Bankside Primary School

Putting down strong roots for success

Behaviour Policy 2025-2026

Policy aims

- To ensure that all learners are treated with a fair, respectful and consistent approach. Being fair is about everyone getting what they need (equity) rather than all being treated the same (equality).
- To establish a framework for staff, which focuses on maintaining clear boundaries, high expectations and focusing on positive recognition. We seek to follow predictable routines, expectations and responses to behaviour so that children feel safe. These are differentiated according to need. We seek to focus on praising desired behaviours rather than correcting unwanted ones, being specific and descriptive in our feedback.
- To promote strong nurturing positive relationships between staff, children and Parents and use this to support learners in managing their behaviour and developing an understanding and responsibility for the consequences of it.

The Golden Rules

1) We are in the right place at the right time, so that we are safe.
2) We focus not fuss, so that we can listen and learn.
3) We have safe hands and feet, so that we don't hurt ourselves or others. 4) We choose our words carefully, so that we show respect for each other and our school.
5) We always try our Bankside Best so that we can be proud of what we achieve

Approach

We understand behaviour as a communication of emotional need and our practice is 'Trauma-Informed'. We are committed to the emotional mental health and well-

being of all staff, pupils and parents/carers. We wish to provide an environment and curriculum that supports the social, emotional and mental health of the whole educational setting community. We therefore strongly believe that responding to pupils with Social, Emotional and Mental Health (SEMH) needs is everyone's responsibility.

Loud and Proud

Every child has a voice, and we encourage all children to use theirs by: •
Giving 'I-messages' and 'using our words' to help to solve problems •
Speaking in full sentences
• Speaking with appropriate formality depending on the audience

• Using wide ranging and appropriate vocabulary

Attachment Principles

We recognise 'Attachment Theory' as one of the key theories within child development that explains why some children and young people do better in school and life than others. Attachment is central to our well-being and affects us all. This guidance endorses the principle that attachment is everybody's business. We are all shaped by our early relationships and our behaviour is influenced by our attachment experiences.

Meta-cognition at Bankside Primary School

We believe that the best way for children to be ready to learn and to take responsibility for their own behaviour, as well as that of others, is to understand what successful learners do.

This understanding creates a sense of self-responsibility: children are challenged to be high quality learners which in turn leads to excellent behaviour.

We teach successful behaviour for learning explicitly, and Our 'Cogs' help us to understand which skills we need. We refer to them directly when reflecting and may use them specifically when using a behaviour chart.

The Bankside Learning Cogs

Pride

- *Having respect for ourselves and others*
- *Determination*
- *Putting in 100% effort*
- *Being happy when we achieve a goal*

Initiative

- *Making the problem smaller, not bigger*
- *Taking responsibility*
- *Being organised*
- *Identifying resources to help*
- *Seeking solutions*
- *Differentiating between problems that can be solved alone and those that need adult help*

Independence

- *Managing distractions*
- *Focusing on the task at hand*
- *Using resources to help us complete a task*
- *Getting straight on*

Empathy

- *Being able to label and understand our own feelings and those of others*
- *Supporting others*
- *Showing Kindness*
- *Showing respect and tolerance*

Collaboration

- *Communicating clearly*
- *Listening to and sharing ideas*
- *Taking turns*
- *Solving problems together*

Enquiry

- *Finding connections*
- *Making links*
- *Seeing patterns*
- *Asking questions*

Resilience

- *Practising*
- *Putting in effort*
- *Showing commitment*

- *Showing determination*
- *Managing disappointment and having bounce-back-ability*
- *Using strategies to stay in control of emotions e.g. anger*

Reflection

- *Thinking about what has happened*
- *Thinking about what you have learned*
- *Thinking about what I already knew, what I have just learnt, and the relationship between these things*
- *Thinking about my role in what I have done and learnt*
- *Thinking about what I could/should do differently next time*

Consistent, regulated and predictable adult behaviour

At Bankside Primary School, we aim to modify our behaviour so that it is **emotionally consistent** and puts **empathy and logic** at the heart of **each interaction.**

By understanding behaviour as communication, **we focus on the unmet need of a child in response to poor behaviour**. This separates the child from their behaviour and ensures that they are not labelled because of their behaviour.

Staff should get to know pupils and their influences. Every pupil should have a supportive relationship with at least one member of school staff.

Adult behaviour is **predictable and calm**. Teachers meet and greet at the start of the day, end of break and lunchtimes. Settling activities first thing on a morning and after break and lunch are designed to give children time to regulate and be 'ready to learn'. No adult walks past poor behaviour.

Bankside Best: Positive Recognition

Praise is given in public.

We *deliberately notice the behaviour that we want* to see more of – this is first attention for Bankside Best. We do this so that our school community understands that our culture focuses and encourages pupils to behave well and put effort into their learning.

Consistent Routines and high expectations are at the core of every classroom's practice: transitions (moment to moment and between areas of school) are consistent, clearly communicated and calm. They are taught explicitly and celebrated appropriately.

Children's success, both in their work and behaviour should be measured against their individual previous performance and effort rather than against that of other children in their class.

The Bankside Golden Rules

The children should be fairly and consistently reminded of these throughout the school day i.e. as they enter the school, at the beginning of each academic year and

during lessons, playtimes and transitions. These four statements encompass all aspects of behaviour and can be used to praise or as questions to support children to remain focused on positive behaviour choices i.e.
"Are you focusing on your work?"
"Are you in the right place at the right time?"

Other KEY strategies in classrooms should include preventative actions, such as: ·

Positive relationships. Every child greeted 1:1 at the start of the session. · Make sure the last (and first) thing the children hear is a positive affirmation recognising their effort and good attitudes towards learning.

· Interesting, challenging and engaging lessons

· Collaborative, problem solving learning

· High expectations

· Lesson adaptations – meeting each child's needs

· Scanning and circulating the room

· Appropriate seating/groups

· Core routines embedded

· Noise Level

· Reminders of the boundaries before setting off on a task.

School-wide reward systems
Whilst our ultimate aim is that children should be intrinsically motivated to work and behave well for the pleasure of the task, we recognise that forms of recognition/rewards are sometimes necessary and appropriate, and can be effective when part of a broader whole-school behaviour management strategy. Bankside Primary uses a number of forms of recognition to celebrate positive choices and excellent behaviour:

• The Headteacher's Award with juice and fruit to celebrate

· 'Dojos (which contribute to House points) and individual rewards (1 winner

per week- tracked by teachers to ensure everyone gets this over the year) ·
Whole-class rewards, such as EARNED Golden Time

· Headteacher Raffle Tickets for exceptional examples of work which exemplify pride and above and beyond 'Bankside Best'.

· Stickers!

Steps and Consequences

1) Redirection precedes all other sanction steps. Strategies include:

• *Tactical ignoring*
• *Tactical Pausing*
• *Non – verbal cueing*
• *Positive feedback/Positional praise*
• *Moving around the room*
• *Distraction/Diversion*
• *Direct questions*
• *"When you have done …., then you can…"*
• *Rule Reminder*
• *Blocking (intervening as soon as a behaviour becomes problematic)* • *Partial agreement*
• *Choice*
• *Brief referral to a premade consequence map*
• *Needs Board*
• *Regulation Station*
• *Movement break/brain gym/Wake Up Shake Up*

2) Reminder

"I've noticed you are…"
"It is the rule about ……that you are breaking"
"I need to see …, thanks."

3) Last Chance
"This is the 2nd time I have spoken to you are your last chance."
"You can choose to complete your work or finish with the HoY"

4) Cool off- behaviour hasn't changed since break-time consequence

"This is the 3rd time I have spoken you."

"You need to complete your work with …"

"I will come and speak to you when I can see you're ready."

Sanctions are given in private.

Staff should be clear in asking children to stop poor behaviour choices by outlining the behaviour they expect to see instead i.e. by referring the Golden Rules and directly linking it with a cog i.e. *"Are you in the right place? I need you to use your Initiative Cog and think about where you should be".*

Staff should reflect on any barriers to behaviour or learning and take steps to rectify this. *"Is everything ok? Can I help with anything?"*

The child should then be given clear prompts to scaffold them to make better choices *(see 30 second script on Blueprint).*

Once a warning has been given, we give children **time to reflect** on their choices and **support them to get it right**- *we allow for take up time by removing barriers to learning and supporting them not to escalate further.*

We teach children that there is a consequence to inappropriate behaviour. Where a negative behaviour clearly breaks one of our Golden Rules, the teacher will use our Behaviour Blueprint.

'Amber' Behaviours

These are repeated, disruptive behaviours that interrupt learning and break the Golden Rules. Amber consequences are spent with the HoY or AHT at lunchtime. If the consequence is required for the afternoon, an in-year class swap with be required.

'Red' Behaviours

These are serious behaviour incidents that break the Golden Rules, whether they take place on the playground or at any other point in the school day, and are referred immediately to the Non-teaching of Senior Leadership Team (SLT) that day. SLT will then liaise with staff and parents as necessary in dealing with the incident and discussing an appropriate consequence.

These may include:

- Inside playtimes/lunchtimes or temporary withdrawal of a privilege •
  Internal suspensions (in school or at another school)
- Being put on a behaviour contract/behaviour support plan

On occasions it may be necessary to for children to miss all or part of an outside playtime or lunch period. During this time, children will be given reasonable time to eat, drink and use the toilet. They may be asked by their Class Teachers to complete some of their learning during this time or may be asked to attend the 'Reflection Room' they have not achieved their target on their behaviour contract. Pupils will also be expected to attend the Reflection Room if there has been a serious incident at play or lunchtime.

All serious incidents are recorded using the CPOMS tracking system and class based tick sheets so that patterns can be identified, and behaviour closely monitored.

Restorative follow-up

Restorative practice is a collaborative process, involving the child. The purpose of restorative practice is to aid an individual's reflection on their behaviour so that they may see it from a different perspective.

Adults at Bankside Primary School use restorative conversations for incidents that need restoration. They work with pupils to develop a sense of responsibility for their actions and aid reflection. These conversations involve upholding high expectations and speaking about safety, respect and care.

Restorative conversations help empower staff to raise standards and develop the resilience, communication and regulation of pupils. Restorative practice also builds

connections and a better understanding of boundaries. We aim to use Restorative Practice to repair and strengthen relationships.

Persistent Negative Behaviour

Children who have difficulty with meeting the behavioural expectations despite the conscientious, consistent and caring application of this behaviour policy, will need additional support.

This could include:

- Parents fully involved
- Report to a member of the leadership team against a measurable target, for example Cog behaviour charts which directly states which Cog characteristic children are practising
- Internal exclusion with SLT offices or other classrooms
- Fixed term exclusion with learning set for child
- EHCP applied for if necessary
- Alternative placement considered
- Permanent Exclusion

Involving Parents and External Agencies

The Teacher's Standards 2012, make it clear that it is every teacher's responsibility to, "adapt teaching to respond to the strengths and needs of all pupils."

At Bankside Primary, regular Pupil Progress reviews are carried out where support is reviewed and evaluated for individuals or groups of children, before setting new targets and outlining strategies in place to enable them to achieve these. These targets are further informed by the views of both parents and children. We constantly assess our strategies so that we can review and ensure

that progress is being made by pupils academically as well as socially, emotionally and in their wellbeing.

The AHT responsible for Inclusion and Behaviour will meet with staff as required in order to talk through individual behaviour concerns and to offer practical strategies. Children with ongoing behavioural concerns who need more support/intervention than can be offered by a Class Teacher as part of quality

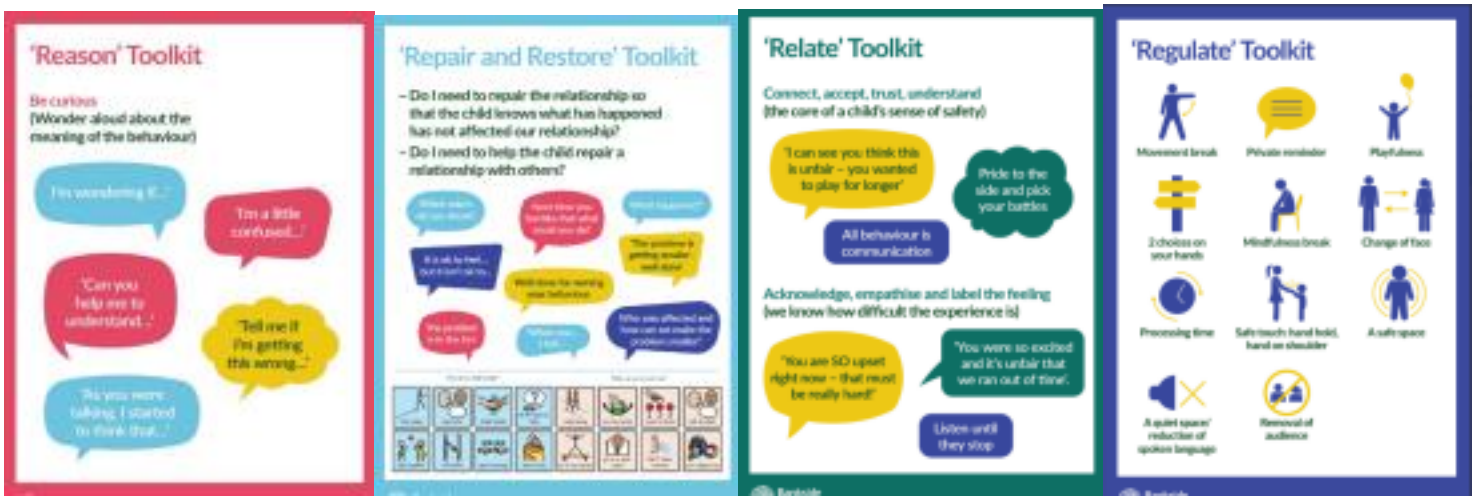
first classroom management are, with parental /carer permissions, referred to the Learning Mentor and Nurture Lead, Behaviour and Inclusion Support Worker or Autism Lead Practitioner.

Strategies may include but are not limited to:

- A Positive Behaviour and De-escalation Plan (personalised behaviour plan for those with identified SEMH needs)
- Access to an Individual Behaviour Plan
- Individual mentoring, coaching
- Daily check-ins by identified staff
- Access to ELSA intervention
- Peer mentoring
- Allocation of key adult
- Referral to SENIT, CAMHS or Educational Psychologist for assessment of SEND, including SEMH needs.

Regulate, Relate, Reason, Repair & Restore

Based around Bruce Perry's Neurosequential Model: Regulate, Relate and Reason, we need to progress through the 3 R's in this specific sequence to get back to a regulated state. In the context of Relational Practice, Louise Bloomer has added a fourth R: Restore. When we are distressed or dysregulated we can say or do things that cause harm. When this happens it's necessary to try to repair or restore the situation or relationship in order to return to normality and get on with learning. Bankside's practice needs to be in line with neuro-science to ensure the inclusion of every learner at every level.



Care and Control

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force or 'positive handling' will be used in accordance with the DfE guidance 'Use of reasonable force: advice for Headteacher, teachers and governing bodies' (2013) and only when necessary. Any use of reasonable force is for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property (including their own).
- Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Positive handling is used in the school in order to:

- Restrain a pupil who has lost emotional self-control until the situation is diffused.
- Limit the amount of harm that the pupil involved can do to themselves or

others.

- Demonstrate to pupils that they are within a safe environment in which adults can contain pupils' anger and other erratic emotions.
- Protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.
- Positive handling will be limited to emergency situations and used only as a measure of last resort.

Where restraint/ positive handling is used by staff, this is recorded in writing on a Restrictive Intervention Form and handed the Headteacher's office, and scanned to CPOMs. The pupil's parents will be informed at the earliest possible opportunity. Force is never used as a form of punishment.
Key members of staff involved in behaviour support, across the school, are trained to use appropriate techniques

Breakout Space
School has got a 'breakout space' which a child can access in an emergency situation. This room does not lock and the child is never left alone- the adult/s are either inside the room with the child or outside the door.

Powers to Search and Confiscate

Informed consent
The School staff may search a pupil with their consent for any item. Appropriate consideration will be given to factors that may influence the pupil's ability to give consent. If the pupil refuses, sanctions will be applied in accordance with this policy.

Searches without consent
In relation to prohibited items, as defined below, the Headteacher, and staff authorised by the Headteacher, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Searches without consent will only be carried out on the school premises or where the member of staff has lawful control or charge over the pupil, for example, on school trips.

Prohibited items: include knives or weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, fireworks, pornographic images. It shall also include any article that a member of staff reasonably suspects has been, or is likely to be,

used to commit an offence or to cause personal injury to, or damage to the property of, any person including the pupil; any item banned by the School Rules identified as being an item which may be searched for; and any other items as defined in law as such from time to time.

Searches generally

If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and / or
- a search of School property, e.g. pupils' drawers; and / or
- a search of personal property (e.g. bag or pencil case).

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil. However, where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff a search may be conducted by a member of the opposite sex without a witness present.

Where the Headteacher, or staff authorised by the Headteacher, finds anything that they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance.

Malicious Allegations Against Staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the Police to consider if action might be appropriate. Child on Child Abuse and Online Safety Child on Child abuse is any form of physical, sexual, verbal, emotional or financial abuse, or coercive control

exercised between children, and within children's relationships (both intimate and nonintimate), friendships, and wider peer associations.

All staff should be aware that children can abuse other children. They must be aware

and alert to signs of child on child abuse that may occur offline and online. Some examples of this include, but are not limited to:

- Bullying, including cyber-bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment
- Abuse in intimate relationships
- Upskirting
- Consensual and non-consensual sharing of nudes and semi-nude images (also known as youth produced sexual imagery)
- Group initiation /hazing type violence and rituals

Some of these behaviours will need to be handled with reference to other policies in school, such as the Child on Child Abuse Policy, Acceptable Use Policy, Anti Bullying, Child Protection and Online Safety policy. We will minimise the risk of child on child abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.

Policy Application out of school

The Governors and the Head Teacher intend that the school values and rewards/consequences provided in this policy shall, in appropriate circumstance, regulate the conduct of pupils when they are away from school premises and outside of the jurisdiction of the school, e.g. school holidays and weekends. However, in line with DfE guidance, "teachers have the power to discipline for misbehaving outside of the school premises to such an extent is reasonable."
The school may discipline a child for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity; •
Travelling to or from school;
- Wearing a school uniform;
- In some way identifiable as a pupil of the school.

However, the school may discipline a pupil for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school; •

Poses a threat to another pupil or member of the public;
• Could adversely affect the reputation of the school.

Regulations state that the school can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Therefore, if the school is aware of a pupil demonstrating behaviour which has the potential to cause injury or harm to another, is unlawful or discriminatory then appropriate action will be taken by informing other authorities, e.g. the police. A variety of records are held in school regarding behaviour.

How the School Supports Staff Well-being

Providing emotional support for all, including staff, in order to help manage stress and secondary trauma, is a priority. This will help to reduce the likelihood of absence and work-related stress.
At Bankside, we believe in the importance of self-care and encourage staff to share tips on how to maintain good emotional health e.g. phase meetings. We have a member of staff who carries out the role of Mental Health First Aiders Catherine Upton
Paula O'Malley

Research that has informed this policy

- Research and case studies in Paul Dix's books 'When the Adult Changes, Everything Changes; Seismic Shifts in School Behaviour' (2017) and 'After the Adult Changes; Seismic Shifts in School Culture' (2021)

- EEF 'Improving Behaviour in Schools Guidance Report' (2019).

Appendix 1 Bankside Primary School De-escalation and Positive Behaviour Support Plan Name:

Personalised Provision For Success *(use as many points as needed)*	· **Individual timetable** · **Personal workstation/space in or around the classroom** . .
Sensory differences and diet what, where, when *(use sensory profile if applicable)*	. . . .
Triggers *(use as many points as needed)*	. .
Important adults *(names and their role with child)*	.

IPRA *Children with a PBSP should have an IPRA attached to this document.*	**Team Teach required (Y/N)**	**Medical**	**Other important information (external agencies etc)**	**EHCP**
Yes/No	*Yes/No*			*Yes/No*

Behaviour	**Specific, scripted response**	**Consequence/repair/recovery/restorative**
Mild	*In line with school behaviour policy*	*In line with school behaviour policy*
Moderate	*In line with school behaviour policy*	*In line with school behaviour policy*
Escalating		
Severe		

Total dysregulation fight, flight, freeze mode		
DO	**DON'T**	

RECORDING AND NOTIFICATIONS:

1) Restrictive Intervention form (RPI) completed and handed to the Headteacher.
2) CPOMS entry completed with scanned RPI form attached.
3) CF50 where child or staff have experienced 'Harmful Behaviour'
4) Call to parents/conversation at pick up (case by case) to inform them of the incident.

Only the first page (the plan) needs to be displayed. The remainder of this document is for reference and support.

Criteria

If a child needs personalised and specific provision (which is over and above that of the universal and targeted offer of the school behaviour policy) to regulate, and remain safe, they need an IPRA and a De Escalation Plan.

Both documents should be visible the classroom (on a discrete board on inside of a door) and all adults working with the child familiar with the contents.

Escalated behaviour

Maslow's Hierarchy of Needs are similar to instincts and play a major role in motivating behaviour.

It is important to consider each stage (starting at physiological) when trying to understanding what a child is communicating through their behaviour.

Strategies to think about when writing a de-escalation plan: Humour, verbal advice and support, calm talking, firm clear directions, distraction, diversion, reassurance, tactical ignoring, prompt touch, take-up time, time out – offered, time out – directed, reminder of consequences, reminders of success, step away.

Limited Choice
When an adult gives limited choices it gives a child a means of asserting their authority with fewer power struggles for everyone.

Disempowerment
When the adult authorises the challenging behaviour, the adult owns the behaviour. The adult would ALWAYS need to undertake a dynamic risk assessment before disempowering eg. You can stay under the table, come inside when you're ready.

Unsafe behaviours should be dealt with as stipulated in the child's IPRA.
Scripts and Positive Phrases.
Physical and visual prompts strengthen the verbal message and when someone is dysregulated, they are often more powerful than the spoken word. Kind/Safe/Quiet words please *name* Kind/Safe hands please *name*
Indoor voices, thank you
Walking inside / walking feet, thank you
We need to finish this…
First …. and then ….
Now…. and next….
When…then…
Talk and I will listen
I need to keep you safe
Repeat/Remind/Take-Up Time
Please/Thankyou

What might 'recovery' look like?
Meltdowns can be expressed verbally (shouting, crying, growling), physically (kicking, flapping) or a mix. This loss of control happens when they are completely overwhelmed and unable to express themselves in another way.

By nature vary in intensity and time, as do recoveries. Meltdowns happen as a result of many things. Some of the most common causes include extreme stress, sensory overload, being given unreasonable demands at school, home or work and too much happening at the same time.

Once something triggers a meltdown, the best way to approach someone in the middle of one is to give them space. Rather than intervening straight away, which could make things worse, giving space can help them to come round when they're ready.

Recovery activities
Indulge in a hobby/something that the child is personally interested in.
Use sensory profile to create a 'recovery' or 'calm box' that is tailored to the needs of the child. Talk to the child about what makes them feel better.

You can also refer to the following policies for specific guidance on:

- Anti-bullying Policy
- Equality, Diversity, Inclusion and Belonging Policy
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Mobile Phone Usage Policy
- Child on child Abuse Policy
- Positive handling policy
- Online Safety policy