

BANWELL PRIMARY SCHOOL

Behaviour Policy

Last Update:

Sept 2023

Approved:

FGB

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Next Update:

Sept 2024

To be reviewed every year

BEHAVIOUR POLICY



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. This policy defines our expectations for positive behaviour across the school and provides a consistent framework for adults supporting behaviour in and out of the classroom.

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 often ineffective and can be counter productive. Consequences for unexpected behaviour choices will still be necessary in some cases
- To provide a safe, comfortable and caring environment where optimum learning can take place
- To promote respect for others within the whole school community

What do we believe?

- Behaviour is a means of communication and something to be listened to.
- 'Poor' behaviour is never personal but is often a sign of an unmet need or difficulty .
- Positive, trusted relationships are the best way to support behaviour and de-escalation is key to managing any incidents
- Students are developing and mistakes are part of their learning process: all of our young people are at different stages of the developmental process
- All adults are responsible for supporting students with their behaviour: it is a team effort, not left to teachers or senior leaders or given to support staff to deal with. The leadership team are there to support and empower all staff to achieve the behaviour outcomes that we desire
- We believe that every young person is redeemable and as such consequences should be responsive to the behaviour. Students should be supported to understand their behaviour and make amends as part of a restorative approach: the focus should be on repairing the student's relationship with peers, adults and the school so they can flourish in their community.

How are we going to achieve this behaviour?

Our Banwell Blueprint 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 / trauma 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.

EXPECTATIONS FOR POSITIVE BEHAVIOUR

Our expectations are for students to be:

- Ready
- Respectful
- Safe

ENCOURAGING POSITIVE BEHAVIOURS

We give **first attention to best conduct**, acknowledging when students meet expectations. Staff can use a range of strategies to acknowledge positive behaviours

- In class praise – appropriate to the student (not all will want public praise)
- Written praise and positive feedback in books
- Recognition wall in the classroom
- Share with other staff e.g. previous teachers, support staff, senior leaders
- Contact home – emails, phone calls, postcards, see parents / carers
- Certificates
- Friday phone calls

FRAMEWORK FOR MANAGING BEHAVIOUR THAT IS NOT SAFE, RESPECTFUL OR READY

Our approach is to de-escalate, with the adult remaining calm, consistent and in control. At times it may be appropriate for another adult to support. For example if the child would benefit from a change of face or that the adult responding to the behaviour needs to regulate themselves. This is viewed as a positive thing and supports a whole team approach to support the child.

Staff will take a stepped approach to managing behaviour, providing students with take up time at each stage.

- Reminder of rule – using agreed scripts to do so
- State expected behaviour to give the student a chance to do the right thing
- Provide students with a choice:
 - Meet expectation
 - Time out of the class
- State consequence- payback time to:
 - Complete work missed
 - Ensure restorative approaches are adhered to.

In some instances, students may be very dysregulated and consequently, their behaviour may be challenging to manage. This is likely to be distressing for the young person. In these instances, adults will:

- Avoid confrontation by maintaining a calm approach: allowing the child to feel safe and contain their emotions.
- Acknowledge the fact that the student is in difficulty and validate their feelings
- Use distraction , if appropriate to refocus on a positive behaviour/provide an activity/offer food or drink
- Stay calm and keep a low/quiet voice, swap places with another member of staff if needed
- Keep talk to a minimum
- Encourage the student to stop and take deep breaths: providing them space and support to regulate themselves
- Support the student to regulate their emotions and manage their behaviour – indicate this verbally and physically

If the student cannot regulate, use these strategies:

- Allow students to remove themselves from the situation
- Remove from the scene– direct students to go to designated ‘safe space’ area and / or a person with whom they feel safe
- Allow student to go outside for fresh air
- Provide some food/drink as a comfort or distraction

If the student presents a health and safety risk:

- Ensure student and staff safety by removing others from the situation – provide space for all
- Allow a safe exit
- Allow the students time to reflect and support them to understand why health and safety is an important element of a happy and successful future.

DURING THE DE-ESCALATION PERIOD:

Adults will:

- Encourage the student to bring down the physiological symptoms – breathing, mirroring, talking calmly, talking, reassurance
- Avoid being judgmental
- Ask the student what they need and respond, if appropriate
- Not conduct an investigation
- Allow the student to work on their own, if appropriate
- Provide the student with some control so they do not feel trapped
- Reassure and reset the audience if they have had to be removed. Explain they need to give the child space/time.

LONG TERM:

Adults will:

- Understand the situation from all perspectives – talk to staff and students involved
- Consider what consequences are most appropriate to support staff and students
- Refer to the Behaviour Toolkit (Appendix 4) and amend provision / strategies accordingly
- Consider changing any working practices/procedures that contributed to the situation
- Consistently maintain the view that every child is redeemable and nurture positive relationships
- Record the incident on CPOMS, including triggers, behaviour, consequences and any communication with parents.

Following a significant incident, support will be offered to staff by senior leaders – for example, time out, opportunity to discuss, agree next steps together.

SUSPENSION

At times, it may be appropriate to suspend a student for a fixed period. This will always be a last resort and only used to ensure the health and safety of all and not as a “punishment”. Time will be taken with the student and their family to ensure that they understand why this was done and how we will support them to return to school. On rare occasions, it may be necessary to permanently exclude a student. This would only be as a result of extreme safeguarding issues, where it is felt the student's needs can no longer safely be met at the school. The school has a separate exclusion policy.

PHYSICAL SAFETY INTERVENTION

On rare occasions it may be necessary for staff to physically intervene for safety reasons. This will always be as a last resort.

Staff will only intervene physically to:

- Prevent physical harm to the child / another child
- Prevent physical harm to an adult
- Prevent damage to property

Only staff with specific training will physically intervene.

This Behaviour Policy should be read in conjunction with:

- Exclusion Guidance
- Anti Bullying Policy & Peer on Peer abuse procedures
- SEND Policy
- DfE Use of Reasonable Force
- Safeguarding Policy & Procedures

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. Conversation, email, phone call, postcard home
2. Recognition boards
3. Outstanding Behaviour & Progress awards

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 (Behaviour Scale)*
7. *Restorative conversation with SLT (straight to this step if serious incident)*
8. *Individual Behaviour Plan using Behaviour Toolkit*
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 – 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 2 – 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. If children are repeatedly not showing expected behaviour, there is a clear expectation that teachers are communicating this to parents and meeting them to talk through strategies and possible shared consequences. Where a child is repeatedly not meeting expectations the Behaviour Scale (Appendix 3) should be introduced. This must be shared with the child, their parents and all staff working with the child then used on a daily basis. When a Behaviour Scale is introduced this should be recorded on CPOMS, as should the subsequent daily scores. The teacher should set a follow up meeting with the parent and child after three weeks to review progress. If there is no / little improvement in the child's behaviour the teacher should speak to the HT or DHT about next steps.
- Reminder of school rules and expectations
- Time out of class in order to reflect / repair / restorative action

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.

Appendix 3 – Behaviour Scale

The purpose of the scale is to enable staff to report back to parents on how successful the day has been in a manner that is positive for all concerned. Summarising a day in a few words can often mean that the day is interpreted differently by the adults involved.

Feedback on how helpful the form is, or suggestions as to how it could be adapted, are welcome.

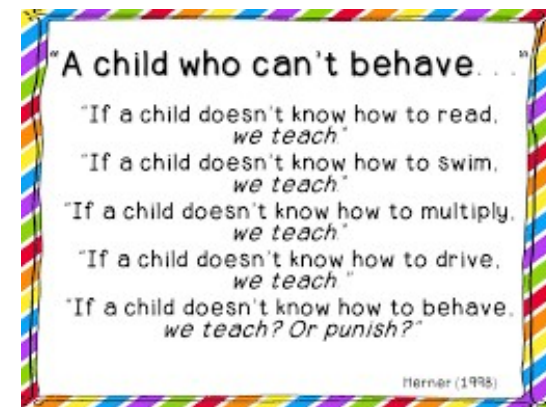
Today was a...

4	...because you listened throughout the day, followed instructions, engaged in lessons with other children, and were respectful. Well done!
3	...because on 2-4 occasions it took a little while for you to follow instructions, but you engaged with your learning throughout.
2	...because several times today you refused to follow instructions, and wandered around the classroom when you were asked to come and sit down. Other children's learning was disrupted.
1	...because several times today you refused to follow instructions, and wandered around the classroom or left the room when you were asked to come and sit down. You were asked to see Mrs Pocock or Mr Davis because the adult in class felt that other children's learning was significantly disrupted.



The Banwell Behaviour Toolkit

Remember that behaviour is communication of a need that isn't being met. To change a behaviour we must first try to understand what it being communicated



Fidgeting/bouncy behaviours	Calling out/ interrupting	Refusal/ not following instructions	Aggressive behaviour	Social skills	Distracted/ disruptive behaviours
<ul style="list-style-type: none"> • Clear non-negotiable expectations that are consistent with all adults and have clear consequences if they are adhered to. These expectations should be delivered in a concise and simple to understand way. • The scripts can be used for all of these behaviours. • Tokens- to reinforce positives (e.g. gems in pots, bugs in a jar, sticker charts). <i>Make it relevant or tme specific so Christmassy etc.</i> • Recognition boards to reinforce positive behaviours. • Give them a role or responsibilities. • Remain emotionless in your approach. 					
<ul style="list-style-type: none"> • Position in the classroom in a quiet area • Position at the back of the room to allow for movement. • Chair band • Fiddle toy • Regular brain breaks. 	<ul style="list-style-type: none"> • Stop hand prompt on the desk • THINK- is thoughtful, is it helpful etc. • Filter- the five second rule- If it can't change in 5 seconds, don't say it. 	<ul style="list-style-type: none"> • Simple three-start three questions they will definitely be able to do and build confidence. • Having a set finish - finish marker for writing. 	<ul style="list-style-type: none"> • Reminders that the child can tell you when something is wrong. • Name it to tame. • Scrap book or note paper to write down frustrations (with 	<ul style="list-style-type: none"> • Reminders of expectations before going out for play (everyday if needed!). • Lessons taught 'how to play'. • Structured play. • Pair up with a good role model. 	<ul style="list-style-type: none"> • Position in the classroom in a quiet area • Ear defenders • Regular brain breaks. • A timer- set focus time. • A bold finish point- e.g. a line in English book.

- A timer
- Stand up to work.
- Lap tray for floor working.
- Push hands in the classroom.
- Ignore the behaviours as making them aware could worsen them.
- Breathing techniques
- Grounding techniques
- Chew toy
- Sensory pot
- Wobble cushion

Accept that they are movers.

- Ignore the behaviour and praise correct share.
- Could you do no hands up?
- Volume controls- used consistently.
- Use a lives system to make them aware of their calling out (make it playful and positive e.g coins, tokens, marks)

Try to always focus on the positive behaviours in the classroom that are being modelled.

- Now and next visual timetable.
- Negotiable activities- if they complete work.
- Two choices - this or this.
- Name your challenges differently (swap them around or rename them completely)

Don't be afraid to give them control.

- a shredder to get rid of it)
- Simple one word instruction with their name e.g. - John- stop.
- Use grounding techniques to calm and **prevent** outbursts.
- Time to calm.
- Safe space
- PACE techniques
- Don't try to talk through something until calm
- Food and drink when calm (they have just ran a marathon).
- Be preventative not reactive
- Swap a face
- Breathing techniques

Use positive language to reinforce the write choice. E.g. Instead of 'don't run' you could say 'please walk'.

- Social stories.
- Restorative time.
- Role-play (e.g. Different hats)
- Social skills board games (see Jo A).
- Consider social skills small group work? Whole class specific- explicit teaching.

Modelling social skills is essential for these children to learn.

- Music volume control using calming classical music.
- Use prompts sheets, pictures, instructions to refer back to.
- Pupil to repeat back instructions.
- Fiddle toy.
- Grounding techniques
- Blank surfaces/ simple flips

Proactive over reactive. Try to get there before they lose it and see it coming.

"Children are not born with an understanding of the rules of acceptable behaviour - they have to learn them, and need adults help to do this"