



Banks St. Stephen's Church of England Primary School
"Belonging, Serving, Succeeding"

Vision for Banks St. Stephen's Church of England Primary School

"We actively promote a sense of pride in belonging to this community. Leading by example, we seek opportunities to serve God by serving others. We are ambitious for each individual and determined to enable every member of the school community to flourish and succeed."

Behaviour for Learning Policy

This policy has been written to comply with section 89 of the Education and Inspections Act 2006 -

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

This policy should be read in conjunction with the following:

- Health and Safety Policy
- Safeguarding/Child Protection Policy
- E Safety Policy
- Acceptable Use Policy
- Single Equalities Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Home-School Agreement
- Special Educational Needs Policy
- Relevant statutory legislation on the use of restraint and confiscating items of property.

Our Aim

We aim to provide the optimum conditions for successful teaching and learning by creating a positive climate and culture, benefiting all staff and students. We ensure that the school's high expectations of behaviour are clear and consistent, and that all members of staff promote and adhere to this policy. Our positive behaviour approach encourages children to develop positive relationships based on Christian values and fundamental British values. Our high expectations enable us to create a calm and purposeful learning environment. We reward the children who do the right thing and encourage independence and self-discipline. Our consistent routines aim to raise the standards of behaviour in school. We have three simple rules:

1. Be **ready** to learn
2. Show kindness and **respect**
3. **Safety** first

How Will Staff Behave?

All staff at Banks St. Stephen's CE Primary School will behave consistently, positively, and proactively. They will:

- Refer to 'ready, respect and safe' every day.
- Model expectations by always meeting and greeting the children at the beginning of the school day.
- Never ignore poor choices—record (on CPOMS) and report but, most importantly, deal with them effectively.

Senior Leaders

Senior leaders play a critical role in ensuring consistency and supporting staff. They will:

- Be a visible presence at the beginning and end of the day and in and around the school throughout the day.
- Support staff in managing more complex or entrenched behaviours.
- Monitor reporting and recording systems using CPOMS.
- Provide support beyond the classroom, including pastoral support within the school, setting up behavioural targets and charts, and engaging in parent consultations.
- Consult with SEND specialists and Children and Family Wellbeing Services as needed.

Consistency in Practice

- Consistent language: consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow-up: ensuring 'certainty' at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour.
- Consistent respect from the adults.
- Consistent models of emotional control: Emotional restraint (including not shouting at children) that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children.
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans.
- Consistent cultures of excellent behaviour management. There is no instant solution to outstanding behaviour management. There is no short cut to changing behaviour. There is no alternative to hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and

sustaining a poker face when confronted with challenging behaviour. Consistency lies in the behaviour of all adults and not simply in the application of procedure.

A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where pupils feel treated as valued individuals they respect adults and accept their authority.

Staff Responsibilities

All staff will:

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge, and meet the needs of all learners.
5. Use visible recognition mechanisms throughout every lesson.
6. Remain calm and give 'take-up time' when addressing behaviour, focusing on prevention before sanctions.
7. Follow up every time, retain ownership, and engage in reflective dialogue with learners.
8. Never ignore or walk past pupils who are behaving incorrectly.
9. Ensure that classrooms are tidy, including staff workspaces.
10. Encourage children to take ownership of their classroom to ensure it stays tidy throughout the day.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. They will support colleagues, model unified consistency, and:

- Meet and greet learners at the beginning/end of the day.
- Be a visible presence around the site.
- Celebrate staff, leaders, and learners who go 'above and beyond' expectations.
- Regularly share good practice.
- Support teachers in managing learners with more complex or entrenched negative behaviours, including setting up charts, speaking with parents, etc.
- Use behaviour data to target and assess school behaviour policy and practice.

Recognising and Rewarding Positive Behaviour

We recognise and reward pupils who go 'above and beyond' our standards. While we have rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. Praise is key to developing positive relationships, including with the hardest-to-reach learners.

Celebrating Good Behaviour

The school encourages positive behaviour through various incentives. Rewards include:

- Stickers, stamps, smiley faces, and stars
- Written comments
- Private praise
- Praise in front of peers
- Work shown to other pupils and/or staff
- Dojo points
- Parents informed of good behaviour
- Certificates and rewards given out in Celebration Worship

Unacceptable Behaviour

At Banks St. Stephen's CE Primary School we consider the following to be examples of unacceptable behaviour:

- Lack of respect for adults or each other e.g. talking in class/assembly when the teacher is talking or answering back
- Lack of respect for other children e.g. interrupting rudely when others are trying to speak or laughing at other children in order to hurt their feelings
- Deliberately hurting others, with words or actions
- Behaviour which interrupts their learning or the learning of others
- Swearing
- Damaging property
- Dropping litter
- Stealing
- Refusing to follow instructions
- Racist comments
- Homophobic comments
- Bullying, physical or verbal

Tiered Approach to Managing Unacceptable Behaviour

We maintain a positive climate, encouraging children to meet the high standards of behaviour we expect. However, when behaviour does not meet these standards, the following approach will be taken:

Consequences

1. Reminder 1:

The child will be given a gentle reminder of the type of behaviour that is expected from them. This is an opportunity for the child to correct their behaviour without further consequence.

2. Reminder 2:

If the unacceptable behaviour continues, a further reminder will be given. The child will be informed of the behaviour that needs to change and what the next step will be if the behaviour persists.

3. Last Chance:

At this stage, the child will be reminded that if they continue to display unacceptable behaviour, they will need to complete "Fix It Time." This serves as the final warning before a consequence is applied.

4. Fix It Time:

If the behaviour does not improve, the child will complete "Fix It Time" during their break. This will be done with the teacher or another adult in the room. During this time, the behaviour will be discussed, and the adult will work with the child to teach them how to behave appropriately in the future.

5. Behaviour Intervention Group:

If the child's behaviour remains unacceptable after "Fix It Time," they will be referred to bespoke behaviour intervention sessions with the school learning mentor. These sessions are more intensive than "Fix It Time" and will also take place during the child's playtime. The goal is to provide targeted support to help the child improve their behaviour through structured intervention.

Serious Incidents

More serious incidents may lead to the child being removed from the classroom, having separate playtimes, or being supervised by the Headteacher or another staff member. Parents will be informed, and the incident will be recorded on CPOMS.

Child on Child Abuse

Our procedures follow the guidance within "Keeping Children Safe in Education September 2024" and are detailed in our Child Protection and Safeguarding Policy October 2024.

Behaviour Outside School When in Uniform

All pupils are expected to behave appropriately both inside and outside school as they represent the school's vision and values. The school regulates pupils' behaviour in these circumstances to such an extent as is reasonable.

Exclusion

Fixed-Term Exclusions

At Banks St. Stephen's Church of England Primary School, we believe that, in general, exclusions are not the most effective way to address behavioural issues. However, for children to reach their maximum academic potential, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and their continued presence in school would significantly harm the education or welfare of themselves or others, the Headteacher may decide to implement a fixed-term exclusion. During this period, work will be set for the pupil to complete at home. Upon the pupil's return, a meeting will be held with the Headteacher and parents to discuss the pupil's reintegration and the best strategies to support the child moving forward. Each day is treated as a new opportunity, and it is expected that the child will be welcomed back without any resentment.

Permanent Exclusions

The Secretary of State for Education views permanent exclusion as a last resort, and we share this perspective at Banks St. Stephen's. We are committed to demonstrating that all reasonable steps have been taken to avoid exclusion. Permanent exclusion should only occur when a thorough risk assessment shows that allowing the child to remain in school would be severely detrimental to their own education or welfare, or to that of other pupils. The Governors of Banks St. Stephen's Church of England Primary School fully support this approach and have established policies and procedures to ensure the inclusion of all pupils.

SEND

The school recognises its legal duty under the Equality Act 2019 to prevent pupils with a protected characteristic from being at a disadvantage. Our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. We work closely with

parents, carers, and outside agencies to support these pupils. Individual behaviour support plans will be in place as needed.

Christian Ethos of Forgiveness

Our Christian ethos encourages forgiveness and reflection. We believe that all members of the school community are equally valued and deserving of God's steadfast love and forgiveness.

Agreed by staff and Governors' SEC Committee Autumn 2024

Ratified at Full Governing Board Meeting Autumn 2024

Reviewed by staff June 2024

Due for review at FGB Meeting Autumn 2025