

Behaviour



The Bankside Way

Adult Behaviour

All adults are consistent, regulated and predictable.

First attention is given for positive and desired behaviour.

We meet and greet every child at the start of every new session.

Our Learning Cogs



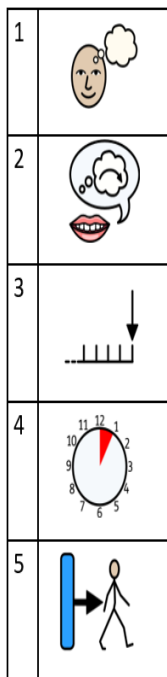
Consistent Routines

Lines are 'straight, smart, silent' and in register order.

We walk everywhere in school.

We use countdowns to signal that a 'Stop' is coming and use a hand signal for 'zero noise'.

Steps and Consequences (reset after break and lunch)




Restorative Questions

What happened?
 Which rule/s did you break?
 Well done for owning your behaviour.
 Who was affected and how can we make the problem smaller?
 It is ok to feel.....but it isn't ok to.....
 Next time you feel like that what could you do?
RQ's should be used at break/lunch/BLC or at the end of a session where a child has reached Steps 2 or 3.

- 1) **Redirection** (we try to keep behaviour here by removing barriers) *non-verbal prompts/needs board/ Cogs/regulation station/seating/consequence map/Rules*
- 2) **Reminder** (given in private wherever possible)
*I have noticed that you are.... (label the behaviour)
 It is the rule about that you are breaking.
 I need to see..... Thanks"*
- 3) **Last chance** (given in private wherever possible)
*This is the 2nd time I have spoken to you and your last chance.
 You can choose to focus on your work or lose 5 minutes of your break/lunch*
- 4) **Consequence given- Break-time** (5 mins- in class with class teacher to complete Reflection Sheet/hand hold outside)
- 5) **Cool off** (haven't changed behaviour despite breaktime consequence. Given in private. Move to another class, escorted by member of staff, for remainder of lesson to complete work)
*This is the 3rd time I have spoken to you this session.
 You need to move to (HOY) to cool off and finish your work.
 I will come and speak with you when I can see you are ready"*



There are automatic consequences for 'Amber 3' Behaviours:

3		DISRUPTIVE BEHAVIOUR
----------	---	----------------------

- 10 minutes at break/lunch with Head of Year/Assistant Head or class swap in the afternoon
- Behaviour is logged on CPOMS
- Reflection sheet completed and taken home
- Parent-teacher conversation

- Repeatedly disrupting the learning of others
- Repeatedly throwing things in the classroom
- Name calling
- Repeatedly refusing to follow instructions
- Being deliberately unkind to others
- Swearing
- Damaging school property

There are automatic consequences for 'Red 4' and 'Red 5' Behaviours:

5		BEHAVIOUR THAT IS AGAINST THE LAW
4		SCARY OR THREATENING BEHAVIOUR

- Spending the remainder of the session with SLT to complete the work from the lesson.
- 'Reflection Room for lunchtime with a senior member of SLT
- Behaviour is logged on CPOMS
- Reflection sheet completed and taken home
- Parent- teacher-SLT conversation

- Persistent swearing
- Bullying
- Racism, homophobia or another form of hate-speech
- Physical assault against a child or adult
- Persistent refusal to participate
- Refusing to follow instructions to keep people safe
- Being abusive or threatening to others
- Leaving school without permission

Reflection Form

What happened?	The Golden Rule/s I broke was...
I	
The people I need to repair the problem with and make it smaller are...	
The Cog I need to focus on is...	
