

Whole School Behaviour Policy

Ethos

Banister Primary School exists as a place where all children and adults will be safe and treated with respect. We actively promote and praise and reward positive behaviour and applying rules appropriately, fairly and consistently, making Banister a place where your child wants to be, where anybody who joins our school feels safe, happy, respected and secure.

We believe that children who feel good about themselves have high self esteem and will perform better at school and form an important part of the school community.

At Banister, we aim to...

- Ensure that all children are given equal opportunity and are positively encouraged through praise to always do their best and try their hardest with their work attitude and behaviour.
- Foster a culture of mutual respect, empathy and reflection.
- Reward and celebrate all achievement and value individual contributions within the whole school community.

Our School Rules:

1. Always be ready to learn and try our best even when we find things difficult
2. Treat others with respect using kind words and actions
3. Treat all adults in school and community with respect using kind words and actions
4. Take care of our things and our school and local community

We recognise that in order to achieve our aim, these rules must be

- Explicitly taught so they are clearly understood
- Constantly reinforced, ensuring individual and group efforts are rewarded and celebrated
- Applied consistently and fairly in and beyond the classroom
- Modelled and upheld by all members of the school community
- Displayed in every room in the school and in the playground
- Agreed by all parents/carers as part of our home-school agreement

Working together:

Co-operative Hexagons

As a class, the children, their teacher and teaching assistant will agree a class reward. This will be written onto the Hexagon chart so that everyone understands what it is they are working towards and will be 1 SMART target to help move forward to outstanding behaviour within that class.

Any member of staff may award the class a hexagon for instances of collaborative work/co-operative behaviour. However, a hexagon may only be earned if every member of the class has demonstrated the desired behaviour. The adult who has positively recognised the desired behaviour will choose one child to colour in the hexagon on behalf of the class.

When all the hexagons have been “coloured in”, the teacher is responsible for ensuring the class receive the reward they have earned as soon as possible.

Rewards:

The “Star”

This should be used to explicitly recognise and reinforce behaviour or attitudes to learning that exceed expectations. Any child who ends the day with their photograph or name on the Star will be awarded a star-shaped sticker to wear home.

Star of the Day

At present the class teacher chooses one child who ends the day on the “Star”. S/he will determine how to recognise and reward the child but, in time, we will encourage the children to nominate and select their peers for exceptional personal achievement.

Star Awards Certificates

Every week, each class teacher will select 1 pupil from his/her class to be awarded a Certificate. S/he will announce why/how this has been earned and the child will collect his/her certificate in Whole School Assembly. These children will then earn the right to sit on a bench for the coming week.

Outstanding work

When children produce a piece of work that is particularly good for that individual, s/he may take it to show the Head teacher who will award the child a special sticker either to wear home or stick onto their work. Or if it is repeated good work – A certificate.

Lunchtimes: Top Table

Each day, children who are following and going beyond the expectation of behaviour in the dinner hall and playground will have their names recorded and put into a special box in the hall. Each week, the names will be read out in assembly and all children celebrated. From these children, 8 will be chosen to sit at the “Top Table” in the hall for the next week. The “Top Table” will have a table cloth, gain entry to hall first and be served squash for their drinks and their dinner on a plate. If sandwiches, same will apply.

General:

Stickers

All adults can reward effort, good learning attitudes and academic achievement in all areas of the school day with stickers given to individuals or on individual pieces of work. Stickers will also be continued to be given for all children doing as they have been asked and following the school rules as well as eating their dinners.

Praise

Verbal and non-verbal praise should be used frequently within the classroom and around the school by adults who see pupils behaving well. E.G. Verbal: "Well done", "Brilliant", "It's really good to hear/see you following our Golden Rules", "You're a Star!", "What fantastic behaviour" etc. Smiles and thumbs up are examples of non-verbal praise.

Consequence System:

Star, Sun, Cloud, Storm Cloud

This is a visual tool that is prominently displayed in every classroom alongside our School Rules. It enables pupils to recognise to what extent their behaviour is meeting our shared expectations.

Each new day (or half day session in Year R) the children start afresh with their name or photograph on the "Sun". To remain on the Sun, they must continue to follow our School Rules.

If a child chooses not to follow the rule then s/he will be given a verbal warning. The adult should explain why the child's behaviour is unacceptable and warn them that if they choose to continue with the same behaviour, then they are choosing to move to the "Cloud" and will miss 5 minutes playtime as a consequence.

A child who is on the Cloud may earn their way back to the Sun by demonstrating that they are now choosing to demonstrate the expected behaviour. However if they in choosing to behave inappropriately, then they will move to the "Storm Cloud". As a consequence, they will miss 15 minutes play and their parents/carers will be informed by their class teacher. An ABC will be completed and the parent/carer asked to sign to say they have been informed. In incidences where the child is not met by the parent, a guardian can sign and a copy sent home with the child/or through the mail for the parent.

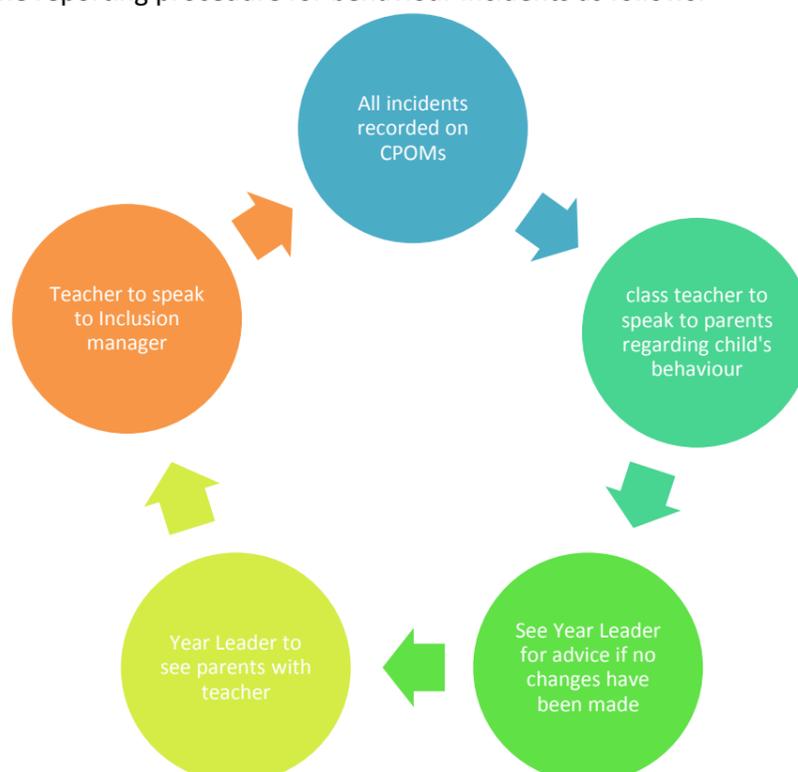
If a child chooses to deliberately compromise their health and safety or that of another child or adult or chooses to wilfully destroy property, s/he will be immediately moved to the "Storm Cloud".

Teachers will keep accurate records of all incidents that result in a child moving to the "Storm Cloud". Should a child choose to exhibit 3 such instances in a single week, the class teacher must inform a member of the Leadership Team who will arrange a formal meeting with the child's parents/carers.

Records will be used to establish patterns of behaviour and may result in some modification of resources/teaching/support etc. to ensure the child has every chance to succeed and other children are able to learn/be kept safe. Where this is necessary, the Inclusion Leader will support the class teacher in devising and monitoring an Individual Behaviour Plan (IBP).

Fixed term exclusions will be used as a last resort and only when a child persists in choosing to behave in a way that compromises their own or others' learning, health or safety.

Teachers and school staff will follow the reporting procedure for behaviour incidents as follows:



Referrals:

If the behaviour of the child continues to cause concern over a period of time and there is little impact from the strategies and approaches used by the school, the school may decide to refer to other agencies for support. These include; **Southampton Outreach Advisory service** and the **Educational Psychology service**.

At Banister, we work closely with these agencies in order to secure the best outcomes for your children. Any referrals are only made with parental agreement and through discussion with you.

Exclusion:

At Banister, exclusion is always the last resort unless in response to a serious breach, or persistent breaches, of the school's behaviour policy and rules; and where allowing the pupil to remain in school would seriously harm the education or welfare of the children or others in the school.

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A child may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Children whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period.

Exclusions carried out following the guidance from the DFE: **Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion. (February 2015)**

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion from maintained schools academies and pupil referral units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

Linked and adopted policies:

Equality and Diversity Policy for Banister
SEND Policy for Banister
Health and Safety Policy for Banister

Bullying Policy for Banister
Safeguarding Policy for Banister

Children's Education Act 2006 – particular reference to Section 89

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

Exclusion Guidance (Feb 2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion from maintained schools academies and pupil referral units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

Adopted by Banister School and Governors: September 2013

Reviewed: September 2014

Updated: September 2015, February 2015 with new guidance for Exclusions from DFE

Updated: September 2016 - new wording for school rules

Next review: September 2017 – unless DFE guidance updated earlier

Step 1

- Record the incident on the ABC form and file in your behaviour file.
- Record the incident on CPOMs including what action / changes / strategy you will be using to ensure this incident does not occur again.

Step 2

- Decided what 1 behaviour you are trying to change (choose the most dangerous / irritating or difficult behaviour) and which strategy you will use to support you. Remember you will need a visible reward specific to the child and designed with them. The child needs to know why they have a chart, what for and what their target is. It must be achievable. Depending on the frequency of the behaviour does the reward need to be session based? Morning and afternoon? Daily? Weekly? How will you know if the child is successful? How will they know when they have their reward? Is the reward enough? Is the reward too much? CONSISTENCY is key. 1 behaviour at a time and IGNORE all others. Positive praise is essential at all times and sticker every time that child does something right!!! Self esteem and confidence are what you are looking to build up - change the focus from I can't, I'm nasty etc to I'm successful!! How will you record on CPOMs their success? It is essential you record if rewards are met. Even if it is one line - reward received today. We may need to track the success and difficulties later.

Step 3

- Speak to parents regarding the child's behaviour. Have they noticed anything at home? Has anything changed in the child's life? Explain to parent what strategy you will be using to try and modify the behaviour and ensure their success. Record on CPOMs. Do they or would they benefit from support from SLT or family support worker? If they do, please fill in and email SLT a referral form and he will pick up as soon as he is able.
- How will you communicate success to parents? Certificates? Daily conversations? They need to hear the positives as well. Record on CPOMs any time when you have spoken to parents about children's successes as well as concerns.

Step 4

- Monitor the effect of the strategy daily using a behaviour log - adapt if needed and record. Continue communication with Parent. Strategies will take longer than 1 week to work. Modify as needed. If success is not coming quickly enough or the behaviour is severe speak to your Year Leader for advice. Document your conversation on CPOMs - Strategies suggested and why.
- Who will record the behaviour for you? Remember TIME of incident is key as is session? Is a tick chart by your TA the best route?

Step 5

- Discuss the child with Becky or Lynsey. What behaviours are you seeing? What have you done to modify them? What strategies are you using? What has the effect been? Where is the evidence? In consultation with SLT choose another strategy to trial. SLT will inform KV and discuss child with her and you.

Step 6

- Year leader and you to meet with Parents to update them on the situation and for them to discuss home with you and any changes that may / may not be happening. Raise support from SLT again and document on CPOMs.
- Your Year Leader may come and observe the child to help you unpick the behaviours. You might want to ask your TA to do five min obs during the day to see what the child is doing to see if you can find the trigger - there will be one.

Step 7

- In consultation with Becky and Lynsey and with your full evidence, create an IBP for the child and discuss referral to outside agency for support. Consult with KV if needed for which route to take. Discuss with parents. Their buy in is essential. No referral can be done without their support and no changes to behaviour can be made without their continued support.
- SLT are likely to come and observe the child and watch the interactions. They will want to see all your evidence and rewards that are in place. They will discuss the behaviour with the child.

Step 8

- Make referral to appropriate agency via Becky/Lynsey. They will send forms to KV for approval and to check evidence is there. All forms and referrals must go through her. They will continue to monitor and update you and provide support. Referrals are not immediate and can take up to 3 months to become active depending on waiting lists. Please ensure all communication is kept open with Yr leader, SLT and of course Parents and Child. Continue to monitor and track.