

Behaviour Policy

Bankwood Community Primary School believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. In light of the recent pandemic, the emotional welfare and mental well being of pupils and their families is a school priority. Many pupils are likely to need some social and emotional support on their return to school. Some pupils will need extra support, such as those who have previously had poor attendance or fixed term exclusions as well as those new to the school, with special educational needs and disabilities (SEND) or who have not engaged with school during the coronavirus (COVID-19) outbreak.

Our sole guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do.

Pupil's behaviour is everyone's responsibility. School seeks to create a caring and learning environment in the school:

- Encouraging and acknowledging good behaviour and discipline
- Promoting self-esteem by encouraging students to value and respect themselves and others
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention.
- Ensuring consistency of response to both positive and negative behaviour throughout the school.
- Encouraging a positive relationship with parents and carers to develop a sharp approach to involve them in the implementation of the school's policy and associated procedure.
- Encourage children to take responsibility for their behaviour.
- Explain unacceptable behaviour.

The governing body, headteacher and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

SCHOOL RULES

These school rules are to be displayed clearly in each **classroom** to emphasize our whole-school approach to behaviour:

Take **pride** in our work and our behaviour.

To show determination to make **progress** in all parts of our education and school life.

Take **responsibility** for the choices we make.

When the school community adheres to these rules, everyone benefits as effective teaching and learning occurs in a safe, secure and happy environment. We recognise that behaviour is learned and we teach children the habits of good behaviour in the same way that we teach other aspects of the curriculum through RSHE.

The teaching ensures that all members of our school community:

- Develop self-control and self-discipline
- Show patience and tolerance towards others
- Show respect for all children and adults
- Use polite and appropriate language
- Behave in a responsible and reasonable manner during lessons, at playtimes and during lunchtimes.

Teaching good behaviour

The children will work collaboratively to feel positive about their work and behaviour. This will strengthen relationships between the children and the teachers.

It is part of our admissions procedures to ask the child and the parent/carer to sign the home school agreement to follow the school rules which includes online safeguarding rules. This home/school agreement is to be revisited in September by all teachers with their classes as a reminder of the expectations within the school.

School Environment to support Pupil Behaviour

Continued good hygienic practices to remain in place:

- hygiene practices and regularly reminded to wash their hands, high expectations about sneezing, coughing, tissues and disposal (re-enforce '**catch it, bin it, kill it**') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items including drinking bottles

Children who do not purposefully follow these rules are now considered more serious due to the coronavirus (COVID-19) outbreak as follows:

- Purposefully coughing/sneezing/spitting on someone will be treated seriously and could lead to an internal or external exclusion at the discretion of the headteacher as this is putting another child and their family at risk

Purposefully breaking the hygiene and movement rules will receive a sanction. Each incident will be based on its own merit and the incident will be fully investigated before a decision is made.

House Points Y1 to Y6

Class teachers are responsible for creating a positive ethos. Praise and House Points are given for adhering to the school rules, good work and desirable behaviour.

1. All children are rewarded with 'House Points' for exceptional effort demonstrating any of the school rules.
2. The class teacher is responsible for recording the House Points onto the Behaviour tracker weekly. House points are totalled for the Houses each week by the Inclusion Team. The total is calculated each week and announced in assembly.
3. House points are also counted for individuals in every class each half term. To ensure this award is for positive behaviour, the total for individuals is calculated by deducting the behaviour points from the house points to receive their total. Individual records are kept weekly. This data is collected to form a half termly report on behaviour throughout school to track patterns.
4. The School Council members are responsible for collating ideas for rewards for the winning team through Class Councils. These ideas are brought back to the School Council and they vote.
5. Children can be sent to the SLT to share achievements and receive house points.

The school also supports positive behaviour by awarding prizes and certificates for good attendance and celebrating achievements through classroom displays and in assemblies. House Points is the only school reward system used for all pupils and promoted by all staff. However, some individual pupils may need a separate plan to manage their behaviours.

Managing unacceptable behaviour

All children are supported with their behaviour through high-quality engaging learning activities and positive praise. Expectations of behaviour will change according to the age and the stage of the child.

The following system will be followed if unwarranted behaviour persists.

1. All teachers have visuals to support behaviour in class. This is displayed as a rainbow in the foundation stage and signs KS1 and KS2. In the foundation stage, all

children begin on the sun, in KS1 and KS2 they are shown the 'ready to learn' sign. This will be shown as a non-verbal reminder.

2. If children are seen to be breaking a school rule they are given a verbal warning—making it clear 'this is your first warning' (useful phrases to use are included in Appendix 4). Children are reminded they need to be 'ready to learn' by using the sign. An individual sign will also be placed on their desk.
3. If the behaviour persists, the child's name is shown the 'stop and think' sign. An individual sign will also be placed on their desk. This is recorded on the behaviour point chart. Children will return to 'ready to learn' after a lesson if no further incidences occur and the 'stop and think' sign will be removed. If the behaviour continues, then the child is shown the 'consequences sign'. An individual sign will also be placed on their desk. This is recorded on the behaviour chart and supercedes the 'stop and think' log. The teacher will decide the most appropriate sanction for the behaviour that has been shown e.g. non-completion of work, children will complete the work in their own time. A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them ('Behaviour and Discipline in Schools' 2016 DFE).
4. If children continue to show inappropriate behaviour they will be sent to a neighbouring class for 'time out'. If the negative behaviour is shown in the afternoon e.g. refusal of work, the consequence will need to be applied on that same day e.g. completing work in the neighbouring classroom as there are no further playtimes.
5. If the behaviours escalate and become unmanageable in the classroom, the Inclusion Team will be notified for further support. This will be logged on a Serious Incident Form. When the behaviours are persistent, the 'Zones Tracker' (evidences patterns within a school day) will be completed with the child to evidence any triggers/patterns/hot spots and provision then can be put in place.

Teachers in the Foundation Stage will use Makaton and Visual support to reinforce expected behaviour from children. Children with a significant language impairment will have further support through Social Stories, sequence strips, communication books and visual support.

Recording and tracking unacceptable behaviour in the classroom

- All children placed on 'stop and think' or 'consequences' are logged on the class Behaviour Trackers. The number behaviour points are reported to parents on the end of year report.
- Children receiving 10 'stop and think' marks in a half term will receive a report card. Class teachers must alert the inclusion team when this occurs. Persistent disruptive behaviour is recorded onto CPOMS. A meeting will be arranged with the child, parent, class teacher and a member of the inclusion team to put a plan in place to explore support the child may need. This will be reviewed after 2 weeks. If

behaviour has sufficiently improved the report card will discontinue. If behaviour has not sufficiently improved a PSP (Pastoral Support Plan) will be put in place.

- For children receiving a 'consequences', the child will stay in at playtime/lunchtime with the adult who gave them this card to complete a 'Think Sheet' to explain their behaviour and ways to improve it in addition to the 'consequence'. The 'Think Sheet' will be up loaded to CPOMS together with with an overview of the behaviour.
- After the 'consequences', the child will move back to 'ready for learn' for a fresh start. Children must have a fresh start the following day. It is of the utmost importance that where ever possible the staff member putting the child on 'consequences' also completes the sanction in order to maintain the authority and respect of the children. Children receiving 5 'consequences' in a half term will receive a report card. Class teachers must alert the inclusion team when this occurs. Persistent disruptive behaviour is recorded onto CPOMS. A meeting will be arranged with the child, parent, class teacher and a member of the inclusion team to put a plan in place to explore support the child may need. This will be reviewed after 2 weeks. If behaviour has sufficiently improved the report card will discontinue. If behaviour has not sufficiently improved a PSP (Pastoral Support Plan) will be put in place.

Consequences and recording for unacceptable behaviour at unstructured times

At break and lunchtimes, the school rules still apply and all the staff have the same high expectations of behaviour that they have during lesson times. As playtimes are less structured and informal, we recognise that it can be a challenge for some of our children to maintain these high standards. Therefore, we provide a wide range of activities, both indoors and outdoors, to ensure that children are occupied safely and happily.

- If a child breaks the rules at break or lunchtime, staff on duty will give the child a verbal warning, 'stop and think' with visual support. If they persist with inappropriate behaviour the child will have 'consequences', which will be decided by staff on the yard. 'Consequences' are recorded by staff on the yard on CPOMS and analysed by the SENCo.
- If the number of 'consequences' continues to increase to 2+ times a week the child will be put on a 20-20-20 timetable for lunchtimes. This will be reviewed after 2 weeks. If behaviour has sufficiently improved the timetable will discontinue. If behaviour has not sufficiently improved a PSP will be put in place.
- If the child is causing distress to another pupil, they will immediately go inside. This also gives the opportunity for an incident to be investigated and dealt with thoroughly.
- Children who fight at any time of the school day will lose the privilege of outdoor play and parents must be informed. They will be kept on a structured indoor timetable for 3 days at playtime and lunchtime or parents/carers will have the option to take them home for lunch.
- For children who fight more than once, when playtime is re-instated, children will be put on a 20-20-20 timetable for lunchtimes. This will be reviewed after 2 weeks. If

behaviour has sufficiently improved the report card will discontinue. If behaviour has not sufficiently improved a PSP will be put in place.

- Persistent violent behaviour or fighting, or a one-off serious offence could lead to a fixed-term exclusion following the guidelines below.

School Visits

- Children who behave inappropriately on a school visit will receive the consequences back in school the following day. Teachers must consider the use of adults and their level of experience when allocating children to groups.
- Children may require 1:1 support and a risk assessment will be completed before the visit to put in place the necessary actions.
- In the event of a safety issue occurring, the pupil will be collected by a Senior Member of staff. Parents/carers will be contacted immediately.

Additional sanctions may be put in place for children when the behaviour policy is ineffective

- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance, the loss of a responsibility or not being able to participate in a special event.
- School-based community service or imposition of a task, for example, tidying a classroom or helping clear up the dining hall after mealtimes.

Support systems for children who are finding it difficult to control their behaviour

For all pupils, the Class Teacher Needs to Ensure:

- Work is matched at the learning needs of the children with the appropriate supporting resources and alternative ways to record ideas
- Good classroom organisation and structures help support children who have difficulty managing their own work time
- High expectation and clearly defined guidelines and boundaries
- Positive praise
- Quick response to acceptable behaviour using the Behaviour Policy
- Clear visual support to promote understanding and systems
- The Zones of Emotional Regulation is displayed on the wall and taught to the children and referred to support identification of feelings and calming strategies to implement

The Inclusion Team will support the class teacher with the management of children with challenging behaviour. The level of support will be appropriate to the need of the teacher, the class and the child. The purpose of the intervention is to modify behaviour. This support could include:

- Intervention groups for behaviour, self-esteem, social skills or emotional literacy (See Mental Health Policy), including the Zones of Emotional Regulation strategies and providing personalised 'toolbox' to apply strategies
- Support with classroom strategies including a class visual timetable and an individualised timetable
- Use a personal reward system in line with their individual timetable and plan
- Social stories explaining the importance of remaining in our bubble and social distancing.
- Regularly checking in with the child throughout the day to prevent escalation of behaviours
- Monitor potential conflicts on the yard and in the classroom and defuse quickly using the most appropriate strategy in the child's plan
- Consider seating
- Offer activities inside during playtimes to support the child's self-regulation
- Use a supportive touch, standing side by side to the child (not fact to face) if a child is accepting of touch
- Use calming talk to de-escalate a situation and/or support an anxious child
- Meetings with children and parents
- Report cards
- Management of Pastoral Support Plans (PSPs). The PSP sets out achievable targets and actions for individual children. The PSP will be reviewed every 6 weeks by the Inclusion team with parents/carers.
- Referrals to outside agencies, as appropriate
- Arrange additional transitional visits and support when moving to secondary school.

Where further support is needed, staff will consider what additional support or reasonable adjustments are needed and put a plan in place to deliver it, with regular points to review. Where pupils already have a Support Plan, My Plan, an EHC plan, a PSP or a multiagency plan, these will be updated.

If the behaviour under review gives cause to suspect a child is suffering, staff should follow the school's safeguarding policy and whether the school should consider a multiagency assessment is necessary.

Parents/Carers

The support of parents/carers is a vital component in managing and improving difficult behaviours.

- We ask parents and children to read, discuss and sign our home/school agreement when children start school.
- Parents/carers are informed of their child's specific behaviour difficulties through phone calls and, where appropriate, at meetings arranged a hand over at the beginning and end of the school day.
- Class teachers and the inclusion team also meet with parents through pre-arranged meetings to share specific behaviour plans or discuss children's breach of the school rules.

Internal Seclusion and Fixed Term Exclusion

We have a responsibility to maintain the smooth running of classrooms and school or the safety and learning of all pupils. The following behaviours are unacceptable and could result in internal seclusion or fixed-term exclusion.

Persistent breaches; or a first or 'one-off' serious offence e.g.

- a) serious actual/threatened violence, including swearing, against another pupil/member of staff;
- b) racist language
- c) sexual abuse or assault;
- d) supplying an illegal drug; or
- e) carrying an offensive weapon
- f) destruction of school property
- g) purposefully sneezing, coughing and spitting on another child or adult

Where practical, the pupil will be given an opportunity to present their case **before** the decision is made to seclude or exclude.

Internal Seclusion

- Children on internal seclusion will have work set and marked by their teacher.
- We are required to record internal seclusions and details will be kept on the children's individual records, and parents/carers will be informed. The child will be secluded with an adult away from other children in a room.
- Following the internal seclusion the PSP will be put in place with behaviour targets set/reviewed.

Fixed Term Exclusion

- Following an incident, and after considering the written evidence, if there is doubt that the pupil did what is alleged the pupil will not be excluded. The pupil will be asked to give their version of events. The evidence is checked for incidences relating to racial, sexual and gender harassment or other forms of harassment, including religious beliefs, which provoked the incident. The evidence is taken into consideration when deciding the outcome for the pupil.

- Parents/carers will be invited into school to discuss the incident/s that has led to the fixed-term exclusion.
- The length of exclusion and information about when their child may not be out in a public place following exclusion is shared at the meeting and documented in a letter.
- Parents are notified if a decision is made to issue a further exclusion after the initial one.
- These exclusions must, by law be reported to the governors and Learn Sheffield.
- The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations.
- All fixed-term exclusions are followed up with re-integration plans for the child. Re-integration meetings are minuted. Parent and pupil views are elicited.
- During the exclusion period, schools should review the pupil's school-based plan considering what will need to be different about provision for the pupil to be successful on their return which will be implemented into the PSP.
- On their return the pupil should be involved in a reintegration meeting which will outline how the school aims to support their successful inclusion.
- There is a final sanction of permanent exclusion.

The following guidance is adhered to for all fixed-term exclusions, *'Exclusions from maintained schools, academies and pupil referral units in England – DfE September 2017'*.

Alternations during Pandemic

- Where a pupil is excluded for disciplinary reasons, schools should reassess the pupil's risk assessment. Where the pupil is open to social care, schools should speak to the social worker prior to the exclusion where possible and as a minimum notify the social worker to ensure there is a log of the call.
- During coronavirus (COVID-19) restrictions, consideration should be given to maintaining contact with the child and family during the period of exclusion.

Crisis Management/Serious Incident

- Written guidelines cannot cover every eventuality and the professional judgment of individual staff will always be critical in assessing the risk factors inherent in a given situation.
- Information and advice on judging risk and taking acceptable, safe action is found in the school policy on Positive Handling. This is held in the Positive Handling Policy.
- Read the Preventing Missing Children Policy for children who are no longer on the premises.

In extreme circumstances, if a child acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:

- Using prevention strategies in the section 'The Class Teacher Needs to Ensure'.

- Issuing instructions for the child to stop, clearly using their name
- Tell the child to go to time out from the area where they are causing disruption
- Alert the inclusion team as quickly as possible
- Box of PPE to be easily accessible for staff. Positive Handling is a last resort but may be needed in line with 'use of force'.
- Take other children via the fire escape route.
- Reassuring the class afterwards
- Use repair and reflection time with the child afterwards
- Record the incident on CPOMS and complete a 'Serious Incident form'. Where the inclusion team/SLT have not been present, alert them as soon as possible so a course of action can be determined.

It is acknowledged that at these extreme times a teacher cannot guarantee the health and safety of the child concerned. They will use the strategies outlined to ensure as far as possible the safety of other children and themselves. The power to use reasonable force will only be used when all other options have failed and the child's actions are preventing other children from learning or there is a high level of concern for the safety of others. Parents/carers will need to receive an honest report of any incident including concerns raised. Children who are more likely to require Positive Handling, require a Positive Handling Plan *See Appendix 1.*

Confiscation

- Staff can confiscate a child's property when it is not allowed to be in school. If it is safe to do so, the property will be returned to the child at the end of the day or may be returned to their parents/carers.
- If a child is believed to be carrying illegal or dangerous objects, parents/carers will be contacted immediately. *See Appendix 2.*

Discipline outside of school

The school will investigate non-criminal bad behaviour and bullying which occurs away from the school premises and which is witnessed by a staff member or reported to the school. Incidents are investigated include travelling to and from school, it has repercussions for the orderly running of the school, poses a threat to another pupil or member of the public and could adversely affect the reputation of the school. The pupil/s will be identifiable as a pupil at the school, perhaps by their school uniform.

The incident will be fully investigated and the sanction will be appropriate to the behaviour reported. This could include any of the sanctions written in this policy. In addition, the incident may be reported to the PCSO/police if deemed necessary for the safety of other pupils and adults. A referral may be made to the Community Youth Team for further support with anti-social behaviour.

Malicious Accusations

Disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.

- The incident will be fully investigated taking accounts from all involved.
- Parents/carers will be required to attend a meeting.
- Action will be decided depending on the circumstances of the incident in line with all other relevant policies.

Behaviour Policy

Approved by Governors – Nov 2020

Last review – July 2021

Next review due – July 2022

Appendices

Appendix 1

Power to use reasonable force

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

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Appendix 2

Power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Appendix 3

The current exclusion law

- the Education Act 2002, as amended;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (“the Regulations”);
- the Education and Inspection Act 2006;
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended, and
- Exclusions from maintained schools, academies and pupil referral units in England – Statutory guidance for those with legal responsibilities in relation to exclusion September 2017.

Appendix 4

Scripts to use when dealing with negative and disruptive behaviour (Paul Dix 2017)

Suggested verbal reminder

I noticed you are (having trouble getting started/struggling to get going/wandering around the classroom)

It was the rule about (lining up/staoumg pm task) that you broke.

Do you remember last week when you (complted your work/received 3 House Points)

This is who I need to see today. This is your first verbal reminder. Thank you for listening.

Assertive phrases to support classroom management

You need to (sit down/speak to me over here)

I need to see you (following he agreed rules/routine).

I expect (to see you completing your work/tidying your area in the next minute)

I know you will (complete your work/sort out an issue)

Thank you for (keeping your hands to yourself).

I have heard what you said, now you must (get back on with your work, move to a quiet space)

We will (have a better day tomorrow)

Six phrases to support power play and dysregulation

I understand (that you are upset)

I need you to (come with me so we can resolve this properly)

Maybe you are right (maybe I need to speak to them too)

Be that as it may (I still need you to...)

I've often thought the same (but now we need to focus on)

I hear you (it's not easy but I know you can do it well)

Dysregulation

Using the Zones of Emotional Regulation and the tool box, children can learn

- I can choose to walk away
- I can stop myself
- I am OK
- I am in control of myself
- I can choose to be calm
- I have bigger goals than this behaviour

Say 'I am here for whenever you are ready'.