



Steel City

Schools Partnership



Behaviour Policy

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Behaviour at Bankwood Primary School

Good behaviour in schools is central to a good education. At Bankwood Primary School, we want our pupils to feel safe, happy and respected. We want our classrooms and learning environments to be calm, orderly, safe and purposeful; places where children can learn and thrive. Being taught how to behave well is vital for children to succeed personally and for them to successfully navigate the communities in which they live.

We believe that all children have the right to an education which is unhindered by inappropriate, threatening or disruptive behaviour. We recognise that behaviour is a form of communication and we therefore strive to understand what our pupils are trying to communicate to us through their behaviour.

We have high expectations of behaviour at Bankwood and we will insist that our school rules are followed by all pupils at all times. Positive behaviour is recognised, celebrated and rewarded. Behaviour that does not follow our school rules nor matches the expectations of our behaviour policy is challenged and, if necessary, sanctioned. Pupils who display challenging behaviour will be supported to understand their behaviour and when it is appropriate, will be given an opportunity to restore and make amends for what they have done.

We recognise that parents and carers are an integral part of our school community and as such, we work in partnership with them to provide the best possible 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 of our children. Furthermore, we encourage parents to communicate with us, to alert us to any factors that may cause a negative impact on their child's behaviour.

At Bankwood Primary School, we believe that in order to enable effective teaching and learning to take place, good behaviour, in all aspects of school life, is essential. We seek to create supportive learning environments in our school by:

- Encouraging and acknowledging good behaviours and discipline.
- Promoting self-esteem by encouraging pupils 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.
- Encouraging a positive relationship with parents and carers through which they feel involved in the implementation of the school's behaviour policy and its associated procedures.
- Encouraging children to take responsibility for their behaviour.
- Explaining unacceptable behaviour.

At Bankwood, our approach to behaviour is intrinsically linked to our school vision. At the heart of our school vision are our 3 core rules:

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

School Vision

Our vision is based on the belief that the purpose of primary education is to nurture children to learn and grow in safe, happy and stimulating environments. We believe in setting our children ambitious targets and supporting everyone to reach their full potential, through the provision of a curriculum tailored to their individual needs. Our dedicated staff team ensures exciting learning opportunities to inspire progress, both within the classroom and the wider community.

It is our vision that our children are supported to make accelerated progress by:

- Being healthy and happy individuals.
- Being articulate to express themselves to a variety of audiences.
- Being confident to take a risk in order to open up wider opportunities.
- Becoming contributory members of the school and wider community.
- Becoming fluent and confident readers and mathematicians from an early age.

Our core rules of **Pride, Progress and Responsibility** are woven into all aspects of school life.

Pride

Children and staff take pride in our school and their achievements and strive for excellence. High standards are maintained in all areas of school life and as such the expectations for good learning behaviour and conduct are intrinsic. We have an open learning culture where children and staff learn from insightful feedback from peers and mentors, and as such, are resilient learners and take pride in the achievements of themselves and others.

Progress

We recognise that all of our learners, children and staff have differing starting points and that through the building of positive working relationships and in the right environment can be supported to progress. A combination of our bespoke curriculum and priority of ensuring quality first teaching in all classes and for all children ensures success and progress for all.

Responsibility

Learning at Bankwood extends beyond the classroom. Children are taught to become responsible members of our school community. Through both the curriculum and wider opportunities offered, they are nurtured to be independent learners, reflective and with inquiring minds. As a staff, we accept a joint responsibility and accountability for upholding the school values and striving to meet our vision.

Start of the school day

Each school day begins with staff members welcoming children into the school grounds. Members of the senior leadership team will greet children at the school gates and class teachers and teaching assistants will welcome them into the classroom. In order to build positive relationships with every child, teachers operate a 'Four on the Door' system, where children can select a personalised greeting, for example a hand shake, doing a dance, receiving a high five or perhaps a fist bump! We use this time as an opportunity to have a positive interaction with every child and to facilitate a nurturing start to the day. This time is crucial for us to reinforce to children that they have a positive relationship with the adults in school and that each day is offered as a fresh start, with no previous issues being revisited.

As adults greet children in the morning, they will assess their readiness for learning. If children are dysregulated or not ready to access their learning, they will be directed towards 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.

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

How we teach good behaviour at Bankwood Primary School

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 vision and will 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.

Every adult in school will consistently reinforce the school's expectations and will apply the behaviour policy when managing 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. 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 to understand what constitutes bullying and how to eradicate it. Children learn how their behaviour affects themselves and others.

Whole school rewards

Positive reinforcements are given throughout the school day to reward children for following the school rules and for making correct choices. Rewards include:

- Words of encouragement from adults
- Physical gestures, such as thumbs up, high fives, fist pumps or smiles
- Receiving Class Dojo points
- Stickers
- Receiving Praise Postcards home
- Star of the Week certificates

Each week, class teachers will select one child to be the Star of the Week, someone who has worked hard to demonstrate a particular skill set, learning behaviour or followed a particular school rule during the week. This child will be presented with a special certificate in Friday morning's assembly and parents and carers will be invited to attend in person. Stars of the Week will also be rewarded with a tea party with the Headteacher and Deputy Headteacher.

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, adhering to 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 address any consistently inappropriate or disruptive behaviours.

We also work with families to provide appropriate support. This may include meeting with parents and the child to establish the root causes of the issues, to identify any unmet needs and/or 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 special education needs or disabilities that a pupil has.

We also consider the use of a multi-agency assessment as such assessments may pick up unidentified special education needs or identify mental health needs or difficulties in the home/wider community. In the event that any complicating issues arise from these assessments, we will work alongside external agencies to support the child and the family, if necessary. At Bankwood Primary, we make referrals to, and work in partnership with the Family Intervention Service (known as FIS - formerly MAST), Education Psychology (EP), Speech and Language Therapy (SALT), Child and Adolescent Mental Health Service (CAMHS), Fusion, School Nurses, Think for the Future (TFTF) and other appropriate counselling and therapeutic services.

Responses to negative behaviour

Low level behaviours could include shouting out, walking around the classroom during learning times, talking at inappropriate times, rushing learning, disrupting others or not doing their learning to the best of their ability.

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

- Adults will model positive communication - using a calm voice, supportive language and model regulated body language.
- Adults will reference the *Zones of Regulation* and use the toolkit to support children back into the Green Zone.
- Adults will use Team Teach scripted, supportive language with children, for example, *'I can see something has happened'* or *'I can see that you are not in the Green Zone right now. I'm here to help. You talk and I'll listen. Come with me and let's...'*
- Adults will offer verbal reminders of the behaviours they expect.
- Adults will actively support children to change their behaviour.
- Adults will remind children of the possible consequences if their behaviour does not change (see Behaviour Management Flow Chart below).
- Adults will give the children time to respond to their prompts and rule reminders.

In some instances, it may be appropriate to selectively ignore the behaviour of a child at the time it is occurring and then deal with it at a later time, when the child is regulated and able to constructively listen to the adult.

If low level behaviours persist, it may be necessary to get other professionals and/or parents involved to see if there is any further support the child may need.

Consequences for not following the school rules

There are graduated consequences for not following the school rules at Bankwood Primary. They are, as follows:

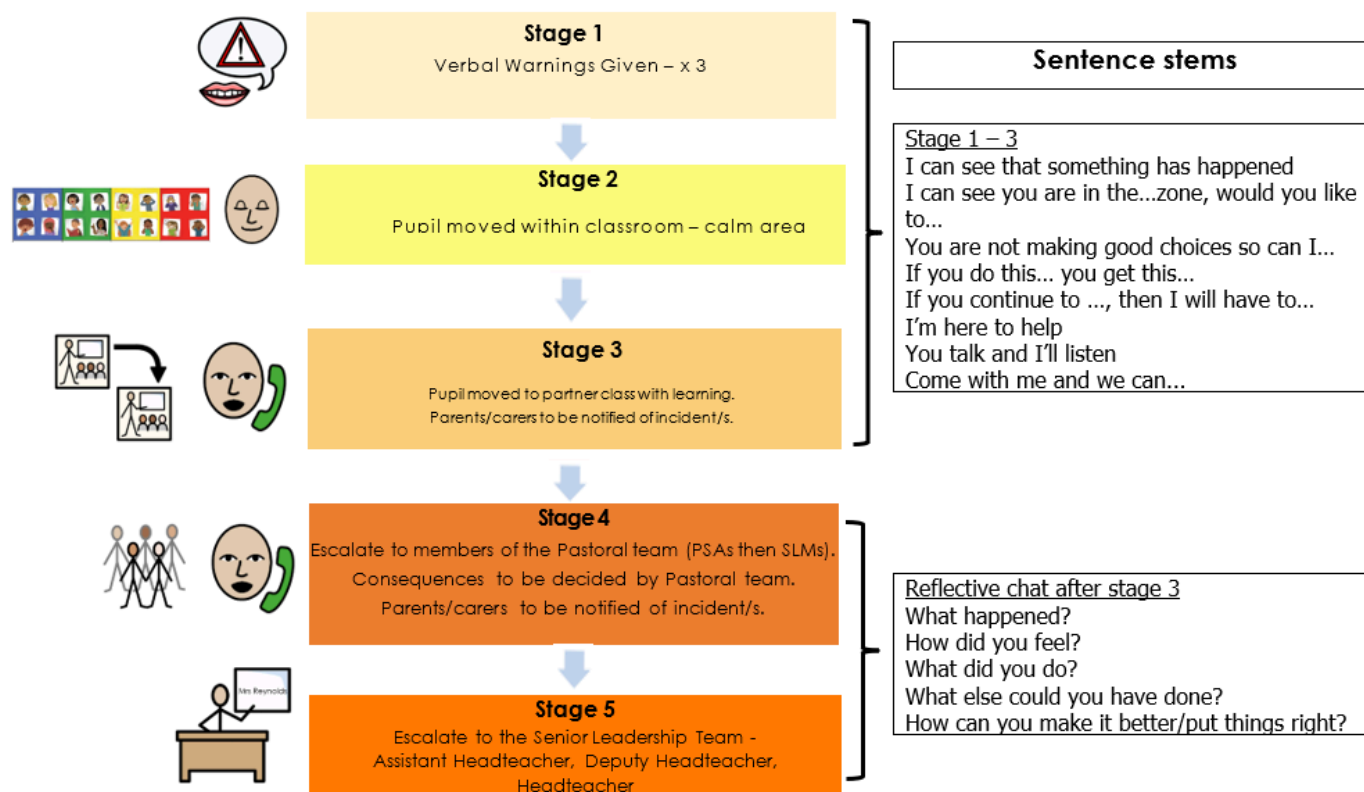
1. Children will be given 3 verbal reminders/warnings by the classroom adults.
2. Children will be required to have 'time out' in class. They will move to another seat in the classroom or go to the calm down area.
3. Children will be required to leave their classroom and move to a partnering classroom to complete their work.
4. Children will be supported by members of the Pastoral team.
5. Children will be supported by members of the Senior Leadership Team.

Other consequences include:

- Restorative consequences between children and/or adults.
- Logical consequences to rectify what has gone wrong.
- Loss of free time (break time and/or lunch time).
- Telephone conversations with parents
- Meetings with parents in school

Our Behaviour Management Flow Chart explains this:

Behaviour Management Flow Chart



Post Incident Learning

Restorative Practice

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

- What has happened?
- How did you feel?
- What could you do next time you feel like this? (support available if needed)
- How can you make this better? (logical consequence to be applied)

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 may take a while for the child to be able to articulate their feelings. We will give every 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 on CPOMS.

Logical consequences

At Bankwood Primary School, we aim to use logical consequences in order to promote positive behaviour. Whilst having a restorative conversation with a child, 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 that they have a responsibility for, and control over, their own behaviour. The consequences are 'logical' because they are clearly related to the behaviour that has been displayed.

Logical consequences help remind children of the school rules and teach children alternative behaviours to the ones they displayed. It helps children to learn from their mistakes.

Logical consequences are always **respectful, relevant** and **realistic**.

Here are some examples of logical consequences to medium and high level behaviours:

Medium Level Behaviours

Example behaviour	Example of our positive actions to support child	Logical consequence
Refusing to work	<p>Distraction techniques - 'Come and sit down, let's look at your work together'</p> <p>Praise and recognition</p> <p>Use of 'Now and Next' language - 'Now it's time for learning and next you can...'</p> <p>Offer to work with a peer</p> <p>Offer of calming down time</p> <p>Use of the Zones of Regulation toolkit</p> <p>Discussion about what makes a Bankwood learner</p>	<p>Restorative conversation with class teacher</p> <p>Offer of clear choices - 'You can do your learning now or in your own time', 'You can do your learning at your table or on the carpet' etc.</p> <p>Record the incident on CPOMS</p> <p>Inform parents</p>
Swearing	<p>Distraction and diversion techniques</p> <p>Offer of calming down time</p> <p>Offer of the Zones of Regulation toolkit</p> <p>Discussion about what makes a Bankwood learner</p>	<p>Restorative conversation</p> <p>Provide alternative words and adjectives to use</p> <p>Apology to adults and class members (either verbal or written)</p> <p>Inform parents</p> <p>Record on CPOMS</p>
Name calling	<p>Distraction and diversion techniques</p> <p>Offer of calming down time</p> <p>Offer of the Zones of Regulation toolkit</p> <p>Discussion about what makes a Bankwood learner</p>	<p>Restorative conversation</p> <p>Explain that we don't use those words in school and how these words can make people feel</p> <p>Positive acts/acts of kindness for those they hurt or upset</p>

	learner	Write an apology Supervised session of children playing together - reconciliation
Low level negative behaviour on the playground, e.g. play fighting, unsportsmanship, over competitiveness, not listening to adults	Verbal reminder of desired behaviour and support to change their behaviour, e.g. reminder of school rules and values	Stand with an adult for a short period and have a discussion about good play behaviours and possible outcomes if the behaviours continue Record on CPOMS Parents informed
Not telling the truth	Reference school values and a reminder of what makes a Bankwood learner	Social stories Apologise to anyone affected by the action (verbal or written) Create a poster to explain why it is important to tell the truth

High Level Behaviours		
Example behaviour	Example of our positive actions to support child	Logical consequence
Disrespecting school resources/spaces /equipment	Distraction and diversion techniques Reminder of how to use equipment safely/correctly Removal of equipment or resources Offer calming down time Offer the Zones of Regulation toolkit	Loss of free time Discussion of behaviour with an adult Tidy up or clean a mess that has been made by the behaviour Make a poster/leaflet to inform other children how to look after equipment and resources properly If possible, repair the item Litter picking

		Sort lost property with an adult
Disrespecting adults in school	<p>Model positive communication</p> <p>Use of the Team Teach script</p> <p>Seek support from the Pastoral Team or Senior Leadership Team</p>	<p>Loss of free time</p> <p>Discussion of behaviour with an adult</p> <p>Have a restorative conversation</p> <p>Written apology to the adult(s) involved.</p>
Damage to property or school resources	<p>Distraction and diversion techniques</p> <p>Reminder of how to use equipment safely/correctly</p> <p>Removal of equipment or resources</p> <p>Offer calming down time</p> <p>Offer the Zones of Regulation toolkit</p>	<p>Loss of free time</p> <p>Discussion of behaviour with an adult</p> <p>Tidy up the mess that has been made by the behaviour</p> <p>Repair the items that have been broken</p>
Fighting	<p>Risk assessment</p> <p>Distraction and diversion techniques</p> <p>Removal from area</p> <p>Use of the Team Teach script</p> <p>Use of the Team Teach positive handling techniques</p>	<p>Loss of free time</p> <p>Discussion of behaviour with an adult</p> <p>Restorative conversation with the other party</p> <p>Both parties to spend time together to complete a task/play a game</p> <p>Writing a letter of apology</p> <p>Meeting with parents</p> <p>Create a poster for calming down strategies, appropriate play ideas or how to be a good friend.</p>
Leaving the classroom without permission	<p>Reminder of school rules and values</p> <p>Distraction and diversion</p>	<p>Loss of free time</p> <p>Discussion of behaviour with an adult</p>

	<p>techniques</p> <p>Model positive communication</p> <p>Seek support for the Pastoral Team of Senior Leadership Team</p>	<p>Catch up with any missed learning</p> <p>Restorative conversation, if necessary, with adults involved</p>
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This is not a definitive list; teachers will use their professional judgement when managing challenging behaviour and will ensure that the responses and actions given to children are **respectful, relevant and realistic**.

Home School Agreements

There may be instances where children continue to display challenging behaviour even when support, interventions and logical consequences are put in place to manage pupil's behaviour.

In this instance, the school may consider using a Home School Agreement as a further strategy to support behaviour. Home School Agreements run for 1 school week but can be extended if class teachers and senior leaders believe that is necessary to do so.

Home School Agreements are used to set time sensitive, achievable targets that aim to help pupils make positive behaviour choices in school. Once these targets have been agreed, the agreement will be used to track how pupils behave in their individual daily lessons. At the end of each lesson, the class teacher will record on a report card how pupils have behaved in that particular lesson. The agreement is shared with parents at the end of each day and families are encouraged to discuss the report card with the child at home.

If necessary, the child will be asked to bring their Home School Agreement to the senior leadership office to show a member of the leadership team. Senior leaders will work through the report with the child and discuss what has happened during the school day.

When class teachers and senior leaders see sustained improvement in pupils' behaviour, the Home School Agreement will come to an end and the pupils' behaviour will be monitored at a more informal level by the classroom teacher.

Weapons

It is illegal to carry knives or other offensive weapons on and around school premises. It is the school's policy to forbid the possession, custody and use of weapons by unauthorised persons in, on or around the school premises and school activities. No pupil or other person shall bring a weapon onto the school premises, nor carry or keep any weapon within the perimeter of the school site or while attending or participating in any school activities. These rules apply at all times except where a weapon is issued to a student by the school or required by the school for the purpose of teaching a curriculum activity e.g. Science, Design and Technology, Cooking, Art & Crafts. Misuse of such items will be dealt with as though possession was not authorised.

For the purpose of this policy, a 'weapon' is:

1. Any firearm of any description, including starting pistols, air guns and any type of replica or toy gun.
2. Knives, including all variations of bladed objects including pocket knives, craft knives, scissors etc.
3. Explosives, including fireworks, aerosol spray, matches.

4. Laser pens or other objects such as nails or batteries, even if manufactured for a non-violent purpose, that have a potentially violent use, if, in the circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

Any pupil found to be in breach of this policy could be subject to a fixed period suspension or permanent exclusion from school. In some circumstances the police may also be contacted.

Suspension

We use suspension 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 suspension. The decision to suspend is made by the Headteacher or, in their absence, the Deputy Headteacher. Suspensions could be for a set period of time or permanently (permanent exclusion) depending on the type of behaviour.

Suspensions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy

Suspensions from lunch times may also be considered if a child is repeatedly violating the Behaviour Policy during this time.

All staff in school have the right to be safe at work. All children have the right to learn in a safe environment, free from abuse. Therefore, if a child, who is not in a state of crisis, physically assaults another child or a member of staff, they will receive an immediate fixed-term suspension and parents will be called. This may not be the case if a child has a support plan in place and aspects of the plan have not been put in place to support this child, or for a child with additional needs who does not fully understand their actions.

Following a fixed term suspension, the Headteacher or Deputy Headteacher will meet with the child and parents as part of a reintegration meeting. During this meeting, a discussion will take place about the Bankwood school rules and how the child can adapt their behaviour in the future to be in line with them.

Permanent Exclusion

This government supports Headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe and supportive environment in which pupils can learn and thrive. To achieve this, suspensions and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to permanently exclude a pupil should only be taken:

- in a response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

(DFE guidance - Suspensions and Permanent Exclusions (2022))

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one off' misbehaviour.

Further reading

The Behaviour Policy should be read and considered alongside:

- The Anti Bullying Policy
- The Positive Handling Policy
- The Child Protection and Safeguarding Policy
- The SEND Policy

All of the policies can be found on our school website.