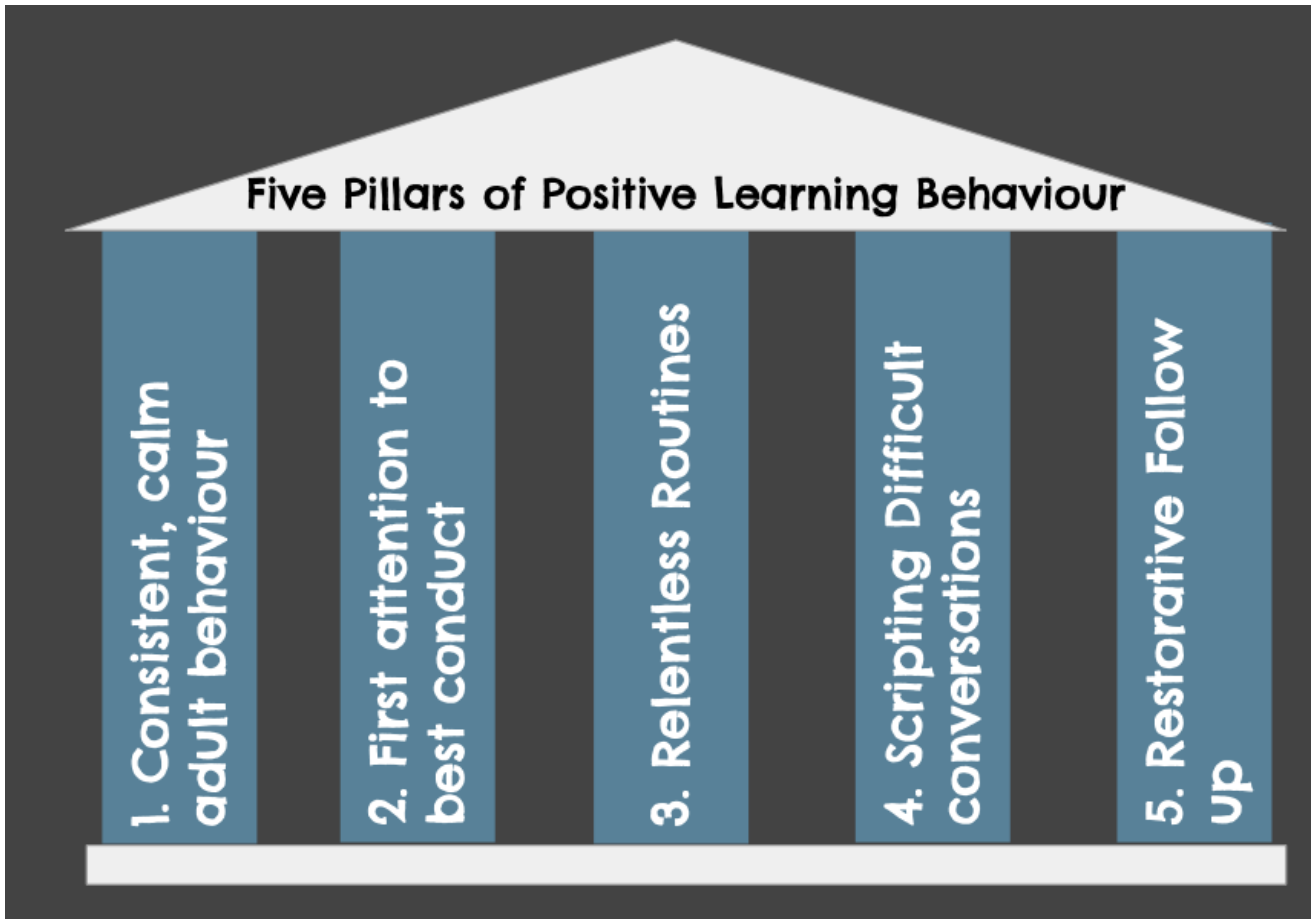


Budapest British International School

Primary Behaviour Policy



THE FIVE PILLARS OF BEHAVIOUR CHANGE



Consistent, calm adult behaviour – consistency, adult behaviour, emotional control, teacher expectations

First attention to best conduct – rewards, recognition, praise, motivation, engagement

Relentless routines – visible community behaviours, routines, class charters follow-up, teacher habits, non-verbal cues,

Scripting difficult interventions – de-escalation, disruption, delivering sanctions, confrontation

Restorative conversations – restorative practice, structuring sanctions, working with the most troubled, developing relationships

1. CONSISTENT, CALM ADULT BEHAVIOUR

“The route to exceptional behaviour is not paved with a toolkit of strategies. It lies in the behaviour of every adult and their ability to create a culture of certainty.”

Consistency in practice

Consistent language; consistent response: Referring to the agreement made between staff and children, simple and clear expectations reflected in all conversations about behaviour related to the 4 BBIS Values - Be Caring, Respectful, Safe, Learners

Consistent follow up: Ensuring ‘certainty’ at the classroom, middle and senior management level. Not passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

Consistent, simple rules/agreements/expectations referring to promoting appropriate behaviour that are accessible to all through icons, symbols and visual cues and interesting and creative signage.

Consistent respect from adults: Even in the face of disrespectful children!

Consistent models of emotional control:

Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children.

Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception

Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of children.

Expectations of BBIS Staff

- Meet and greet children at the door of their classrooms.
- Refer to the values
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all children.
- Be calm and give ‘take up time’ when going through the behaviour pathway.
- Follow up every time, retain ownership and engage in reflective dialogue with children.*
- Never ignore or walk past children who are behaving badly.

***PIP & RIP: praise in public; reflect, restore (and reprimand) in private.**

2. FIRST ATTENTION TO BEST CONDUCT

A major aim of the behaviour policy is for teachers to encourage children to demonstrate good behaviour by operating a system of praise and reward. Praise and rewards are linked to the values of the school and the 6Rs

We recognise students who go **'above and beyond'** through:

- Verbal or written praise.
- Dojo Points
- Jigsaw Star of the Week
- Giving extra responsibility or student leadership roles.

Other ideas which are up for discussion and may be adopted
Recognition Boards
Positive messages home
Praise in public; refocus and redirect in private
Green Card -

Caught Being Amazing Card - CBA or BAM card
Leadership/Privilege ideas?
Send a note home
Lunch with the HoP?

3. Relentless Routines - Visible Community Behaviours/Golden Rules

VISIBLE COMMUNITY BEHAVIOURS

Be Safe

- * We **walk through school** in a quiet, calm and safe way
- * We are **gentle**
- * We **follow instructions** first time and every time

Be Kind

- * We **help others** when they need it
- * We ensure **no-one is left out**
- * We look after our own and other people's belongings and our environment

Be Respectful

- * **We are polite** e.g. we greet everyone with eye-contact and using names, we hold the door open, say "please" and "thank-you" and "excuse-me"
- * **We are honest**
- * We **THINK** before we speak
- * We **listen** to each other

Be Learners

- * We try our best and have a growth mindset
- * We wear the correct uniform and sports kit



Primary Behaviour Stepped Boundaries

Remember PIP & RIP: praise in public; reflect, restore (and reprimand) in private

Stage	Examples	Steps & Consequences	Responsibility
ZERO	Behave in a way that demonstrates the 4 values of BBIS	Verbal or written praise, Dojo Points You can earn rewards for yourself and for your class as well as your house.	Any adult who is working with you or near you, at any time, on any day, in any place in the school or off site.
1	Behaviour puts any of our four values at risk. Low Level Infractions <i>e.g. pushing in the line, annoying another student, speaking out of turn, not following the instructions speaking in a language that leaves others out,</i>	i Non-verbal reminder ii Verbal reminder of the expectations and the value you are damaging iii Private 30 second intervention script iv Thinking time. v Restorative Conversation Spend some time in a restorative conversation with the adult Expectation to be behaving back at level ZERO a.s.a.p.	The adult working with you
2	Behaviour continues to put any of our four values at risk,	vi Planned Restorative Conversation (as soon as possible after the incident and in a calm space) Email to Parents May lead to loss of privilege or placing on a behaviour report card	Your teacher Logged on MyConcern Phase leader and Parents informed
3	Behaviour continues to put any of our four values at risk or Serious infractions	vii Restorative Conversation with Deputy Principal and Parents Parents will be called in for a meeting to discuss your behaviour May lead to loss of privilege or	Deputy Principal logs on My concern

	(damage to property, physical aggression, bullying, stealing)	placing on a behaviour report card	
4	<p>No improvement and behaviour is considered to be extremely serious</p> <p>or</p> <p>Very serious behaviour such as repeated bullying, repeated physical abuse,</p>	<p>viii</p> <p>Restorative Conversation with Principal and Parents</p> <p>You will meet with the Principal and your parents. You may be excluded from the school for a fixed period of time. You are expected to put things right. You will be closely observed and your behaviour will be very closely monitored by all the staff until you can demonstrate consistency and can be trusted to operate at level ZERO.</p> <p>Depending on the seriousness of the misbehaviour and the processes you have already gone through, you could be asked to leave the school permanently.</p>	<p>The Principal reviews your log on Engage Day Book and adds to this as required.</p> <p>The Principal contacts your parents and handles the meetings and decides on the action.</p>

4. SCRIPTING DIFFICULT INTERVENTIONS - 30 Second Intervention Script

Use a 30-second intervention script that starts with, I've noticed. I've noticed that you've had a problem getting started this morning. There's no judgement there. There's no accusation. Just, I've noticed. Then I make sure that that student knows why I've come. I've noticed you've had a problem getting started this morning and you know that our focus is on resilience. I need you to be able to join in with the group. The third part of the script is to tell the student what the negative consequence is. I've noticed you've had a problem getting started this morning, and you know our focus is resilience.

At that point you walk away and leave them to choose their next actions; teaching students about choice and consequence is a vital part of the script process. When delivering the consequence the student will often defend themselves or deny their actions: 'but it's not me it's ... ' and this is when we take them back to their previous good behaviour. 'That maybe so and do you remember last week when you completed that assignment and came to the after-school club? That's the 'you' I want to see today.'

It should be delivered with a calm dignified voice using language delivered with a deadpan, monotonous voice whilst seeing an unemotional face. Staff will then walk away and give students time to think and act positively.

Refer to "certainty" when you are speaking to children about their behavior: "If you choose to stay on task throughout this activity, you can be certain that I will catch you and give you praise and reward. If you choose to ignore the routine/make a house under the desk/eat Charlene's eraser, you can be certain that we will be having a different conversation."

Staff will create a script that they feel comfortable with. It should be no more than a 30-second intervention. The shorter the intervention the less likely a member of staff is to "improvise".

Example 1

- 1) I've noticed that (you are not ready to learn), reference previous good behaviour
- 2) I need you to ... (give students choices, phrase the choices so that whatever the choice the student makes it will be the right choice)
- 3) I know you can do this/..you are better than this/ /thank you for listening.

Example 2

- I have noticed that ...
- You know the expectation is...[insert expectation].
- You need to... [sanction]

- Remember last week when you... [add positive memory] that is the behaviour I need to see now.
- Thank you.

5. Restorative conversations

Restorative Conversations should happen in a calm space, with discretion)

Explain in your words:

What happened?

How did it make you feel?

Who has been affected by what you have done?

What has been the hardest thing for you?

What do you think needs to be done to make it right?

Which choices would you make if you were in this situation again?

Useful Links

<https://pivotaleducation.com/scripted-behaviour-interventions-pp1/>

<http://www.lingdaleprimary.co.uk/wp-content/uploads/2019/02/final-Behaviour-Policy-Jan-18-compressed.pdf>

<https://www.futurelearn.com/courses/managing-behaviour-for-learning/0/steps/16013>

<https://boughton-monchelsea.kent.sch.uk/media/1865/improving-behaviour-at-boughton-monchelsea-primary-school-1-4.pdf>

<https://pivotaleducation.com/classroom-behaviour-management/resource-bank/contributions/>

<https://pivotaleducation.com/classroom-behaviour-management/resource-bank/best-practice-series/>

Money should not be brought into school unless specified by the teacher for an event. It should be handed to the teacher in a sealed envelope.

- Children whose parents require them to bring a mobile bring a mobile phone to school should be handed in to the teacher at the start of the day and collected at the end of the day.
- Electronic items should only be brought in with prior permission from a member of staff and in exceptional circumstances.
- All children must sign and abide by the rules outlined in the e-safety policy, including signing and agreeing to the Acceptable use policy.