

Behaviour Policy

Introduction:

At Bankwood Community Primary school 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 parent 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.

As a school we believe that the children should be able to express their views/feelings in a respectful. 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.

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:

- 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.
- Encourage children to take responsibility for their behaviour.
- Explain unacceptable behaviour.

The governing body, head teacher 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. **Reasonable adjustments** will be made on an individual basis and as appropriate. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported (see the anti-bullying policy).

School Rules:

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

We keep to these school rules:

1. To take pride in our work and our behaviour.
2. To show determination to make progress at school.
3. To 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 and by having open and honest discussions in the school environment.

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.

How we teach 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. The children will take pride in their behaviour and this will be modelled daily by the adults within the school.

Whole School Rewards:

Positives reinforcements i.e. thumbs up, smiles, house points and stickers are given throughout the school day as positive behaviours as discussed each half term by each class within school. All children are rewarded, it is **consistent**.

EFYS Reward System

Rainbow Chart

All children start the day on the sunshine.

They can be moved to the rainbow for good learning behaviours, kindness etc. The reasons are always celebrated and shared with the group to label the positive behaviours and incentivise others.

Children will be put on the sad cloud when their behaviours are unacceptable. Adults will always make a professional judgement based on the age and stage of the child and their knowledge of the child. The child sits by the sad cloud (with an adult) and a 3-minute timer is used. When the 3 minutes are up, the adult discusses the behaviour with the child. Communication in print symbols for 'happy' and 'sad' and communication boards are used alongside the rainbow chart.



At the end of the session, parents are told of the incident and invited into Nursery to discuss it if they wish.

Families are given a replica chart and communication in print symbols to use at home. Use of these resources is discussed with families to ensure **consistency** of expectations and application.

If a child goes on the sad cloud more than once in a session the parents will be contacted during the session to invite them into Nursery after that session to discuss and share information.

Star of the Day

At the end of each session, a child is chosen to be the 'Star of the Day'. They are chosen by adults who have noticed behaviours to be rewarded. Everyone sings the 'Star of the Day Song'. Each adult gives a reason why the child has been chosen. The child chooses a prize from the basket.



At the end of the session, when the child is collected, the good news is shared with the family.

Key Stage 1 and Key Stage 2

Children to collect house points for showing good behaviours, improving their work and using their learning powers.

- Class teachers are responsible for creating a positive ethos through praise and rewards for good work and desirable behaviour in every session.
- All children will be rewarded with 'House Points' for good behaviour and good effort throughout the school day. The Houses are named after the jewels - 'Emerald', 'Ruby', 'Sapphire', and 'Diamond'. Children will be given a weekly chart to put in the classroom to record on the points by drawing a cross in the square next to their House. The House Points will be totalled weekly and announced in the Celebration Assembly. In addition, a running total will be kept and announced in the Celebration Assembly and the winning team will receive a cup with their colour ribbon on it. Each week the child in each class with the most house points (the day before the celebration assembly) will receive a certificate and get to have 'tea' with either the Headteacher or Deputy headteacher (snacks to be provided).
- A house point shop is available, where the children can attend to 'spend' their house points.
- Children can be sent to the Headteacher and SLT to receive house points.

- All members of the school community can give house points to children within the school.
- The school also supports positive behaviour by awarding prizes and certificates for good attendance and celebrating the House point winners in the weekly assembly.
- Children to receive enrichment time on a Friday and participate in activities that they are interested in. This is earned and runs across the whole school. The activities are engaging and purposeful.
- Postcards sent home to communicate positive behaviour within school.
- Children to be sent to a 'buddy' classroom to show good learning.

We communicate with parents:

- Our teachers are often available to talk to parents through appointments. We also ring parents and send letters.
- Face to face discussions.
- Informal discussions at the end of school day.
- Postcards to show excellent learning sent as
- We ask parents and children to read, discuss and sign our home/school agreement when children start school.

We have consequences for unacceptable behaviour:

After trying to support the children through engaging activities, distraction and praise, the following system will be followed if unwarranted behaviour persists, go through these steps.

Classroom	
First time a rule is broken: verbal warning	1
Second time a rule is broken: second verbal warning	2
Third time a rule is broken: third verbal warning.	3
<p>Yellow card – full session in the year group class, with learning and brought by another member of staff. Child to be sat in a seat and to undertake the learning they have with them.</p> <p>Class teacher to speak to them about the incident.</p> <p>Incident recorded on CPOMS.</p>	4

<p>EYFS:</p> <p>KS1:</p> <p>5 – 10 minute timer used when a child is removed to a different class</p> <p>KS2:</p> <p>Year 3 & 4: 20 minutes spent in another classroom; work to be set and completed</p> <p>Year 5 & 6: 30 minutes spent in another classroom; work to be set and completed</p> <p>A restorative talk must be held after the incident by the staff member who issued the yellow card.</p> <p>Script:</p> <ul style="list-style-type: none"> ✓ What happened ✓ What were you thinking at the time? ✓ What have you thought about since? ✓ Who has been affected by what you have done? ✓ In what way have they been affected? ✓ What do you think you need to do to make things right? 	
<p>Red card – to a member of SLT</p> <ul style="list-style-type: none"> - Loss of lunchtime <p>Identified Patterns of Behaviour:</p> <ul style="list-style-type: none"> - 20/20/20 - Report card 	<p>5</p>
<p>Seclusion</p> <p>Parents contacted once a full investigation has been conducted.</p> <p>Meeting with all the adults in school involved with the child – Headteacher/class</p>	<p>6</p>

teacher/SLT member/SENCo to support the child back into school. A debrief to discuss consequences – following investigation.	
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See appendix 1 for details of behaviour.

Teachers in the Foundation Stages will use Makaton to support and reinforce expected behaviour from children. In the case of inappropriate behaviour, after verbal warnings are given, the children go to the time out area in the classroom where an adult when the child is ready to discuss will talk through any behaviour incidents. This will only happen when the child is calm and ready to express their emotions.

Expectations of behaviour will change according to the age and the stage of the child.

Home school agreements:

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 the e-safeguarding rules. It is imperative that the school and the parents/carers work collaborative together to foster excellent behaviours for the children that attend Bankwood Community Primary school.

We have support systems for children who are finding it difficult to control their behaviour:

- If a child persistently behaves in an unacceptable manner the class teacher will be supported by the leadership team and other staff. This will be usually take place as 1:1 interviews. The level of support will be appropriate to the need of the teacher, the class and the child. The purpose of intervention is to modify behaviour.
- Persistent negative behaviour can indicate an underlying problem, which needs investigation and outside agencies contacted. Referrals will never be made to these outside agencies without a parent's/carers consent. The child may require an Educational Health and Care Plan (EHC Plan). See SEND policy for more details.
- Individual children with behaviour difficulties will require different plans and a Personal Support Plan (PSP) will be implemented for the child, teacher and staff to provide achievable targets. This will be reviewed every 6 weeks by the Inclusion team with parents/carers.
- The inclusion team work with groups of children who require support with their behaviour and self-esteem.

- Children will receive additional transitional visits and support when moving to secondary school.
- If the behaviour under review gives cause to suspect a child is suffering, staff should follow the school's safeguarding policy.

The School Needs to Ensure:

- Work is matched at the learning needs of the children.
- Good classroom organisation, structures and resources help support children who have difficulty managing their own work time.
- Clearly defined guidelines and boundaries. These are discussed in assembly also.
- High expectations for all children.
- Quick response for acceptable behaviour – stickers etc.
- Positive comments to a class/individual before making a negative comment.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- A clear distinction between minor and major offences.
- It is the behaviour rather than the child.
- The appropriate language is used to the children within the school.

Additional sanctions for children when the behaviour policy is ineffective:

- Discussion with the child at the appropriate level to discuss the behaviour.
- Loss of privileges in extreme cases – for instance the loss of a prized responsibility or not being able to participate in a special event.
- School based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- The report card - The inclusion team and the class teacher together will inform the parents that the pupil is "on report" and they will be asked to come to school to discuss the situation. Targets are set with individual children.

We have a responsibility to maintain the smooth running of classrooms and school or the safety and learning of all pupils:

- If children have consistently inappropriate behaviour, show violence and abuse will receive an internal seclusion with work set and marked by their teacher.

- Parents/carers will be invited into school to discuss the incident/s that has led to the internal seclusion.
- 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. Children will complete work set by the teacher. Behaviour targets (PSP) will be set and they will be monitored carefully by the class teacher, pupil support and senior management team.
- In exceptional circumstances when a child's behaviour threatens the health and safety of adults and/or children in school a fixed term exclusion is issued. These exclusions must, by law be reported to the governors and LA. All fixed term exclusions are followed up with re-integration plans for the child. There is a final sanction of permanent exclusion. After considering the written evidence, if there is doubt that the pupil actually 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. If required, the LA procedures are completed and parents informed accordingly.
- 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. Fixed term exclusions cannot exceed 15 days in a single term and 45 days in a school year. In any event the school should ensure that work is provided and be accessible to pupils during the first 5 days and from the sixth day the local authority must provide full-time education. However, the school must demonstrate full support of the child and the family before an exclusion is put into place.

We will provide a good quality experience for all our children in and out of the classroom:

At break and lunchtimes the Golden 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 formal, 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 Golden Rules at break or lunchtime, the same procedure is followed as at any other time of the school day.

- Staff on duty will give the child a verbal warning. If they persist with inappropriate behaviour the child will have time out. 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 persistently break school rules at break or lunchtime will be kept indoors for fixed periods.
- We constantly review our lunchtime provision to improve the quality of the experience for all children.

School Visits:

- Children who misbehave on a school visit will receive the consequences back in school the following day. Teachers must consider 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.

Crisis Management:

- 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 'Missing Children's 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:

- Sending a child for help from other staff.
- Issuing instructions for the child to stop, clearly using their name.
- Removing the child from the area where they are causing disruption and only restrain the child in line with the Guidelines on Positive Handling.
- If necessary taking the class out of the room leaving the child with an adult if possible.
- Reassuring the class afterwards.

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. See *Appendix 2*.

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 3*.

Discipline outside of school:

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.

Appendices

Appendix 1

Guidelines for Implementing the Staged Response

- Be calm and matter of fact;
- Be consistent; provide a consequence each time someone chooses to disrupt;
- Give a clear direction;
- Remind child of the relevant rule; ask a question if appropriate; repeat direction or question; re-state the rule;
- Re-assert if the child is argumentative; direct the child to one side (if appropriate); give a simple choice with the rule;
- Defer action until the session ends if necessary to maintain a positive learning environment;
- Recognise a positive behaviour at the first opportunity after a consequence/sanction is applied;
- Provide an opportunity for a child's need to discuss/explain their action, possibly through:
 - writing a note to request a talk later;
 - providing a notebook in which they can record their comments;
 - providing a 'token' (object, sign, etc.) that a child can use to suggest they want to talk about their behaviour;
- Record the more serious incidents of inappropriate and disruptive behaviour on a behaviour record sheet which may result in further action taken.

Never deny a child a compulsory curriculum activity (e.g. games, music, physical education...) as a sanction because they have a legitimate claim to participate.

Inappropriate behaviours

Level 1:

- Breaking school dress code including jewellery - confiscate for the day - make a note of this and note that item returned.
- In possession of any electronic device during the school day - confiscate for the day - make a note in this and note that item returned.
- Shouting indoors.
- Swinging on chairs - not sitting on them.
- Talking when others are talking.
- Invading personal space.
- Refusal to complete tasks - complete work at break / lunchtime / as homework.
- Running indoors or in 'WALK' areas - go back to the place and walk.
- Sliding down the banisters.
- Throwing small items.
- Name calling / teasing make the child aware of the impact of what they are doing.
- Rough / dangerous/inappropriate play.
- Tearing up own work.
- Attention seeking copycat behaviour.

- **Level 2**

- Inappropriate voice (disrespectful).
- Answering back.
- Non-compliance - requests / instructions.
- Lying.

Level 3

- More of the above or repeated behaviour.

Level 4

- Vandalism /damaging equipment with intent/tearing up other pupil's work
- Swearing once - general
- Swearing at someone.
- Exposing self to others - both sets of parents informed.
- Hiding other people's possessions.
- stealing - both sets of parents informed (where relevant).
- encouraging misbehaviours in others.
- Leaving the classroom without permission e.g stressed, angry, stroppy.

- Going under or behind furniture and refusing to come out.

Level 5

A serious incident form will be completed if any of the following incidents occur:

- Throwing any items such as chairs.
- Marking anything with kicks or punches.
- Swearing multiple occasions - general
- Swearing at someone multiple occasions
- Throwing things at a person.
- Inappropriate touching - others - both sets of parents informed.
- Deliberate humiliation e.g. pulling trousers down - both sets of parents informed.
- Grabbing/spitting - both sets of parents informed if severe (i.e. mark left/first aid required/child extremely distressed).
- Hurting another child e.g. kicking /punching / pinching / biting / squeezing.
- Deliberately pushing over chairs or tables.

Level 6

A full investigation will be conducted as a consequence of any of the following incidents:

- Bringing prohibited items into school including knives, weapons, alcohol, drugs, fireworks or any item that could cause offence or harm to a person or property.
- Any weapons or offence materials must be handed over to the police.
- Malicious accusations against school staff.
- Attacking member of staff.
- Repeated and continued refusal to comply with adult direction
- If behaviour results in a risk to children or staff. This may result in an internal or fixed term exclusion.
- Incidents of racism and homophobic language
- Use of racist language
- leaving school site - Inform SLT, follow at a safe distance and inform parents and police.

Appendix 2

Power to use reasonable force

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

A number of staff members have been trained in Team Teach and would only use the techniques in extreme and rare case.

Head teachers 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”⁹ 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.

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