

BANWELL PRIMARY SCHOOL

Behaviour Policy

Last Update:

Sept 2018

Approved:

FGB

Nov 2018 (updated December 2019)

Next Update:

Sept 2023

To be reviewed every five years



Why do we need a behaviour policy?

At Banwell, we want to promote a caring and supportive environment to allow all members of the school community to feel safe, respected and ready.

What are we striving to achieve?

- To encourage positive attitudes towards each other, the environment and learning
- To provide a calm and consistent approach
- For all adults to take responsibility for behaviour and follow-up personally
- For adults to use micro-scripts so that a shared, consistent language is used
- To actively promote positive behaviour and restorative approaches
- To limit punishments as they are ineffective
- To provide a safe, comfortable and caring environment where optimum learning can take place
- To promote respect for others within the whole school community

How are we going to achieve this behaviour?

Our Banwell Blueprint (overleaf) sets out the rules, relentless routines and visible consistencies that all children and staff follow. Our Blueprint is based on the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. Good behaviour is recognised sincerely rather than rewarded. This makes good behaviour about relationships rather than a pursuit of rewards. Children are praised publicly and reprimanded in private. The school has 3 simple rules (The Banwell Bs) which can be applied to a variety of situations and are taught and modelled explicitly.

We understand that for some children following our behaviour expectations are beyond their developmental level, or that their behaviours are based on early childhood experiences or family circumstances. We recognise that their behaviour is a way of communicating their emotions. These children will have bespoke behaviour plans in place which may include rewards to reinforce positive behaviour.

TEAM TEACH

At Banwell Primary School we employ the Team-Teach approach to support our pupils. The Team-Teach approach is underpinned by the philosophy 'I care too much to let you get out of control' and it is this mantra of 'I care ...' that runs throughout all of the programme and approach. We have 4 members of the school team trained to employ the positive handling approaches. These are used to safeguard our school community and to teach individuals more socially acceptable ways of expressing their behaviours, whilst protecting and promoting positive relationships. The approach focuses heavily on verbal de-escalation strategies and the use of positive handling, where necessary, to ensure pupils and adults are safe and able to learn. Incidents of significant positive handling are logged.

We recognise that for some children following our behaviour expectations are beyond their current developmental level. These children may have bespoke behaviour plans put in place. We may also liaise with other outside agencies if pupils display continuous disruptive behaviour. This is in line with our philosophy of equity.

This Policy should be read in conjunction with:

- Exclusion Guidance
- Anti Bullying Policy
- SEND Policy
- DfE Use of Reasonable Force
- Safeguarding Policy & Procedures

Exclusion

Exclusion is an extreme step and will only be taken in cases where the safety and learning of others is being seriously hindered. The school has a separate Exclusion Policy.

Banwell's Behaviour Blueprint

Our Core Values

Aspiration

Confidence

Courage

Curiosity

Kindness

Respect

Resilience

Our Rules (The Banwell Be's)



1. Be safe
2. Be respectful
3. Be ready

Visible Consistencies



1. Calm adult behaviours
2. Expected behaviours praised first
3. Daily meet and greet

Above & Beyond Recognition

1. Letter, email, phone call, postcard home
2. Recognition boards
3. Outstanding behaviour & Progress

Relentless Routines

1. Quality audiences

2. Quality lines

3. Quality conversations

Stepped Boundaries

1. Reminder of rule
2. Do you need help with the rule?
3. Last chance (using microscripts & mantras as appropriate)
4. Immediate consequence
5. Repair / Restorative conversation
.....
6. *Parental involvement including the child*
7. *Restorative conversation with SLT (straight to this step if serious incident)*
8. *Individual Behaviour Plan (obs & ideas)*
9. *Exclusion*

Microscripts and Mantras

1. I can see that maybe you are feeling.....
2. I can see that because you are.....
3. The consequence of this will be.....
4. Do you remember the ____ (positive behaviour) I saw ____? That's who I need to see again now.
5. Thank you for listening.

Restorative Questions

1. What happened?
2. What have you thought since?
3. Who has been affected?
4. What could we do to put this right?
5. How can we do it differently in the future? What could we do to help you?

Appendix 1 – Behaviour Incident Form

Child's Name:		Class:	
Date:			
Description of incident:			
Adult account:			
Child/children's account:			
What might this be telling us?			
What can we do to help?			
Please ✓ strategies used:			
Script		Distraction	PACE
Asked the child what they think the consequence should be			
Other: (Please describe)			
Please ✓ all the relevant consequences agreed:			
__ minutes loss of break time		Parents informed	
__ minutes loss of lunchtime		Written restorative letter	
Sent to work in another classroom		Restorative conversation	
Sent to Key Stage Leader		Fixed with those affected	
Sent to Deputy Headteacher		Job to complete that helps others	
Sent to Headteacher		Headteacher informed	
Time out in another classroom		Fixed term exclusion	
Cooling off period		Internal exclusion	
Other: (please describe)			

Child's Name:		Class:	
Date:			
Description of incident:			
Adult account:			
Child/children's account:			
What might this be telling us?			
What can we do to help?			
Please ✓ strategies used:			
Script		Distraction	PACE
Asked the child what they think the consequence should be			
Other: (Please describe)			
Please ✓ all the relevant consequences agreed:			
__ minutes loss of break time		Parents informed	
__ minutes loss of lunchtime		Written restorative letter	
Sent to work in another classroom		Restorative conversation	
Sent to Key Stage Leader		Fixed with those affected	
Sent to Deputy Headteacher		Job to complete that helps others	
Sent to Headteacher		Headteacher informed	
Time out in another classroom		Fixed term exclusion	
Cooling off period		Internal exclusion	
Other: (please describe)			

Appendix 2 – Definitions

Inappropriate behaviour is defined as:

- Disruption in lessons, in corridors between lessons and at break and lunchtimes
- Non completion of classwork
- Disrespectful attitude

Serious inappropriate behaviour is defined as:

- Repeated breaches of the school rules
- Assault on a member of staff or fellow pupil
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Cigarettes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be used to commit an offence, or to cause injury to, or personal damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Appendix 3 – Actions

Reflect / repair / restorative action

- Apology for behaviour – written or verbal
- Giving time – to complete learning, support the class or wider community. This may include completing work at break, lunchtime or possibly at home
- Actions that repair impact of behaviour
- Completion of a restorative conversation
- Parental meeting
- Reminder of school rules and expectations
- Time out of class in order to reflect / repair / restorative action

Use of reasonable force – in line with guidance on KCSIE 2019

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

Any prohibited items found in pupils' possession may be confiscated this includes any item which is harmful or detrimental to our school aims and ethos. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupils' conduct outside the school gates

As a school we may address misbehaviour under our behaviour approach when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of inappropriate behaviour the teacher can only reprimand the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.