Behaviour Policy

Bankwood Primary School

Version 5: November 2022

This policy will be reviewed annually or early if required.

Behaviour Policy

Introduction:

Good behaviour is essential to support positive well-being and ensure all pupils benefit from the opportunities provided by education. We want Bankwood Community Primary School to be a place where everyone feels safe, happy, respected and able to work to their full potential unhindered by inappropriate, threatening or disruptive behaviour. We recognise that behaviour is a form of communication and strive to understand what our pupils are trying to communicate with us.

At Bankwood Community Primary School we focus on 3 core rules:

- To take **<u>pride</u>** in our work and our behaviour.
- To show determination to make **<u>progress</u>** at school.
- To take **<u>responsibility</u>** for the choices we make.

We have high expectations of behaviour and teach the children to be good citizens who treat others with respect. Staff reward positive behaviour through praise and encouragement, helping our children to develop self-esteem and kindness to others. We recognise that parents and carers are an integral part of our school community. With this at our core, we work in partnership with them to provide the best school experience for our learners. We welcome parents and carers to support our behaviour policy and work in conjunction with them to gain the best for all our children. We encourage parents to communicate with us to alert us to any factors that may cause a negative impact on their child's behaviour.

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. It seeks to create a caring and learning environment in the school by:

• 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 a 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.

• Encouraging children to take responsibility for their behaviour.

• Explaining unacceptable behaviour.

Start of the day:

Each school day begins with a member of SLT welcoming children into the school grounds and class teachers and TAs welcoming them into the classroom. We use this time as an opportunity to have a positive interaction with every child and encourage a positive start to the day. This time is crucial to reinforce to children that they have a positive relationship with the adults in school and that each day is a new one with no previous issues being revisited. Adults greeting children assess the child's readiness for learning and direct them to the *Zones of Regulation* board/area if necessary. Children who are still struggling to settle into the school day will be supported by teaching assistants to talk about their emotions and undertake relevant Zones of Regulation activities to allow them to become emotionally regulated and ready for their learning.

How we teach good behaviour:

We expect high standards of behaviour and work to achieve this consistently across the school. The behaviour of all adults in school will reflect the school's ethos and policy and act as a good model of our expectations. The children will work collaboratively to feel positive about their work and behaviour. This will strengthen relationships between the children and the teachers. The children will take pride in their behaviour and this will be modelled daily by the adults within the school.

Every adult in school will consistently reinforce the school's expectations and will consistently apply the school's policy to incidents of inappropriate behaviour.

Curriculum provision:

Our PSHE curriculum as well as our assemblies programme provide opportunities for children to learn what constitutes good behaviour and what the school rules look like in practice. Children are given the opportunity to learn how to make effective relationships, how to recognise and manage emotions, to develop skills to resolve conflict and understand what constitutes bullying and how to eradicate it. Children learn how their behaviour affects themselves and others.

Support for children experiencing difficulties:

Despite every effort to instil the values of the school so that all children become successful, we recognise that for some children modelling the expected behaviour can be very difficult. This can be evident in the very youngest children; in some children with additional needs and in children who have experienced some kind of trauma or disruption in their lives. Where children's behaviour does not model the

school's expectations, class teachers will set up individual, group or whole class behaviour management systems to manage any consistently inappropriate low-level behaviours. We also work with families to provide appropriate support. This includes meeting with parents and the child to establish the root causes of the issues, to identify any unmet needs and to put in place a personalised support plan detailing how the school and family will work together to support the child. This may include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil has. We also consider the use of a multi-agency assessment as such assessments may pick up unidentified special educational needs or identify mental health or family problems. We use outside agencies to support any factors identified. This may involve making referrals to the Multi-Agency Support Team (MAST), Educational Psychology, Speech & Language, Child Mental Health Services, School Health or any appropriate counselling services.

Whole School Rewards:

Positive reinforcements are given throughout the school day to reward children following the school rules and making correct choices. These include thumbs up, smiles, star of the day (FS0 &1), rainbow reward (FS2), stickers, sharing learning with others, house points for following the school rules, positive notes and postcards sent home with positive news. At the end of each week the children with the most house points are rewarded with a tea party with the headteacher. Children can also save their house points and then visit the House Point Shop, where points can be spent on prizes. At the end of each week a Star of the Week is chosen from each class for following one of the school rules. This is celebrated in assembly, with parents invited.

Responses to negative behaviour:

Low level behaviours could include shouting out, walking around class, talking at inappropriate times, rushing learning and not doing it to the best of their ability.

If a child shows an incident of low-level behaviour the following strategies should be used by the adult(s) involved in the incident:

- Modelling of positive communication e.g. calm voice, calm body

- Reference to zones of regulation and support to get back to the green zone.

- Use of supportive language using Team Teach scripts - 'I can see something has happened. I'm here to help. You talk and I'll listen. Come with me and let's…..'

- Verbal reminder of desired behaviour and support to change their behaviour

- If behaviour is not changed, remind the child of possible consequences (e.g. making up learning in own time) and/or provide a forced choice.

- Give the child time to respond to required behaviour reminders.

(In some instances it may be most appropriate to selectively ignore the behaviour at the time it is occurring and then deal with it at a later time.)
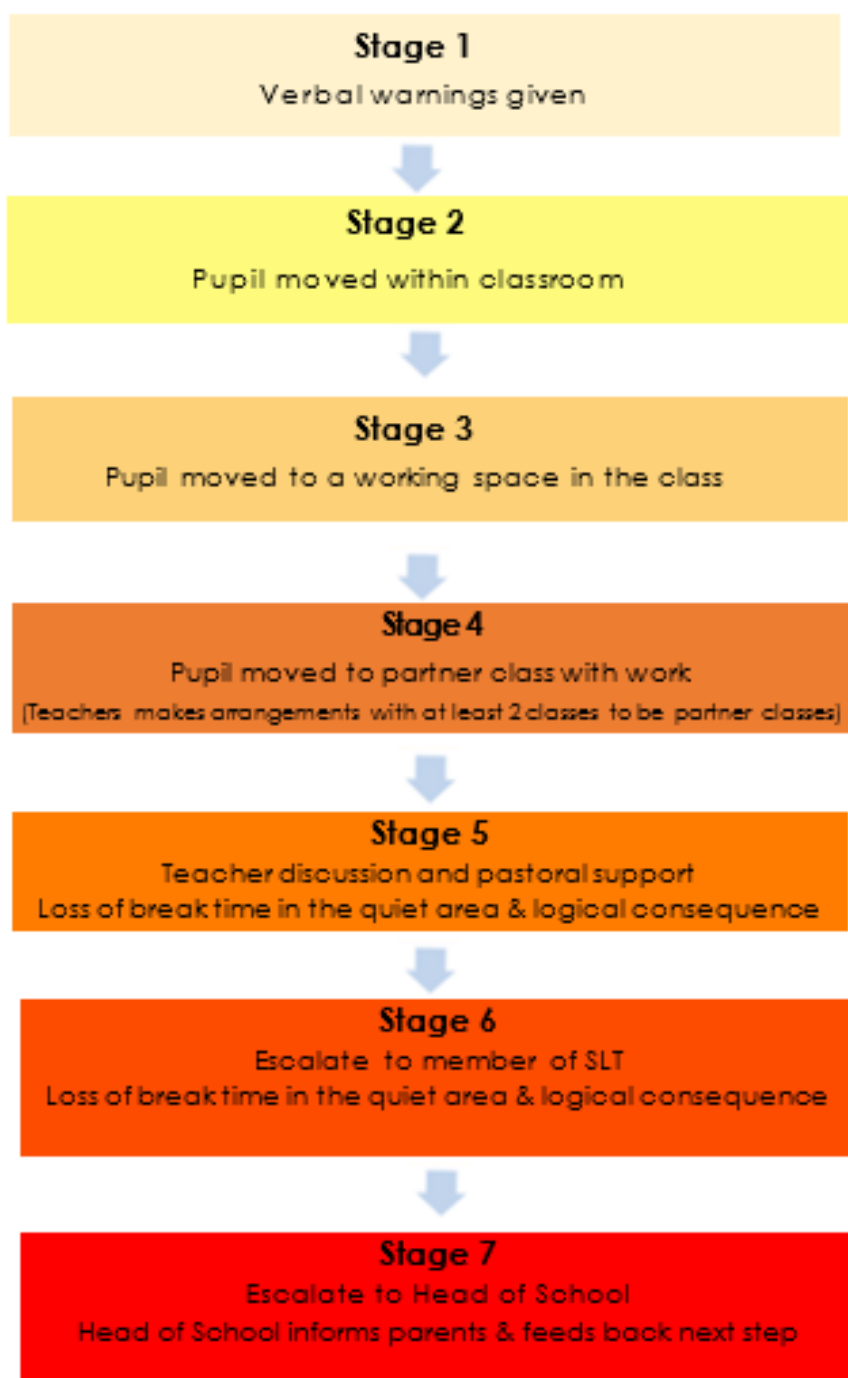
If low level behaviour persists, it may be appropriate to get other professionals and/or parents involved to see if there is any further support the child may need e.g. involvement of SENDCo.

Consequences for not following the rules:

There are consequences for not following the school rules, they are as follows:

- Verbal warnings (make good choices)
- Time out in class (move to another seat and make a good choice)
- Move to partner classroom with work
- Restorative conversation
- Logical consequence
- Loss of free- time (breaks/dinners)
- SLT support/behaviour support
- Conversations with parents

The flowchart below explains this:

Stage 1

Verbal warnings given

Stage 2

Pupil moved within classroom

Stage 3

Pupil moved to a working space in the class

Stage 4

Pupil moved to partner class with work

(Teachers makes arrangements with at least 2 classes to be partner classes)

Stage 5

Teacher discussion and pastoral support

Loss of break time in the quiet area & logical consequence

Stage 6

Escalate to member of SLT

Loss of break time in the quiet area & logical consequence

Stage 7

Escalate to Head of School

Head of School informs parents & feeds back next step

Restorative script – Post Incident Learning:

The following post incident learning script will be used by all staff to support children with the restorative process after an incident:

> ➢ What happened?
> ➢ How do you feel?
> ➢ What could you do next time you feel like this? (give ideas here if needed)
> ➢ How can you make this better? (logical consequence)

As a school, we believe that children should be able to express their views/feelings in a respectful way. We will always listen to a child; we understand that after an incident it takes a while for the child to be able to articulate their feelings. We will give the child an opportunity to discuss their behaviour and to rectify it accordingly with a logical consequence.

This restorative conversation will be recorded by the staff member dealing with the incident on CPOMS.

Logical Consequences:

At Bankwood Community Primary School we aim to use Logical Consequences in order to promote positive behaviour. Whilst having a restorative conversation, a logical consequence will be discussed (How can you make this better?) The use of logical consequences is a learning experience for children, teaching them they have responsibility for and control over their own behaviour. The consequences of their actions are logical because they are clearly related to the child's behaviour.

Logical consequences help remind children of the rules, reinstate the limits and teach alternative behaviours. It helps children learn from their mistakes.

Logical consequences are respectful, relevant and realistic.

Below are some examples of logical consequences:

Possible Negative Behaviour	Positive action to make a difference	Logical consequence
MEDIUM LEVEL		
Refusal to work	Distraction and diversion - 'come and sit down, let's look at your work together' Praise/recognition Next steps, recap learning, offer peer support Calming time/calm down toolkit Discussions about what makes a Bankwood Learner.	Restorative conversation 2 choices – do learning now or in own time/at table or on carpet Record on CPOMs Inform parents
Swearing	Distraction and diversion Calming time/calm down toolkit Discussions about what makes a Bankwood Learner.	Restorative conversation Provide alternative words and adjectives to use. Apology to adult and class (either verbal or written) Record on CPOMs Inform parents if necessary
Name calling	Distraction and diversion Calming time/calm down toolkit Discussions about what makes a Bankwood Learner.	Restorative conversation Explain that we don't use that word in school and how these words can make people feel

		Positive acts/acts of kindness for those they hurt/upset. Write an apology for that person Supervised session of children playing together - reconciliation
Low level negative behaviour on the yards – play fighting, over competitiveness, out of designated areas etc.	Verbal reminder of desired behaviour and support to change their behaviour e.g. referencing our golden rules & values to become a Bankwood Learner.	Stand with an adult for 5 minutes **and observe** then discussion with adult about good play observed and possible outcomes had their behaviour continued. Persistent behaviour – record on CPOMs & inform parents
Not telling the truth	Reference school values to become a Bankwood Learner.	Drama and hot seating of consequences Social Stories Apologise (verbal or written) to anyone affected by the action. Poster explaining why it is important to tell the truth
HIGH LEVEL		
Disrespecting school resources/spaces/equipment.	Distraction and diversion Remove equipment, short positive discussion about use of equipment.	Miss their free-time to discuss behaviour Tidy up/cleaning mess in free time

	Calming time/calm down toolkit	Make poster/leaflet to inform peers how to look after equipment
		Repair the item (if applicable and if possible)
		Litter Pick
		Sort lost property out
Disrespecting adults in school.	Model positive communication	Miss free time to discuss behaviour as restorative conversation
	Use Team Teach script	Written apology to adult.
	Seek support	
Damage to property/ equipment	Distraction and diversion	Miss free time to discuss behaviour
	Remove equipment, short positive discussion about use of equipment	Tidy up mess
		Mend/ replace broken items
Fighting	Risk assessment	Miss free time to discuss behaviour
	Distraction and diversion	Restorative conversation with other party (if appropriate)
	Remove from area	Spending time together to complete a task (if appropriate)
	Use of Team Teach script	Writing a letter of apology
		Talk to parents
		Design posters for calming down strategies/appropriate

		play/how to be a good friend
Leaving the classroom without permission	Distraction and diversion Model positive communication Seek support	Miss free time to discuss behaviour and catch up with any missed learning

This is not a definitive list and professional judgement should be used in relation to behaviour management responses and actions.

Exclusion:

We use exclusion as a last resort in school. However, if there is no improvement in the behaviour of the child or if an incident is deemed serious enough then this may lead to exclusion. The decision to exclude is made by the Head of School. This could be for a set period of time or permanently depending on the type of behaviour.

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

All staff in school have the right to be safe at work. Therefore, if a child who is not in crisis strikes a member of staff they will receive an immediate fixed-term exclusion and parents will be called. This may not be the case if a child has a support plan in place and all aspects of the plan have not been adhered to or a child with additional needs who does not fully understand their actions.

Following a fixed term exclusion, the Head of School, or in their absence, another member of the SLT, will meet with the child and parents as part of a reintegration meeting. During this meeting, a discussion will take place about the school rules and how the child can adapt their behaviour in the future to be in line with them.