



Bankside Primary School Behaviour Learning Policy

At Bankside:

'We expect the best for everybody and we expect the best from everybody'

This is our 'Bankside Best Commitment'

The behaviour of children in school is the responsibility of all staff.

If our children are to get the most out of school need to promote order, good behaviour and high expectations. This supports our aim to secure the five key principles at the heart of the Children's Act 2003 – and – that 'EVERY CHILD MATTERS'. Children must learn to respect one another and the people they work with. They must learn to respect property. At Bankside school children learn the need for co-operation, tolerance and understanding. They learn how to work in groups and communicate their feelings using restorative conversations.

AIM

We expect and teach our children to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people at all times. We will achieve best results if we lay particular emphasis on rewards and praise. It is important that teachers aim at motivating our children to better behaviour by commending and rewarding their successes rather than focusing on their failures and shortcomings. We are a **"high warmth, low criticism"** school. We teach behaviour, just as we do all other subjects in school. We do not 'manage' behaviour: children are learners; not goats to be herded and managed.

The importance of a 'positive behaviour' strategy










Teachers' interactions with children significantly affect the quality of relationships, so it is important that these are always appropriate and positive.

Inconsistent and negative behaviour strategies adversely affect the general school atmosphere, leading to tension and confusion over what constitutes acceptable and unacceptable behaviour. Therefore it is important to implement a whole school approach, based on an agreed policy and strategies that can be consistently applied.

Studies show that positive behaviour strategies are very effective, and they have identified the successful characteristics that underpin the approach. For example:

- be clear and specific about the behaviour wanted;
- notice and affirm good behaviour** when it occurs, informally and formally;
- establish predictable and fair consequences for inappropriate behaviour;
- support pupils who have difficulty in experiencing success;
- ensure that all aspects of school organisation are consistent with the policy.

Adopted strategies should offer staff and pupils a structure of support without being too restrictive. A positive behaviour policy **does not require everybody to adopt exactly the same strategies**, providing that those used by each member of staff support an appropriate level of consensus and consistency. Various strategies will be used to recognise, reinforce and support positive behaviour, constituting our 'reward system'. Before adopting a strategy, a teacher must ensure that it conforms to the following principles:

-  It is fair:
-  It is not too intrusive, and does not disrupt day-to-day classroom activities;
-  It is not unnecessarily complicated;
-  It **rewards behaviour, not just 'good work'**;
-  It **uses 'lightweight' rewards**, which are the most effective;
-  Most rewards are not tangible, but to do with human warmth;
-  Rewards are only effective if the majority of pupils are getting them; (unless linked to IBPs)
-  There is an interesting and varied hierarchy of rewards so that, as far as possible, the menu provides for most pupils;
-  The use of rewards does not become excessive.

We all want our children to do well. For some children, their natural sense of achievement reinforces their learning cycle. For others, we need positively to acknowledge their efforts and publicly to share their successes to help them as much as possible. This is all part of an effective, differentiated 'Behaviour Learning' approach.

Celebrating Success at the Whole School level

Children's work celebrated in school by sharing with other staff and SLT and via classroom displays
Children's work celebrated outside school by sharing on Twitter feeds – HT/pupil voice/sports
Weekly celebration certificates in Celebration Assembly
Happy half-hour on a Friday afternoon
Each class will have their own systems of rewards e.g. 'marbles in a jar'/hall of fame/sticker account books etc

The implementation of this whole school policy should ensure that everyone involved with the school will:

- promote good behaviour and discipline
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensure fairness of treatment for all
- respond consistently to both positive and negative behaviour
- promote early intervention

- provide a safe environment free from disruption, violence, bullying and any form of harassment
- encourage positive relationships between staff and parents/carers in order to develop a shared approach to the implementation of the school policy and procedures

All adults and children in school are expected to abide by our Golden Rules, which are 'rules for life and not only for school'. Children understand that if the adults contravene these key rules then there would be a consequence for them – so too do adults. The 8 golden rules are:

At Bankside School we...	So that...
Make our problems smaller not bigger	We can sort them out quickly and feel happy again
Keep safe hands and feet	We do not hurt ourselves and other people
Focus not fuss	We own our own behaviour
Are honest and tell the truth	We can trust each other
Listen to each other	We understand each other
Work hard	We achieve our Bankside Best
Look after the things in our school	We have a pleasant place to learn
Choose our words carefully	We show respect for other people.
Are in the right place at the right time	We are safe and secure.

Restorative Practice:

When a child has broken a rule – **the Bankside way is ALWAYS to ask them first 'what rule have you broken?' Adults do not tell children what they have done wrong;** children tell the adults. This develops our children's sense of consequence and accountability. If they cannot remember the rule – this will be the first aspect of discussion at BLC (see below). Children must also start all discussion about the situation with the first person pronoun 'I' NOT 'he' or 'other child's name'. Again this re-inforces personal accountability for behaviour choice and is an appropriate start to a restorative conversation.

At the beginning of the school year each class should discuss rights and responsibilities as part of establishing a class code. These should be made explicit by being displayed in the classroom so that everyone can see them and they can be shared at appropriate times throughout the year. Children must also learn the golden rules at the beginning of the year and revisit them every half term. Children must also learn and know the Bankside Best Commitment - we expect the best for and from everyone.

Preventing inappropriate behaviour – Social Stories:

Our preference is always to set children up for success in school – looking for ways to help them to succeed rather than looking for mistakes. For all children, clear boundaries and routines are essential for success. When there are changes to the normal routine, we prepare children for these changes using 'social stories'. Social stories are highly descriptive accounts of what will happen, in a way that is relevant to the child. They will also include our expectations of the child in the new situation and any support which is available to them. We aim to give children time to acclimatise to changes, a chance to ask questions and seek reassurance if needed. This gives them the best possible chance of succeeding.

Dealing with inappropriate behaviour

This is a cascade model – it involves dealing with disruptive behaviour and rule breaking in a 'stepwise' approach, from the least to the most intrusive. It is important that children know what will happen to them if they choose to misbehave and that consequences are applied consistently and fairly. The primary messages to communicate are:

We make our problems smaller not bigger so that we own our own behaviour

Inappropriate behaviour should be dealt with in the child's own time, via a referral to the Behaviour Learning Centre (BLC). In only very **exceptional cases should children be removed from lessons**. Lessons are for learning; not for discussions about behaviour. If a child does need to be removed – this must be done by a member of SLT; children are **NEVER sent out of a room** by teachers FOR ANY REASON. Another member of staff or a responsible child must be sent to seek support from a member of SLT – there will always be one non-class based colleague available for this.

BLC:

This is held at lunchtime by a senior member of staff, who will discuss the problem with the child and decide on a consequence. These might include:

- A letter of apology
- Some community 'pay back' eg tidying the mess they may have created
- An 'I' message
- Loss of lunchtime, playtime etc

BLC is also the place where children who have had a dispute at lunchtime or playtime are brought in by staff.

All children who attend BLC will be recorded in CPOMS database

Children are referred by an adult who will record this on a BLC sheet or on CPOMS if the incident has happened prior to lunchtime. **This adult MUST also drop into BLC** during the lunchtime to check on the outcomes of the referral. This reinforces the collegiate working of supporting positive behaviour at Bankside – it is not the prerogative of the SLT alone.

Lunchtime staff do not need to fill in a referral sheet, as they bring the child directly to BLC and can explain the problem to be addressed immediately.

We do not 'waste' time on supporting children with behaviour issues; **we 'give' it**. Often it is not the thing we would be choosing to give our time to – and we should explain this to children – however, we are not 'wasting' our time. Our job is to support children who find consequential behaviour challenging (as we do those who struggle to acquire phonics, for example), so giving it, to achieve this aim, is certainly not a 'waste'.

'I' messages

Children are taught from the earliest phase at Bankside to share an 'I' message to explain both the problem and to identify a solution.

The formula is:

'I felt ...' (sad, upset, angry etc)

'When you ...' (pushed, kicked, said something unkind)

'I would like you to ...' (say sorry, not do it again, be a kind friend again)

Adults should also model this formula for conflict resolution – with the view that this is a quick way to 'make problems smaller'.

Once the problem is made small – it goes in the 'bin' and stays there.

Restraint (use of reasonable force)

Only in extreme circumstances will a member of staff physically intervene with a child. Only teachers (and support staff trained in Team Teach) are allowed to restrain a child. The only reasons to restrain a child are if they pose a risk of physical harm to themselves, others or are going to cause serious damage to property. A member of SLT must be called to take over any restraint from a teacher and an adult must complete the physical intervention paperwork after the event. Parents should also be informed. Please see care and control policy for further information.

Anti-bullying policy

We believe that all children in our care should be provided with an environment that is safe and secure. Children are actively encouraged to report bullying and will be positively supported by all staff. All allegations will be referred to a teacher and to the Headteacher, investigated thoroughly and appropriate action taken in accordance with Local Authority guidelines. All instances will be recorded on CPOMS.

Exclusion

Only the headteacher (or the acting head teacher/deputy headteacher in the absence of the headteacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. If a child's behaviour shows no improvement after all available options to the school have been used and all other procedures followed, then a child will be excluded for a fixed term.

A child will also receive fixed term exclusion if the incident in the opinion of the Head teacher is serious enough for the child to be immediately excluded without prior strategies being employed.

If a child is excluded from school for a fixed period of time then the following guidelines will be followed. If the exclusion is for one day then the child's parents will be informed by telephone and a letter sent explaining the exact reason for exclusion and circumstances surrounding it. A notification of exclusion form must also be sent to the LA. If a child is excluded for more than one day the same guidelines will apply but the child MUST be sent home with work to do and if returned will be marked by a teacher.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.