



**Bankside
Primary School**
Putting down strong roots for success

Behaviour Policy 2026-2027



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

- **We are in the right place at the right time, so that we are safe.**
- **We focus not fuss, so that we can listen and learn.**
- **We have safe hands and feet, so that we don't hurt ourselves or others.**
- **We choose our words carefully, so that we show respect for each other and our school.**
- **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. By understanding behaviour as communication, we aim to 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 by it.

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*

The Bankside Way: Behaviour

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.



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’.



At Bankside, adult behaviour is **predictable**. 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- pupils hear the same language and messages from every adult.

We aim to modify our behaviour so that it **is emotionally consistent** and puts **empathy and logic** at the heart of each interaction.

It is imperative that staff get to know the pupils with whom they work, and their influences. Every pupil should have a supportive relationship within their own classroom.

Preventative actions

When children display poor behaviour, we begin by reflecting on their experience within the classroom. This helps us understand what might be contributing to the behaviour and guides our next steps. These 'preventative actions', in addition to The Bankside Way, form the foundations for positive behaviour in a classroom.

- Unconditional positive regard: showing children that they are valued, accepted, and cared for *no matter what*. Even when their behaviour is challenging, we separate the behaviour from the child and continue to treat them with warmth, respect, and belief in their potential.
- High expectations of behaviour: the patience and resilience to keep practising it, and the confidence to 'wait' until you have it
- Direct teaching of routines- stop signal, ending a lesson, coming inside, walking through school, changing a book etc.
- A 'warm, firm' tone
- Consistent Routines that are embedded and insisted upon
- Appropriate and engaging curriculum
- 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
- Lesson adaptations – meeting each child's needs
- Scanning and circulating the room
- Appropriate seating/groups
- Noise Level and expectation
- Reminders of the boundaries before setting off on a task.
- A clear understanding of what to do during and after 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
- Dojos (which contribute to House points) and individual rewards
- 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
- Postcards

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.

Helping children to stay on track

Pupils should be fairly and consistently reminded of the Golden Rules throughout the school day in a **consistent and regulated manner**. This calm authority enables children to feel safe, supported and guided, creating a climate where children know exactly what is expected and that they are cared for.

As they enter the school, at the beginning of each academic year, before and during an assembly, lessons, playtimes and transitions, positive reinforcement and positive direction should be used.

These statements encompass all aspects of behaviour and can be used to praise or ask questions to support children to remain focused on positive behaviour choices. **They are used before any 'Steps' are given ie. Reminder, Last Chance, Consequence.**

We can use specific positive reinforcement to draw attention to a desirable behaviour:

**"I can see you've started ... straight away."
"Thank you for facing this way and listening."
"You're helping your group stay focused."**

We can use positive direction calmly, clearly and confidently to re-iterate expectations:

**"A few people are still talking. You need to be facing the front, lips closed, thanks."
"I need to see everyone's pencil on their table, thanks."
"Show me you are ready for break by tucking their chair in and standing behind it"**

***The use of 'thanks' implies that compliance is expected, we are putting trust in the pupil that they will follow the instruction. It reduces confrontation.**

The Bankside Way: Behaviour

Steps and consequences (Reset after break and lunch)

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 second 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).

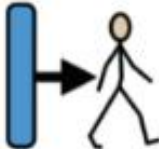
5. Cool off (haven't changed behaviour despite breaktime consequence. Given in private.
Move to another class, escorted by member of staff, for remainder of lesson to complete work)

This is the third 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.

All of our children will benefit from the visual representation of the Steps, therefore a copy should be visible on each table.

1		<u>Think</u> what do I need to do to get it right?
2		The teacher will give me a <u>reminder</u> of the rules.
3		The teacher will give me a <u>last chance</u> to change my behaviour.
4		<u>Consequence</u> - I will miss 5 minutes of breaktime.
5		If I still need help to get it right I will have <u>'cool off'</u> time in another classroom to finish my work.
6		If my behaviour is <u>'Amber'</u> I will; - Miss 10 minutes of break or lunchtime - My teacher will talk my parents/carers
7		If my behaviour is <u>'Red'</u> I will; - Finish my work with SLT - Go to Reflection Room for lunchtime - My teacher will talk to my parents/carers

The Steps

- 1) **Redirection** precedes all other sanction steps and can also be seen as giving the child an opportunity for **Regulation**. **We try to keep the behaviour here and de-escalate using these strategies.** It is done in private where possible.

Strategies include:

Direct questions

"Are you ok?" "Do you need help?"

When/Then

"When you have done, then you can..."

Partial agreement

"I know this isn't what you would choose to be doing, but it needs to be done"

Emotion Coaching

"I can see you're frustrated, let's take a breath and try again."

2 choices on your hands:

"You can work with the group, or you can sit here and finish quietly."

"You can choose to join us safely, or you can take a moment outside the circle."

Direct child to your Needs Board

"Take a minute to choose, thanks."

Direct Regulation Station

"Take 5 minutes at the Regulation Station, thanks."

Tactical ignoring

Tactical Pausing

Non – verbal cueing

Positive feedback/Positional praise

Moving around the room

Distraction

Brief referral to a premade consequence map

Whole class Movement break/brain gym/Wake Up Shake Up

2) Reminder

"This is your Reminder: it is the rule aboutthat you are breaking"

"I need to see ..., thanks."

"It will be your Last Chance if you choose to continue"

3) Last Chance

"This is your last chance. You can choose to complete your work now or in your own time".

4) Cool Off- behaviour hasn't changed since being given Last Chance

"You need to complete your work with ..."

"I will speak to you at breaktime after you have completed your work."

Children are ALWAYS escorted by a member of staff to the HOYs classroom.

Once a 'Redirection, Reminder or Last Chance' 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 (breaktime with HOY or Reflection Room for serious behaviour).

The Bankside Way: Behaviour

There are automatic consequences for Amber Behaviours

- 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
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There are automatic consequences for Red Behaviours

- 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

'Amber' Behaviours

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. Work must always be completed. All incidents must be recorded on CPOMS by the staff members involved during and after the event.

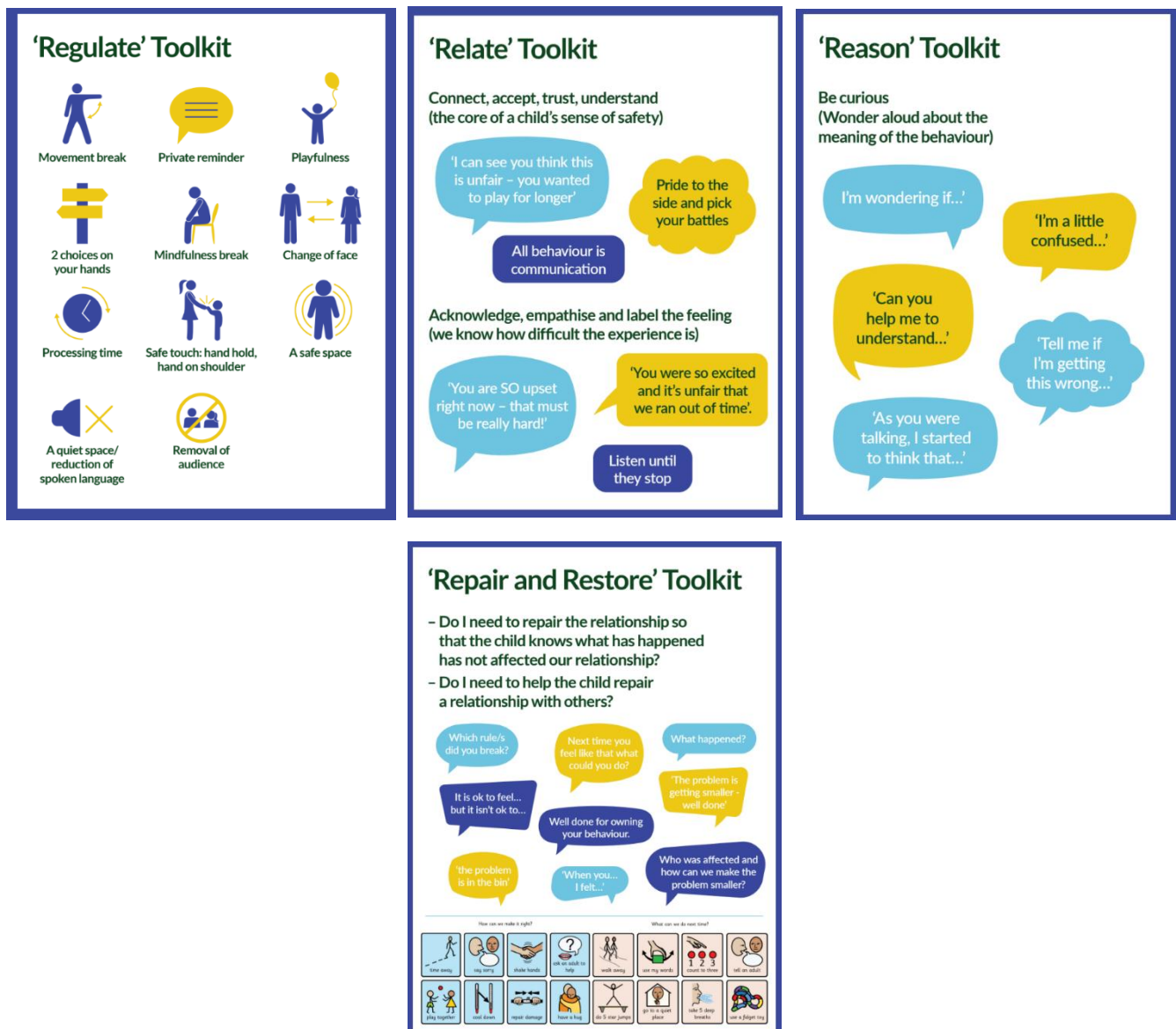
'Red' Behaviours

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 Senior Leadership Team (SLT) immediately. The pupil will attend Reflection Room on the day, at lunchtime. During this time, children will be given reasonable time to eat, drink and use the toilet. They will also be expected to complete any work missed. All serious incidents are recorded using the CPOMS tracking system so that patterns can be identified, and behaviour closely monitored.

Escalated emotions and behaviour: Regulate, Relate, Reason, Repair & Restore

Based around Bruce Perry's neuro-sequential model: Regulate, Relate and Reason, we need to progress through this specific sequence to get back to a regulated state. In the context of Relational Practice, Louise Bloomer 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 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. Learning cannot happen if we are not regulated.



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. **We give I-messages, and expect an apology to be made where appropriate. It is the role of every member of staff to facilitate this important process.** 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:

- Individual Risk Assessment and Regulate Plan
- Individual mentoring, coaching
- Daily check-ins by identified staff
- Access to ELSA intervention
- Allocation of key adult
- Referral to SENIT, CAMHS or Educational Psychologist for assessment of SEND, including SEMH needs.
- Parents fully involved
- Individual Behaviour Plan with actions specific to the child
- 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 may be referred to one of our ELSAs (Emotional Literacy Support Assistant).

The Use of Radios

Radio Protocol

- Every classroom has a radio
- Channel 8/4
- Every HOY has a charger
- Teachers are responsible for ensuring that their radio is charged and for reporting problems to AS.
- Classroom radios remain OFF until needed.



Is there support
online?

Tier 1: Child needs regulation support and change of face, following attempts at regulation on base (eg. reg station/quiet space)

Tier 1/2/3/Red
needed in...

Tier 2: Escalated behaviour, support for change of space needed

Tier 3: safety risk, immediate support needed.

Code Red: medical life threatening emergency



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Use of Reasonable Force

We are committed to using preventative strategies and de-escalation as the primary response to challenging behaviour. However, members of school staff have a legal power to use reasonable force in certain circumstances to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

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.

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.

****Use of Reasonable Force Policy attached.***

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 non-intimate), 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)
- Bill Rogers

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