

# Banks Road Primary School



## Behaviour Policy

Provenance/ Author	Person (s) Responsible	Version	Reviewers	Effective Date	Recommended Review Date	Distribution
James Savage	Headteacher Linda Gibson	V4	Governors	June 2020	June 2021	All Staff
James Savage	Headteacher Linda Gibson	V5	Governors	September 2021	September 2022	All Staff
James Savage	Headteacher Linda Gibson	V6	Governors	September 2022	September 2023	All Staff
James Savage	Headteacher Jamie Wilson	V7	Governors	June 2023	June 2024	All Staff

This policy works in partnership with the Positive Handling Policy

The purpose of this policy is to provide guidance of the powers members of our staff have to discipline pupils and sets out the expectations for all of our stakeholders - governors, staff, pupils and parents. At Banks Road Primary we aim to provide a working environment where all members of the school community feel safe and secure. The policy aims to ensure this is achieved and aims to improve the quality of pupil behaviour in our setting.

1. This policy contains guidance on:

- the school's approach to behaviour,
- the roles and responsibilities of staff and governors,
- the teaching of good behaviour,
- rewards and sanctions,
- detentions,
- the use of isolation,
- the use of reasonable force,
- confiscation of inappropriate items,
- managing pupil transition,
- behaviour at playtimes and outside the school gates,
- behaviour and equality - supporting vulnerable pupils and pupil support systems,
- liaison with parents/carers and other agencies,
- staff development and support,
- malicious allegations,
- legal duties.

2. This policy sets out measures (as part of our legal duty) to:

- (1) Promote good behaviour, self-discipline and respect.
- (2) Prevent bullying.
- (3) Ensure that pupils complete assigned work.
- (4) Regulate pupils' conduct - Section 89 (1) of the Education and Inspections Act 2006.

The Headteacher has regard to any guidance or notification provided by the Governing Body which includes the following:

- Screening and searching pupils,
- The use of reasonable force,
- Disciplining pupils beyond the school gate,
- When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour,
- Pastoral care for staff accused of misconduct.

3. Aims of our Behaviour Policy

The aims of this policy are:

- (1) To reinforce the school's Learning Charter from the school's PSHE scheme (see appendix 3).
- (2) To encourage a calm, purposeful and happy atmosphere within school that is conducive to learning.
- (3) To help our pupils develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- (4) To further develop a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- (5) To encouraging our pupils to co-operate with one another and with the adults in school.

- (6) To ensure that everyone is clear about their role when managing a pupil's behaviour.
- (7) To make the pupils aware of unacceptable behaviour.
- (8) To encourage increasing independence and self-discipline so that each pupil learns to accept responsibility for their own behaviour.

#### 4. Banks Road's Consistent Approach to Behaviour

At Banks Road Primary School, we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly and fair. Our school has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through positive role-modelling, by adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that pupils can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

#### 5. Roles and Responsibilities

Behaviour Management is the responsibility of all stakeholders at Banks Road Primary School.

We are committed to encouraging good behaviour in an atmosphere of mutual respect. A clear school behaviour policy, consistently and fairly applied, underpins effective education. All stakeholders should be clear of the high standards of behaviour expected of all pupils at all times. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

#### 6. The Responsibilities of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

The Headteacher supports the staff by implementing the policy, by setting high standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher supervises records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a pupil. Both these actions are only taken after the school Governors have been notified.

#### 7. The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teacher will discuss the whole-school rules (see Appendix 1) with their class at the start of the new academic year and reinforce these at least half-terminally. These will be clearly displayed in every classroom and communal rooms across the school. In addition to the school rules, classes will have their own classroom codes or charters, which are agreed by the pupils and displayed on the wall of the classroom, next to the whole-school rules. In this way, every pupil in the school knows the standard of behaviour that we expect in our school.

The class teacher must hold high expectations of the pupils in terms of behaviour, and strive to ensure that all pupils work to the best of their ability. The class teacher must treat each pupil fairly, with respect and understanding and enforce the school rules and classroom code/charter consistently.

For all low level incidents (Stages 1 to 3), the class teacher must deal with incident him/herself, following the agreed consequence procedures (see Behaviour Scale – appendix 1). If the misbehaviour continues, escalates or the action is deemed to be beyond Stage 3, the class teacher must seek immediate help and advice from a member of the Senior Leadership Team, complete a 'Stage 4' or 'Stage 5' form (see Appendix 2a and 2b) and pass it to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead.

The class teacher may be asked to contact a parent(s), be present in meetings with a parent(s), if there are concerns about the behaviour or welfare of a pupil (Stage 4, 5 or preventing it reaching this level).

## 8. The Role of Non-Teaching Staff

It is the responsibility of the lunchtime staff to deal with minor incidents and report them to the pupil's teacher. These must be recorded on CPOMS using the appropriate categories. Lunchtime staff will be advised if this is the case. For more serious incidents, lunchtime staff must inform a member of the Senior Leadership Team. These must be recorded on the agreed Stage 4 or Stage 5 forms.

Non classroom based staff (e.g. administration staff, premises staff) should ensure that rules are being followed by the pupils as they move around school. Any incidents noted by the non-classroom based staff should be dealt with and where appropriate, be reported to the class teacher or the Senior Leadership Team. These may also be recorded on CPOMS using the appropriate categories. Staff will be advised if this is the case.

Teaching Assistants working in the classroom will support the teacher in matters of discipline. They will correct the behaviour of pupils where necessary, reprimand pupils if appropriate and report serious misbehaviour to the teacher and/or the Senior Leadership Team. These may also be recorded on CPOMS using the appropriate categories. Staff will be advised if this is the case.

Teaching Assistants working outside the classroom with a group of pupils will set clear expectations of good behaviour in line with this policy. If a pupil does not respond positively to any correction of behaviour, they will be taken back to class. The class teacher will then act in accordance with this policy. These may also be recorded on CPOMS using the appropriate categories.

## 9. The Role of the Parents/Carers

The school will work collaboratively with parents, so that our pupils receive consistent messages about how to behave at home and at school.

Parents will support and co-operate with the school in disciplining their pupil and foster a good relationship with the school. Parents must be aware of the whole-school school rules and classroom codes or charters and support the school in implementing these.

We explain and publish our behaviour policy, whole-school rules and classroom codes or charters, in the prospectus and on the school website for our parents to see.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have serious concerns about their pupil's welfare or behaviour.

If the school has to use reasonable sanctions to punish a pupil, parents would be expected to support the actions of the school. If parents have any concern about the way that their pupil has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy Headteacher or the Assistant Headteacher. If these discussions cannot resolve the problem, then the Headteacher should be informed. A formal grievance or appeal process can be implemented through the Governors.

#### 10. The Role of the Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day to day authority to implement the school behaviour and discipline policy, but the Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

#### 11. The Teaching of Good Behaviour

We recognise that positive behaviour must be carefully developed and supported. Creating an environment which promotes positive behaviour can only be achieved when pupils are taught what positive behaviour is and what it looks like. This is modelled and reinforced by all staff, at all times.

Similarly, sanctions and consequences for incidents must be understood by our pupils so they can learn from them. This is key to ensuring a positive environment for behaviour is created at our school. This is achieved and reinforced through:

- Whole-school Collective Worship and Assemblies,
- PSHE lessons (through the use of the Jigsaw and No Outsiders schemes).

#### 12. Rewards

At Banks Road we will:

- have a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff;
- ensure that planning about behaviour improvement is informed by statistical information;
- use praise to motivate and encourage pupils;
- make pupils aware of sanctions that will be applied for poor behaviour choices.
- identify the strengths and weaknesses of pupils' emotional literacy skills and provide support to develop areas where there is a skills deficit;
- use a common language to describe behaviour;
- teach all pupils self-regulation skills through our PSHE curriculum and other targeted resources

- arrange additional small group support or individual for pupils who need it
- work alongside external services such as Educational Psychology, SENISS (Special Educational Needs Inclusion Support Service) and CAMHS (Pupil and Adolescent Mental Health Services) to access appropriate support for pupils.

### 13. Consequences and Sanctions

#### Tracking Sheet – consequences

The Tracking Sheet is the teachers' record for monitoring pupil's behaviour.

Pupils whose behaviour has not been recorded on the tracking sheet or who only receive a reminder will earn 5 minutes' privilege time per day. Pupils will earn 5 minutes a day, totalling up to a maximum 25 minutes' privilege time at the end of the week.

This sheet must not be displayed on the wall, but kept on the teacher's desk.

Initially each pupil receives a reminder, which would not impact upon the minutes of privilege time.

If a pupil fails to respond to positive encouragement then the consequence of continuing with their inappropriate behaviour, will be a 'T' recorded on the tracking sheet.

Subsequently for continued inappropriate behaviour, Stages 1 to 5 are used.

#### Stages of Tracked Behaviour

- |         |   |
|---------|---|
| STAGE 1 | A warning with a quick explanation of the pupil's behaviour and a positive request to improve their behaviour   |
| STAGE 2 | 5 minutes time out in the classroom sitting alone in a designated area, thinking about their behaviour and the poor choice they are making.   |
| STAGE 3 | 10 minutes time out in a different classroom.   |
| STAGE 4 | The class teacher will discuss the behaviour with the pupil at playtime or lunchtime. The pupil completes a Stage 4 record sheet reflecting on the rules they have broken, why they chose to do it and what they can do to make amends. The pupil misses their playtime (15 mins) – they stay inside with their teacher. The record sheet is passed to the Pastoral Lead. |
| STAGE 5 | Pupil is sent for a lunchtime detention in the Detention Room. The pupil is escorted by their teacher after collecting their lunch. The pupil will eat their lunch in the Detention Room away from their peers. The pupil then completes a Stage 5 sheet followed by a written task (age/need appropriate).   |

If the incident is severe and requires the pupil to be removed immediately from the situation, the pupil will be sent to the Deputy Headteacher or Assistant Headteacher. Parents may be contacted immediately by telephone depending on the incident. The Headteacher may become involved depending on the nature, severity and frequency of the behaviour.

The Deputy Headteacher or Assistant Headteacher will negotiate the pupil's return to the classroom. If due to the nature of the incident it is decided that the pupil will not return, then the pupil works out of class or in a different class for the rest of the day or longer, if deemed appropriate.

Parents will be informed of a stage 5 via a letter, which will be sent home through the post. Parents will receive a detention notification slip detailing the incident. The slip will request that the parent discusses the incident with their pupil and signs and returns the slip to school to acknowledge notification of their pupil's behaviour. A meeting with the pupil's class teacher may be arranged depending on the nature of the behaviour. The Deputy Headteacher or Assistant Headteacher may also request to meet with parents following an incident.

Pupils who are persistently reaching Stage 5 or Stage 4 on a frequent basis due to undesirable behaviour will be reviewed by the Senior Leadership Team. Parents will be asked to attend a meeting with the Deputy Headteacher or Assistant Headteacher to discuss the behaviours and plan a way forward.

If a pupil is placed on a Stage 5 during the lunchtime period, they will come straight to the Deputy Headteacher or Assistant Headteacher for the remaining part of the lunchtime and will not attend detention in the Detention Room until the following day. This is to avoid disruption to any pupils who are already undertaking their detention.

### Other Sanctions

Pupils are encouraged to reflect on their unacceptable behaviour throughout the assertive behaviour system. However, pupils who continue to cause concern may be:

- directed to spend lunchtime on another yard away from their peers
- directed to have lunch away from their peers
- asked to work under the supervision of the Deputy Headteacher or Assistant Headteacher
- encouraged to work in another class and earn the right to return to their own class
- set specific targets to improve behaviour
- asked to sign a behaviour contract
- monitored on a 'Behaviour Record Card'
- kept in at playtime / lunchtime
- Be subject to a Pastoral Support Plan
- asked to go home at lunchtime – this would be a fixed term exclusion
- In extreme cases excluded from school for a fixed period of time or permanently excluded
- recommended to follow the 'Options for Change' protocol

### 14. Lunchtime Supervisors

Lunchtime supervisors will award stickers and praise to pupils they see behaving well.

A pupil is given a warning and will then be put on the tracking sheet. Pupils may also be asked to go to a designated time out area for 5 minutes. Any further misbehaviour will warrant the Deputy Head or Assistant Head being asked to assist. Severe misbehaviour will mean contacting the Deputy Head or Assistant Head immediately. Aggressive behaviour or swearing is not tolerated and pupils who choose this behaviour are brought in from the playground immediately and placed on a Stage 5.

At the end of lunch-time, the lunchtime supervisor reports back to the class teacher who determines whether any additional sanctions should be imposed.

### 15. Monitoring and Additional Support

At Banks Road Primary School, we adopt a proactive approach to behaviour management. Pupils' behaviour is reviewed regularly by the Pastoral Lead and the Assistant Headteacher as part of the school

monitoring cycle. Visits to the classroom are made to ensure procedures are adhered to and are consistent throughout.

Behaviour incidents are recorded from tracking sheets and Stage 4 and 5 sheets are put onto CPOMS. This allows trends and patterns to be extracted. Information such as frequency of incidents, time of occurrence, staff allocating Stage 4 and 5's etc is available. This information enables staff to support pupils and identify those in need of support. The details also enable staff to establish accurately the types of behaviour that a pupil is exhibiting including identifying triggers.

Behaviour is regularly discussed at staff meetings and meetings of the Governing Body.

Occasionally it may be appropriate to implement additional intervention strategies. The Pastoral Lead can support pupils causing concern. The Pastoral Lead uses data from the behaviour journal and, if appropriate the SNAP B Behaviour Assessment Tool, to identify any skills deficits that may need to be addressed for behaviour support strategies to be successful. Pupils are helped to develop these skills and move towards working on behaviour targets.

With parental permission, we may consult the Social Inclusion Team, Educational Psychologist or other behaviour specialists to obtain further support and advice. For example:

- An Educational Psychologist assessment via a classroom observation, discussion with school and parents may be considered
- Focused Educational Psychologist whole class intervention e.g. Re-Teaming.
- 1:1 targeted support from an Educational Psychologist or Access and Inclusion Teacher
- Early Help support for the family may be offered (if criteria is met.)

## 16. Detentions

Teachers have a power to issue detention to pupils (aged under 18).

We use detentions as a punishment for poor behaviour (in accordance with Section 90 of the Education and Inspections Act 2006). The Headteacher decides which members of staff can put pupils in detention. This will normally be a member of the Senior Leadership Team.

Parental consent is not required for detentions but the school will inform the parents. As with any disciplinary penalty, a member of staff will always act reasonably given all the circumstances, when imposing a detention.

Staff will allow reasonable time for the pupil to eat, drink and use the toilet when serving their detention. We will not issue detentions outside of school hours, unless the full agreement and support of the parents is obtained prior to this happening.

## 17. The Use of Isolation

We may remove disruptive pupils and place them in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation. This is made clear in this behaviour policy. As with all other disciplinary sanctions, we always act reasonably in all the circumstances when using such rooms.

Any use of isolation that prevents a pupil from leaving a room of their own free will will only be considered in exceptional circumstances. We will always ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

It is for the school to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. We will

always ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. We will always allow pupils time to eat or use the toilet.

#### 18. Fixed Term Exclusions

Pupils whose behaviour continuously reaches Stage 5 will be closely monitored and supported. However, if a pupil's behaviour continues to reach Stage 5 and after a programme of intervention support, then the school will write to the parent informing them that if their pupil's behaviour reaches a further Stage 5 the school will consider undertaking fixed-term exclusion.

If the exclusion fails to bring about an improvement in the pupils' behaviour, the Headteacher may consult the Local Authority – Exclusions & Admissions Department, with a view to assisting the pupil in a move to a more suitable school (via the LA Options for Change Protocol).

#### 19. Permanent Exclusions

If the offer of a managed move to a more suitable school is rejected, the Governing Body of the school reserve the right to consider a permanent exclusion. The Governing Body also reserve the right to permanently exclude a pupil following:

- Ongoing exceptionally challenging behaviour that is impacting on the emotional well-being and learning of other pupils in the school
- A severe 'one off' incident as deemed appropriate by the Head teacher and the Governing Body.
- Malicious allegations against school staff.

#### 20. Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Please refer to the school's Positive Handling Policy and the DFE Use Of Reasonable Force Guidance (2013).

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

#### 21. Confiscation of Inappropriate Items

There are two sets of legal provisions which enable our school staff to confiscate items from pupils:

- a) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- b) Power to search without consent for "prohibited items" including:
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

- Weapons and knives and extreme or pupil pornography must always be handed over to the police, otherwise it is for the teacher or Senior Leadership Team to decide if and when to return a confiscated item.
- More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in the DFE 'Screening, Searching and Confiscation – advice for Headteachers, staff and Governing Bodies' (2014).

## 22. Managing Transition

- At the point of transition from a classroom, pupils line up in silence.
- Teachers meet the pupils on the playground, at their specified line-up points and times, to assist and collect their class on time.
- Teachers supervise all pupils whilst exiting and entering the classroom and building.
- When pupils move around school, they walk silently on the left-hand side of the staircases and corridor. Once pupils exit the building they are encouraged to participate in play.
- When entering the building, they are encouraged to do so calmly and silently as this prepares pupils for the next lesson. This is reinforced by all staff.
- All staff play the agreed music during the beginning of the morning and afternoon sessions to promote positive and calm behaviour from all pupils.

## 23. Behaviour at Playtime

- Expectations for playground behaviour are very clear to all staff and pupils.
- Pupils are reminded about how to use each playground area and the equipment. Adults warn pupils verbally if their behaviour is inappropriate.
- If the pupil receives a second warning, then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues pupils will receive a timeout in a designated area for 10 minutes (equivalent to a Stage 3 and the same consequences will be applied).
- Any more serious incidents such as aggressive behaviour, both physical or verbal, lunchtime staff supported immediately by a member of the Senior Leadership Team, who will apply the appropriate consequences (equivalent to a Stage 4 or 5 and the same consequences will be applied).
- Lunchtime staff will be made aware if any individual pupil is having particular difficulties with their behaviour or are following an individual behaviour plan.
- Lunchtime supervisors are to inform class teachers of incidents of poor behaviour and will be supported in completing a 'Poor Behaviour/Bullying Report Form' if necessary.

## 24. Pupils' Conduct Outside the School Gates

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Please refer to the DFE Use Of Reasonable Force Guidance (2013)

In line with the DFE Discipline In School document (2016) we have set out below our response to behaviour and bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed. Examples of such activities include when a pupil is:

- i. taking part in any school-organised or school-related activity or,
- ii. travelling to or from school or,
- iii. wearing school uniform or,
- iv. in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- v. could have repercussions for the orderly running of the school or,
- vi. poses a threat to another pupil or member of the public or,
- vii. could adversely affect the reputation of the school.

In all cases of poor behaviour, school can only discipline pupils on school premises or elsewhere when the pupil is under the lawful supervision of a staff member. Following an investigation, in such cases as those listed above, the school will apply a sanction as is deemed appropriate to the behaviour in line with this policy.

## 25. Behaviour and Equality - Supporting Vulnerable Pupils and Pupil Support Systems

Equal opportunities are central to all aspects of life at our school. The school aims to provide equality regardless of age, disability, gender reassignment, pregnancy and maternity, race (this includes ethnic or national origins, colour or nationality), religion or belief (this includes lack of belief), sex, sexual orientation. We recognise all of the above as protective characteristics.

The school acknowledges its legal duties under the Equality Act 2010 and in relation to this policy, recognises its duty to make reasonable adjustments for all stakeholders. Our school will always take such steps as it is reasonable to avoid disadvantage.

We are fully committed to providing an equal opportunities environment in which everyone is able to fulfil their potential, and to feel pride in their identity. We apply this to the way we manage and reward behaviour.

For our pupils we seek to provide the same quality and breadth of opportunity for all, regardless of age, race, religion or belief, colour, gender, sexual orientation, social background, special physical or educational needs.

We recognise that many pupils, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

Behaviour tracking is collated by the Safeguarding Team and discussed with the Senior Leadership Team during weekly supervision meetings. If a pattern of poor behaviours begins to emerge, staff will begin a series of interventions.

Parents will be asked to attend a meeting or sent a letter to inform them that we have concerns about their pupil's behaviour, if we notice that there has been a high number of incidents recorded. The Senior Leadership Team, SENCo or a member of the Safeguarding Team will discuss with parents, strategies to further support their pupil's behaviour. These may include:

- i. Home school books,
- ii. Personalised sticker charts linked to clear targets,
- iii. Individual Education/Behaviour Plans,
- iv. Flexible timetabling,
- v. Support from an external agency,
- vi. Pastoral Support Programmes,
- vii. EHATs (a tool used for gathering information and a standard approach in

assessment for the identification of Early Help needs).

The school will work closely with the parent/carer to identify the reason for behaviours and to support the pupil in making necessary changes.

## 26. Liaison with Parents and Other Agencies

Our Safeguarding Team are here to support pupils and their families by helping them to identify and remove any barriers to learning, whether in a personal or academic role.

We will provide interventions for pupils whose behaviour is, or potentially could become, a concern. The aim of these interventions is to provide a pro-active, rather than reactive, level of support. During Senior Leadership Team and Safeguarding Team meetings, allocated time is spent for staff to discuss pupils for whom there are concerns or those whose behaviour is causing concern. In response to these discussions we ensure that these pupils have appropriate support and interventions.

We will work closely with all staff, governors, outside agencies, pupils and their families.

At Banks Road Primary School we actively support any individual who is experiencing behavioural difficulties. Our Internal support services and pastoral systems are complemented by additional assistance from services including:

- CAMHS partners - Children's and Adolescent Mental Health Service,
- Local Early Help Teams,
- The school's Educational Psychologist,
- School Health professionals,
- YPAS
- The Mental Health Support Teams;
- The school's Pastoral Support Team (including Emotional Literacy Support Assistant).

Referrals are made on a needs basis and are linked directly to priorities identified on individual pupil profiles.

## 27. Staff Development and Support

All staff have access to ongoing CPD to support with behaviour management. This CPD is targeted to their specific roles, responsibilities and individual training needs identified via school self-evaluation and appraisal.

Staff are provided with regular professional development opportunities linked to behaviour management and support through staff inset, staff meetings, coaching and modelling. They are supported by the Safeguarding Team and Senior Leadership Team when managing behaviour, identifying solutions and implementing these.

Staff may request to attend additional behaviour management training should they wish to do so.

## 28. Malicious Allegations

In the event of a serious breach of school rules, including pupils who are found to have made malicious accusations against school staff immediate action will be taken by a member of the Senior Leadership Team. This may ultimately result in a fixed term exclusion or even permanent exclusion.



## Banks Road Primary School Behaviour Scale



Behaviour	Tracking sheet R, T, 1 or 2	Time out (15 mins) in another class Stage 3	Playtime Detention Stage 4	Lunchtime Detention Stage 5
	Initially	Repeatedly	Ongoing	Persistent
Shouting Out	X →			
Talking when an adult or another person is talking	X →			
Not following instructions	X →			
Distracting others from working/listening	X →			
Ignoring an adult		X →		
Not lining up and/or disruptive in line and/or walking up the stairs	X →			
Talking whilst walking around school	X →			
Talking in assembly	X →			
Disrespectful behaviour when spoken to by an adult			X →	
Damaging property on purpose, including graffiti				X
Chewing gum and unauthorized toys in school				X
Disrupting the learning of others	X →			
Getting out of seat without permission during lesson time	X →			
Telling lies				X
Discriminatory (racist, homophobic, sexist) comments				X
Physically hurting others (on purpose)				X
Name calling/taunting/unkind behaviour (on purpose)				X
Swearing			X →	
Swearing at an adult or another person				X
Insufficient work produced in a lesson	X →			
No work completed in lesson			X →	
Stealing				X
Defiant behaviour towards an adult				X

**This is not a definitive list of behaviours.  
Adults in school will use their professional judgment to decide what stage is appropriate for other behaviours that may occur which are not listed above.**



## Stage 4

Name:	Class:
Date:	

Our school values are:

- Respect
- Friendship
- Determination
- Trust
- Positivity

To be completed by the child during playtime or lunchtime:

My wrong behaviour choice:	
What I should have done:	
What I will do next:	

To be completed by the teacher/teaching assistant:

Stage 1	
Stage 2	
Stage 3	
Stage 4	

When this form is complete it should be handed to the Learning Mentor to be filed



## Stage 5

Name:	Class:
Date:	

Our school values are:

- Respect
- Friendship
- Determination
- Trust
- Positivity

To be completed by the child during playtime or lunchtime:

My wrong behaviour choice:	
What I should have done:	
What I will do next:	

To be completed by the teacher/teaching assistant:

Stage 1	
Stage 2	
Stage 3	
Stage 4	
Stage 5	

When this form is complete it should be handed to the Learning Mentor to be filed

