

BEHAVIOUR POLICY

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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.

We encourage our children to respect that:

1. Everyone has a right to learn
2. Everyone has the right to be safe
3. Everybody has the right to be treated with respect and dignity

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.
- To be a place where children can become confident, resilient, lifelong learners.
- We recognise that children learn best in a purposeful, positive and calm atmosphere.
- Children will learn how to lead themselves and others through our Leader in Me programme that positively promotes emotional regulation, self-knowing, strategy development to support regulation and the importance of communication as a first response
- Every child can expect to be nurtured by the school, the wider community and the SCLT, to maximise their potential.
- This policy focusses on the promotion and recognition of positive behaviour and helping children to develop self-discipline, mutual respect, knowledge of their rights and responsibilities and those of others, not only in school but in the wider world.
- We aim to create a climate where every child has the right and responsibility to learn to the best of their ability and every member of staff has the right and responsibility to use and develop their professional skills and expertise to teach.
- Using these skills, we expect all adults to find ways to promote children's rights, respect their dignity and help to equip them for the future.
- Through the building of strong relationships and understanding between staff and children we aim to promote the belief in all learners about the value of positive behaviour for learning and managing behaviour appropriately.
- All school staff will be role models in the building of relationships and in behaviour towards each other.
- We will explicitly teach children how to behave using Positive Behaviour Strategies.
- We aim to understand the triggers underlying negative behaviour and to look for solutions, including the repairing of relationships.
- We will teach children about choices regarding behaviour and make it clear as to the consequences of the choices they make.
- Our expectations of children will vary according to their individual need and support programmes will be tailored accordingly.
- We will all actively seek to acknowledge children showing positive behaviours in class and around school.
- Our behaviour policy will be delivered through PBS (Positive Behaviour Strategy) supported by use of the behaviour and reward systems which are sometimes individual to classes.

Roles and Responsibilities

The Governing Body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness; Holding the headteacher to account for its implementation

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body.
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of children
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer children both sanctions and support when necessary

- Ensuring that the data from behaviour logs is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents (see appendix 3 for an ABC form)
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Children

Children will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school they have a duty to follow the behaviour policy
- The school's rules
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Children will be supported to develop an understanding of the school's behaviour policy and wider culture. Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for children who are mid-phase arrivals.

Our School Rules:

1. Always be ready to learn and try our best even when we find things difficult
2. Treat others (children, adults and the wider community) with respect using kind words and actions.
3. 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

In everyday routines, these rules expect that children will

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all children to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

We recognise that to achieve our vision, good behaviour is essential and can be maintained only when:

- Relationships between adults and children are supportive of child's feelings and needs.
- The curriculum is engaging, relevant and matched to the individual's needs.
- Classroom management has been carefully considered with child involvement and is clearly communicated.
- A shared system of procedures and techniques gives teachers the support they need.
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all children can meet behavioural expectations in the curriculum.

Leader In Me:

Banister Primary are proud to be a Leader in Me school. Leader in me is a programme that was chosen specifically to empower our children with the leadership and life skills they need to thrive in the 21st century. It is based on principles and practices of personal, interpersonal and organisational effectiveness, and upon the powerful premise that every child possesses unique strengths and has the ability to be a leader.

Leader in Me is explicitly taught each week and follows a progression of skills as all subjects in our curriculum does; enhancing our PSHE provision, promoting our ethos for behaviour and allowing the children to continually develop their social and emotional skills to enable them to become self-reliant, take initiative, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life. The process helps our children to develop the skills and self-confidence they need to lead their lives and succeed in school and beyond.

We realise that it is vital to give our children the chance to reflect on their behaviour choices. We use Restorative Practice alongside our Leader in Me programme to encourage reflection and also to ensure that children have a chance to take responsibility for their actions and 'right their wrongs', we always make sure that children understand that they are learning and will at times make the wrong decisions; our aim is to help them learn from these mistakes.

As a school we are developing a restorative culture where children learn to deal with conflict through discussions and understand the affect their behaviour has on others. We believe that we also need to help children understand that in the real world, actions have consequences. Therefore, there are also consequences for their actions in school.

Relationships

At Banister, we recognise the importance of developing strong, positive relationships between the children, parents and carers and all the adults within our community. These relationships are based on mutual respect and trust and ensure every child feels welcome, known and valued. These relationships allow for effective behaviour management and enable key adults to be able to diffuse situations and promote positive behaviours with key children.

Curriculum

Our curriculum is engaging and relevant and is tailored to ensure it is accessible to all children. We recognise that positive behaviours are demonstrated when children are absorbed and captivated by their learning. Lessons across all year groups allow for learning in a range of different styles, encompassing and valuing all subjects.

Working together:

Co-operative Hexagons

As a class, the children, their teacher and learning support 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 child 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 Headteacher 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.

Leader of the week:

Every week, each class teacher will select 1 child 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.

Positive Behaviour reinforcement for all:

Sharing and celebrating successes with home:

At Banister, we believe that our parents are our partners in this education journey and as such also become part of the Banister Family. We actively promote communication with parents / carers and recognise that for some seeing staff at the beginning or end of the day is not always possible. We recognise that this does not mean that the parents are not wanting to know how their child is doing, or celebrate their successes. For this reason, we encourage staff to use our online reporting system to parents through allocating badges / messages or Hi-5s using Marvellous Me (Yr 1- 6) or pictures and messages on Tapestry (Yr R) to help home celebrate achievements behaviour or academic, where possible in real-time, too keeping them up to date and allowing the celebrations to continue.

Teachers and senior staff may also share with parents / carers their child successes through phone calls/text messages home, face to face communication at drop off or pick up time.

Class Mission Statement:

Each class comes together in September to discuss, construct and write their own class mission statement. Here the children, supported and guided by the teacher, decide how they want their classroom to feel and run based on the behaviour and values they want to exemplify. These mission statements are reviewed regularly and agreed to by all in that class. They underpin their positive expectations of each other and how they want their class culture to be.

Stickers:

All adults across the school 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 will be used frequently within the classroom and around the school by adults who see children behaving well. E.g. Verbal: "Well done for...", "It was amazing when...", "It's really good to hear/see you following our Golden Rules", "You're a Star because...", "Your behaviour was fantastic when..." 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 children to recognise to what extent their behaviour is meeting our shared expectations.

Each new day 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.

We strive to ensure that each day is a fresh start. However, in some cases, depending on the timing of an incident and the need for a thorough understanding, consequences may carry over to the following day. We will always aim to avoid this whenever possible.

If a child decides not to follow the rules, they will receive a verbal warning. The adult will calmly explain why the behaviour is unacceptable and inform the child that if they continue, they will be moved to the 'Cloud' and will miss 5 minutes of playtime as a consequence.

A child on the Cloud can work their way back to the Sun by showing that they are now demonstrating the expected behaviour. However, if the child continues to behave inappropriately, they will move to the 'Storm Cloud.' As a consequence, they will miss 15 minutes of play, and their parents/carers will be informed by the class teacher. An ABC (Antecedent-Behaviour-Consequence) form will be completed, and the parent/carer will be asked to sign to acknowledge they have been informed. If the parent is unavailable, a guardian can sign, and a copy will be sent home with the child or via email. In some cases, a child may be moved to the Storm Cloud without prior verbal warning or Cloud warning, depending on the nature of the incident.

If a child intentionally puts their own health and safety, or that of another child or adult, at risk, or chooses to deliberately damage property, they will be immediately moved to the Storm Cloud.

Teachers will maintain accurate records of all incidents where a child is moved to the Storm Cloud. If a child has 3 such incidents in one week, the class teacher must notify a member of the Leadership Team, who will then arrange a formal meeting with the child's parents or carers.

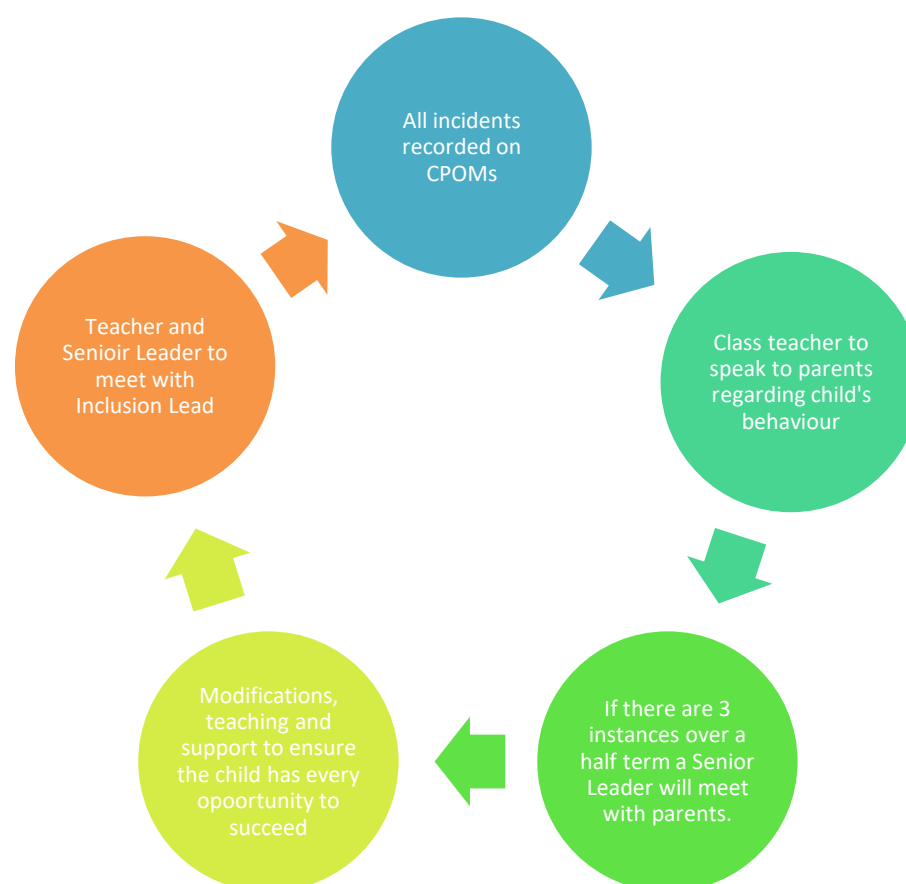
Recording incidents of behaviour

ABC forms are completed in collaboration with the child, providing an opportunity for an adult to help them reflect on the situation. Once the child is calm, the adult will guide them through the reflection process, starting with the antecedent (what happened before), followed by the actions the child took, and finally the consequences of those actions for themselves and others. This time will also be used to complete any missed learning or a behaviour reflection task. ABC forms will be shared with the child's parents or carers as soon as possible and then submitted to the Senior Leader responsible.

If a child demonstrates 3 such incidents within a half term, a Senior Leader will arrange a formal meeting with the child's parents or carers. ABC forms are stored electronically on CPOMS, a secure, cloud-based database. These forms are used to identify patterns of behaviour and may lead to adjustments in resources, teaching strategies, or additional support to ensure the child has every opportunity to succeed, while also ensuring the safety and learning of other children.

If necessary, the Inclusion Leader will assist the class teacher in developing and monitoring an Individual Plan, which will be shared with and agreed upon by the child and their parents or carers. If Senior Leaders are reviewing patterns of behaviour and suspect that a child is, or is likely to be, suffering significant harm, they will follow the school's Safeguarding Policy. Fixed-term exclusions will be considered only as a last resort and will only occur when a child repeatedly chooses to behave in ways that compromise their own or others' learning, health, or safety.

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



This procedure is laid out in further detail in the behaviour logs and procedures flow chart. There is a staff, parent and child behaviour log and procedure flow chart. This is to ensure everyone can access the information they need to know in regards to behaviour procedures. If the behaviour incident links to bullying the separate bullying policy should be referred to.

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 Inclusion Partnership (SIP)** 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.

Individual Challenging Behaviours

We recognise that all behaviours communicate a need, and the school will always aim to understand the underlying purpose of the behaviour. The school will then seek to provide appropriate interventions to support the child in being successfully included. Some children may regularly exhibit behaviour that does not align with the school's expectations and is therefore considered unacceptable. It's important to acknowledge that when a child behaves in an unacceptable way, there is often an underlying reason, such as low self-esteem, and we must explore the causes and triggers behind the behaviour. This involves tracking behaviour patterns and identifying the specific behaviours that need to be addressed.

At each stage of this process, parents and carers will be involved and kept informed of any concerns regarding the child's behaviour. At Banister, we believe that most challenging behaviours can be avoided through effective learning and teaching. In many cases, inappropriate behaviour can be prevented when routines are followed consistently and when expectations for behaviour are clearly maintained. Consistent routines create a safe environment that supports children's ability to learn.

We believe that challenging behaviour is any behaviour that disrupts learning or is detrimental to the learning of the individual or their peers. This can manifest as overtly disruptive behaviour or as passive, introverted behaviour. Through active support, we aim to minimize the impact on other children while helping the child exhibiting challenging behaviour. The stages in this process reflect the graduated response for SEND, recognising that there can be various reasons for challenging behaviour. The child's needs will be carefully considered under the four categories of the SEND Code of Practice 2014: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and/or Sensory and Physical Needs.

Wave 1:

Universal provision: For children whose behaviour is managed within the procedures outlined in the Graduated Response Plan.

Wave 2:

Early Intervention Support: For any child who may need some modifications or support to help them in making positive choices about their behaviour.

Strategies to be employed may include sticker chart, home-school book, visual cues and reminders, fiddle toys, calming-down area. If concerns continue at Stage 2, then an 'Early Identification of Concerns', should be completed by the class teacher and discussed with the SENCO.

Wave 3:

Targeted Additional Support:

For any child who:

- Has had Early Intervention Support but is not displaying appropriate improvement in their behaviour
- There are further concerns or areas of need which need to be investigated

At this point, the child may be referred to our ELSA, be added to a social skills or friendship group or another appropriate intervention.

Wave 4:

Targeted Intensive Additional Support:

For any child who:

- Is consistently working outside the boundaries of classroom behaviour management strategies
- Has regular senior leader intervention and involvement due to displays of challenging behaviour
- Is at risk of exclusion

The following forms and processes must be completed:

- A meeting of relevant SLT and staff who work with the child
- Risk assessment to be completed
- Individual Behaviour Plan, with key information about the child as well as a set procedure for managing the child at different levels of behaviour, to be completed and shared with all the adults working with the child
- A behaviour contract may be drawn up, with the child, parents and carers and school agreeing on the expectations of the child, the successes available (at home and school) for positive choices as well as the consequences for not meeting the expectations. This may be accompanied by a chart to be signed by a member of SLT throughout the day
- Modifications that may be made to support the child include independent workstation, one to one support, ELSA support, sessions with Inclusion Lead, and changes to the environment, within and beyond the classroom
- The child's curriculum continues to be the responsibility of the class teacher
- A daily plan, making provision for the personalised and differentiated curriculum and will be written, by the class teacher and shared at the beginning of each session

Anti-Bullying

Incidents of bullying are dealt with, in line with our Anti-Bullying policy.

Serious Sanctions

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the child from the classroom for a limited time. Children who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove children from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the child is being unreasonably disruptive
- Maintain the safety of all children
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to regain calm in a safe space

Children who have been removed from the classroom are supervised by a member of staff (usually a member of the SLT) and will be removed for a maximum of a day. Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Children should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a child successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for children who are frequently removed from class, such as:

- Meetings with learning mentors
- Additional support from teaching assistants
- Daily report to a member of SLT / Pastoral Team
- Individualised behaviour plans
- Child support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the child in the behaviour log.

Fixed term suspension and Permanent 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 child to remain in school would seriously harm the education or welfare of the children or others in the school.

In most instances of more serious or persistent breaches of the behaviour policy (particularly for children in KS2), Banister Primary School will use formal Internal Suspensions, where children will work outside of their class for a period of time, supervised by a member of staff. However, in more serious or repeated cases, an external exclusion will be issued.

The decision to exclude a child will be taken in the following circumstances:

- a. In response to a serious breach of the school's Behaviour Policy
- b. If allowing the child to remain in school would seriously harm the education or welfare of other persons or the child themselves in the school.

Exclusion, whether for a fixed term (suspension) or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the school's Behaviour Policy:

- Verbal abuse/threatening behaviour to staff and others
- Verbal abuse/threatening behaviour to children
- Physical assault on staff
- Physical assault on children
- Use or threat of use of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health.

This is not an exhaustive list and there may be other situations where the Head Teacher makes the judgement that exclusion is an appropriate sanction. At times, the Head Teacher may decide not to use the extreme sanction of an exclusion but will decide on a support plan that should be used to try avoiding the sanction of an exclusion in the future. This could be accompanied by an internal exclusion where the children spend a time in another classroom or with an adult to complete their learning tasks.

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 child referral units in England. A guide for those with legal responsibilities in relation to exclusion. (September 2017)

Suspensions and Exclusions are carried out according to the guidance provided by Southampton City Council and following the DFE:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf

On the rare occasions that suspension or exclusion is used, we will:

- Notify parents, without delay.
- (if applicable) notify the social worker, or if a child is looked-after, the social worker and the VSH, without delay after the decision to suspend/exclude has been made.
- Notify the local authority, without delay (legislative changes mean that this must be done regardless of the length of a suspension).
- Maintain contact with the child or young person and their family throughout the process (e.g. telephoning the child or young person at the beginning and end of each day, to check how they are doing and how the work they have been set is going)
- Use Restorative Practice to structure reintegration meetings and reduce blame
- Hold a restorative group for staff involved in supporting the child or young person
- Place the child or young person's (and parent's/carer's) voice at the heart of each step of the process.

<https://www.gov.uk/government/publications/school-exclusion>

Internal Exclusion

If a child is issued an Internal Exclusion, the parents and carers will be informed as soon as possible, and a meeting will be set up to discuss their child's behaviours. Appropriate work, which can be completed independently, will be provided by the class teacher prior to the Internal Exclusion.

The class teacher will spend some time with the child to explain the work to be completed. Internal Exclusions will be recorded on CPOMS. If the child does not adhere to the internal exclusion by refusing to complete the work, causing a disruption or leaving the area in which they should be working, then the Head Teacher may issue a fixed term exclusion (suspension). Before the child returns to class, the teacher will hold a restorative discussion, mediated by a member SLT.

Exclusion procedures

Most exclusions are of a fixed term nature (suspension) and are of short duration (usually between one and three days). The DfE regulations allow the Head Teacher to exclude a child for one or more fixed periods not exceeding 45 school days in any one school year. The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a child being excluded for more than 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions (suspensions), which would lead to a child being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion, parents and carers are contacted immediately where possible. A letter will be sent by post or by email, (if the parents have indicated this as a preferred method of communication) giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

During a fixed term exclusion (suspension) where the child is to be at home, parents are advised that the child is not allowed on the school premises, and that daytime supervision is their responsibility. Records relating to exclusions will be stored confidentially.

Permanent Exclusion

The decision to exclude a child permanently is a serious one. There are two main types of situations in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances, and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another child or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him". Arson
- Behaviour that poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school. General factors the school considers before deciding to exclude. Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the child concerned.

Before deciding whether to exclude a child either permanently or for a fixed period, the Head Teacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the behaviour
- Equal Opportunity and Equality Policies
- Allow the child to give her/his version of events
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment) If the Head Teacher is satisfied that on the balance of probabilities the child did what they are alleged to have done, then exclusion will be the outcome.

Reintegration Meeting

We will arrange a reintegration meeting, usually on the day the child returns to school. If this is not possible, the meeting will occur before the child's return. It is essential that the meeting takes place before the child returns to school. During this meeting, we will discuss the reasons for the exclusion and collaborate on ways to ensure the child's successful reintegration into school. Both the parent or carer and the child should attend this meeting. The Headteacher, Deputy Headteacher, or Inclusion Leader will always be present.

In most cases, the child's teacher or Learning Support Assistant (LSA) will also attend to support the child and participate in discussions about strategies and target setting. We recognise that some children may struggle to communicate feelings of remorse or take responsibility for their actions, and doing so in a room full of adults may cause anxiety, making the process counterproductive. Our main goal is to ensure the child's smooth return to school, so the venue and format of the meeting may be adjusted if the child or parent/carer finds the formal process challenging. The meeting may take place in a more comfortable setting, such as at home, if needed.

If a child does not engage in the process, refuses to give their views, or does not show remorse, we will consider the child's specific emotional needs and this will not usually prevent the process from being considered complete. If a child leaves the meeting or refuses to accept the proposed strategies, the school will continue with the process with those present. However, if it is determined that the child poses a threat to health and safety (e.g., violent behaviour, use of weapons, or sexualised acts), strategies must be agreed upon by both the child and

parent/carer before the child is allowed to return to school. In such cases, alternative arrangements for the child's education may need to be made before their return.

Equal opportunities within the behaviour policy:

In accordance with Government guidance; Banister Primary consistently promotes high standards of behaviour and provides the necessary support to ensure all children can achieve and thrive both in and out of the classroom regardless of their characteristics. Our children all have a right to feel that they belong in the school community and high expectations are maintained for all.

As a school it is our duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled child caused by the school's policies or practices; under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; (17 and 15 See chapter 6 of the SEND code of practice: 0 to 25 years. 16 Section 20 of the Equality Act 2010. 17 Section 66 of the Children and Families Act 2014)

Expectations for Children with SEND:

At Banister, we pride ourselves on our strong behaviour culture that creates a calm environment which benefits our children with SEND, enabling them to learn.

We recognise that some behaviours are more likely be associated with particular types of SEND, such as a child with speech, language and communication needs who may not understand a verbal instruction or be able communicate effectively their frustrations. Behaviour often needs to be considered in relation to a child's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014)
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

At Banister Primary we will always consider whether a child's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the child. In considering this, we refer to the Equality Act 2010 and school's guidance.

As a school, following incident we will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the child may have. Where this is the case, we will always seek to do this alongside the parents and ascertain whether any external support may be needed to support this child.

As part of meeting these duties, we will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

Additional modification to the behaviour policy may include, but is not limited to;

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a child with a visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of safe spaces where children can regulate their emotions during a moment of sensory overload,
- SMART target reward charts and tracking
- Calm time to take a break from emotional, mental or sensory overload
- Learning Plans constructed with staff and SENDCO and shared with parents
- Breaking learning down into more manageable chunks with "brain" breaks in between learning
- Access to and support from our Emotional Literacy Support Assistant to support social / emotional needs
- short, planned movement breaks for a child whose SEND means that they find it difficult to sit still for long;

When a child is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided, most often this will involve parental communication and a joined up co-production with home to support the child.

We identify the need to adapt our systems to cater for particular children's needs and interests. What works for one child may not work for another. Whilst there needs to be consistency of approach, we also need to find what makes children want to learn and support them individually with managing their difficulties. Staff work hard to develop a clear knowledge and understanding of a child's likes and dislikes at a particular time so that this information can be used to adapt approaches, encourage and support where necessary

Children with an EHCP:

If a child has an Education, Health and Care plan, the provisions set out in that plan must be secured and our school must co-operate with the local authority and other bodies. Where a child's behaviour, with the support, are still causing concern and this is not impacting positively we

will seek guidance from SEND for Southampton, possible request an Challenging Behaviour Consultation with our school Educational Psychologist and parents, refer to external agencies for additional support or call an early EHCP review to further analyse needs alongside the professionals and parents involved.

Adapting sanctions for children with SEND

When considering a behavioural sanction for a child with SEND, the school will take into account:

- Whether the child was unable to understand the rule or instruction
- Whether the child was unable to act differently at the time as a result of their SEND
- Whether the child is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child for the behaviour. We will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a child displaying challenging behaviour may have unidentified SEND

In the SEND Code of Practice (6.21) it states that persistent disruptive behaviours do not necessarily mean that a child or young person has SEN. Banister Primary SEND and inclusion policy makes it clear that behaviour alone is not considered to be a category of Special Educational Need, but is seen as an underlying response or communication of a need within a child.

The school's special educational needs co-ordinator (SENCO) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Children experiencing poor mental health:

When considering excluding or sanctioning a child, Banister will consider any contributing factors that are identified after an incident of poor behaviour has occurred, which could include where the child has mental health problems.

Further guidance on how to identify when children may have possible mental health problems can be found in paragraph 3.13. 3.16 of Mental Health and Behaviour in School (Nov 18)

Banister will always consider if action can be taken to address underlying causes of disruptive behaviour before issuing sanctions or exclusion. In doing so, if a child has SEN or a disability and/or is a Looked After Child, there are additional requirements and expectations of them as set out in the relevant legislation and statutory guidance. Permanent exclusion, for example, needs to be very much a last resort. However, in all cases, the guidance stipulates that "schools must balance the interests of the child against of the mental and physical health of the whole school community."

Responding to Behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the School Rules their classrooms
- Develop a positive relationship with children, which may include:
 - Greeting children in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption o
 - Using positive reinforcement

Trauma Informed Approach and ACEs

At Banister Primary School, we recognise that Adverse Childhood Experiences (ACEs) can manifest as disruptive or challenging behaviour. We therefore use a trauma informed approach to behaviour management that:

- Places relationships and a child or young person's sense of safety and security at the heart of classroom management
- Encourages nurture, warmth and empathy, even when a child or young person is presenting with behaviours that feel challenging
- Promotes a sense of community and belonging
- Takes individual circumstances into account.

The five principles below are followed by the school when responding to any incident of behaviour and aim to compliment the OFSTED Education Inspection Framework (2023), in particular the references to relationships among learners and staff reflecting a positive and respectful culture, and the importance of learners feeling safe.

Principle One:

Relationships, empathy and feeling safe take precedent over other means of discipline. Research suggests that children's level of satisfaction in their relationships with school staff is the most important contributory factor to their overall wellbeing in school (Rees et al., 2013). Research also suggests that the development of skills related to emotional wellbeing in children or students has a positive impact on academic attainment (e.g. Bonell et al., 2014). Trauma informed behavioural approaches prioritise relationships, empathy and feeling safe above discipline and other behaviour management principles.

Principle Two:

Discipline represents an opportunity to teach and nurture. Discipline is most effective when instigated when a child is calm. It also provides an opportunity to provide constructive, specific, positive feedback. Practice based evidence suggests that children can make significant shifts in their behaviour as a result of specific verbal praise. Sometimes, 'flipping the narrative' from providing feedback on behaviour that is challenging to providing positive feedback (however small the behaviour warranting this feedback is), can be enough to re-motivate children and young people to attend to a task.

Principle Three:

We aim to understand the function behind a behaviour Trauma informed approaches to behaviour aim to understand what a child or young person might be trying to say to us through their behaviour. Behaviour that challenges is not seen as a choice, but as being a communication of an unmet need. Staff using a trauma informed approach strive to understand the function behind a behaviour, rather than using rewards and consequences to promote/discourage behaviour that is desirable/undesirable to the member of staff.

Principle Four:

The child or young person is separate from their behaviour At Banister we separate the child from any behaviour that challenges. This is achieved through the language used to describe the child and their behaviour, for example:

- Using externalising language around behaviour that challenges and separating the child from their behaviour, e.g. 'The expectations are that we..., so we need to...' (rather than saying 'you need to')
- Using internalising language around behaviour that meets school expectations or can be celebrated, and showing warmth towards the child or young person, e.g. 'You were very thoughtful when you... so you did brilliantly at showing me our 'be kind' expectation'.

Principle Five:

Routines help people to feel safe, but some children and young people need differentiation within an overall structure. Whilst consistency of approach is important for children to feel safe and secure, it is also important to differentiate expectations and approach according to a child or young person's abilities, needs and experiences. Whilst the majority of children will thrive when a whole school approach to behaviour is applied, some will need further support and intervention, and a few will require more intensive, individualised support. "Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)." Any child or young person who is experiencing difficulties which are presenting through their behaviour should be considered in terms of whether they have Special Educational Needs (SEN).

Restorative Approaches

At the heart of the Restorative Approach is the intention to resolve conflict in that occurs between people through a peaceful and fair process in which all parties are heard and respected. A restorative approach provides an alternative to the belief that punishment alone will change behaviour and achieve compliance. It is an educative approach, helping those involved to learn how to change. Using these opportunities for personal development is one of the most powerful means of self-improvement. As a school, we seek to develop children as respectful and responsible, rather than compliant, learners. We believe that by using this Restorative Approach we are giving children the skills to independently take responsibility for their behaviour and make more informed choices in the future.

A restorative approach assists the development of, and repair of, relationships between members of the Banister community; it encourages children to think about how their behaviour affects others, both children and staff. The approach is respectful of the dignity of all concerned. If a child in our school has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly. If a child has made the wrong choice, they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future. A restorative conversation will take place after a behaviour incident and will involve a teacher, teaching assistant or senior leader and the child/ren involved.

Restorative Language:

When our children find themselves in conflict or upset, we will ask them:

- What happened?
- What were you thinking or feeling when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our children:

- What would you think or feel if this happened to you?
- What role did you play in this?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has made the wrong choice, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

By using restorative behaviour strategies, we aim to:

Reduce

- Exclusions
- Disruptive behaviour
- Conflict
- Bullying
- Low level disruption

Improve

- Behaviour
- Learning
- Attendance
- Outcomes

Develop

- Honesty
- Respect
- Responsibility
- Accountability
- Empathy
- Emotional Literacy
- Conflict resolution skills
- Positive learning behaviours
- Positive learning environments
- Independence

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff (including volunteers) have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Causing disorder
- Hurting themselves or others (including preventing children running out onto a road)
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Should only be used by members of senior staff unless a child is putting themselves or others at immediate risk of harm.
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be uploaded CPOMS and reported to parents (unless to do so would be putting the child at risk – in which case other agencies would also be informed). If the child is open to Children’s Services, the social worker should be informed.

Following the incident, time will be given to both the child and the adult to reflect on the situation, the actions taken and learning for the school in order to minimise the risk of it happening again. A positive handling plan will be in place for any child where it is likely that reasonable force will be needed or following any incident where reasonable force has been used. The plan will be reviewed regularly, and after each incident.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

The use of reasonable force as described here, and its application to any individual child whose possible behaviour may necessitate it, will be in accordance with the DfE.

Use of Reasonable Force Advice for Head teachers, Staff and Governing Bodies July 2013. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Searching and Confiscation of Inappropriate Items

Confiscation

Any prohibited items (listed in section 3) found in a child’s possession as a result of a search will be confiscated. These items will not be returned to the child. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

Searching a child

Searches will only be carried out by a member of staff who has been authorised to do so by the head teacher, or by the head teacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the child, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the child can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency.

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the child; or It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept. If the authorised member of staff considers a search to be necessary, but is not required

urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the child. During this time the child will be supervised and kept away from other children. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the child is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the child has agreed. An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other children or staff at risk
- Consider whether the search would pose a safeguarding risk to the child
- Explain to the child why they are being searched ☐ Explain to the child what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the child the opportunity to ask questions
- Seek the child’s co-operation
- If the child refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy), to try to determine why the child is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the child. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the child harming themselves or others, damaging property or from causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules. An authorised member of staff may search a child’s outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching children’ possessions

Possessions means any items that the child has or appears to have control of, including:

- Desks
- Drawers
- Bags

A child’s possessions can be searched for any item if the child agrees to the search. If the child does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules. An authorised member of staff can search a child’s possessions when the child and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff. Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a child was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded on CPOMS.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the child may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school’s safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Child on Child Abuse

This section needs to be read in conjunction with the School's Child Protection and Safeguarding Policies and the Anti-bullying Policy. All staff are expected to challenge any inappropriate, harmful, prejudicial or abusive behaviours that they may see or hear. This includes verbal comments that may be regarding personal or protected characteristics, or comments of a sexual nature that some people may perceive as "banter" or a "normal part of growing up". In our setting these behaviours are NOT acceptable and all adults are expected to support the immediate positive challenging of any incidents. All staff are expected to make it clear that prejudicial based behaviour, sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. We will carefully consider all observations and reports of abusive behaviours. The Designated Safeguarding Lead (or deputy) will advise the head teacher following careful consideration and investigation what appropriate action will be put in place to support the victim, perpetrator and any others involved. The voice of the child is central to the ethos of our school and is also central within incident responses, investigation and outcomes.

At our school we have processes that enable all children to confidently report abuse, sexual violence and sexual harassment, any prejudicial behaviours knowing their concerns will be treated seriously, and that they can safely express their views and give feedback (see Safeguarding and Child Protection Policies for further guidance regarding these processes). In accordance with KCSiE 2024, and the school's Child Protection and Safeguarding Policy, staff will record all incidents and report these to the DSL.

We record, track and respond to prejudicial, harmful and abusive behaviour in order to:

- identify patterns: identifying trends will enable schools to better tailor programmes of education and carry out more preventative, rather than reactive, work
- identify training needs: understanding the nature and frequency of prejudice-related incidents allows training needs for staff and children to be identified and targeted training to be delivered
- monitor the success of strategies
- ensure accountability: thoroughly recording incidents, and all of the actions taken in response, will ensure that staff members and the school are accountable for their actions
- provide a safe environment for staff and children: recording prejudice-related incidents
- demonstrate to both staff and children that the school has a positive ethos: where all children are valued, and prejudice and discrimination are not accepted.

If requested, provide a report to the Local Authority about the numbers, types and seriousness of bullying-related incidents at our school and how they are dealt with.

Zero-tolerance approach to sexual harassment and sexual violence

Sexual harassment refers to 'unwanted conduct of a sexual nature' and can occur online and offline. It can be between peers but also between children and adults. At our school we recognise that these can be one-off incidents or part of repeated behaviours or messages targeted by one or more people. Our process for educating and managing incidents is linked to both this Anti-bullying Policy and the school's Positive Behaviour Policy.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Restorative conversations with a Senior Leader/DSL and the victim
- A letter of apology to the victim - An ABC form - Arrangements for alternative playtimes
- Internal suspension
- External suspension

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to an allegation or concern and reporting these immediately to a DSL
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious Allegations

Any allegation of misconduct by staff is taken seriously and investigated thoroughly, as prescribed in our safeguarding policy. The school will discipline the child in accordance with this policy. Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and children accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other children.

Off-site Misbehaviour

Teachers have a statutory power to discipline children for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate children's behaviour in these circumstances "to such extent as is reasonable". Sanctions may be applied where a child has misbehaved off-site when representing the school.

This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity e.g. school trip
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child of our school

Sanctions may also be applied where a child has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child or member of the public
- Could adversely affect the reputation of the school
- Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of the staff member (e.g. on a school-organised trip).

All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

Online inappropriate behaviour

The school can issue behaviour sanctions to children for online when:

- It poses a threat or causes harm to another child
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The child is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

Suspected criminal behaviour

If a child is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the head teacher will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Child Transition

Inducting incoming children

The school will support incoming children to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing children for transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year. When a child transfers to another school, their behaviour record will be shared if it is felt that this is relevant and appropriate in order to ensure the appropriate support is provided for the child. The school would seek consent, in line with our Safeguarding Policy, and record any decisions made on CPOMS and the record of transfer form.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Trauma informed processes and ACEs (Adverse Childhood Experiences) in order for staff to recognise how childhood trauma can manifest as disruptive or challenging behaviour and enable them to respond in a trauma informed manner.
- The needs of the children at the school
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of child support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys via our Leader in Me MRA will be sent to all staff, children, governors and other stakeholders on their perceptions and experiences of the school behaviour culture and evaluated in July each year

The behaviour incidence data will be analysed every half term by the Assistant Headteachers and the SENDCO and the patterns / trends are then shared with the Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of children are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

Linked and adopted policies

Equality and Diversity Policy for Banister
Mental Health Policy
SEND Policy for Banister
Health and Safety Policy for Banister
Anti- Bullying Policy for Banister
Safeguarding Policy for Banister

National linked policies and guidance:

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

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

Exclusion Guidance (August 2024 updated)

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Mental Health and Behaviour in Schools (Nov 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf

Behaviour for Schools – Feb 2024:

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Adopted by Banister School and Governors: September 2013

Reviewed: September 2017

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

Updated: September 2016 - new wording for school rules

Update: September 2017 – To include a link to the schools bullying policy, to update lunchtime rewards for behaviour and to update staff responsibilities.

Update October 2020: updated links to exclusion guidance

Reviewed: October 2020

Updated: October 2022 updated with changes linking to new behaviour in schools policy from DFE and including explicit Mental Health paragraph previously under equality statement within the policy. Addition of explicit Leader in Me. SLT name changes in diagram.

Next review: October 2024 – unless any guidance that informs policy is published sooner

Updated March 2025 – updated links, added additional statements for clarity/transparency for parents (thinking cloud/storm cloud)

Behaviour Logs and Procedures Staff – Basic Outline

Step 1

- Record the incident on the ABC form and upload onto CPOMs.
- Record the incident on CPOMs.

Step 2

- Decided what 1 behaviour you are trying to change (1 behaviour at a time and IGNORE all others).
- Explicit Positive praise is essential at all times and stickering every time that child does something right.
- How will you record their success on CPOMs?

Step 3

- Speak to parents regarding the child's behaviour.
- Record on CPOMs.
- How will you communicate success to parents?
- Record on CPOMs any time when you have spoken to parents.

Step 4

- Monitor the effect of the strategy daily using a behaviour log. Who will record the behaviour for you?
- Continue communication with Parent.
- If success is not coming quickly enough or the behaviour is severe speak to your Year Leader for advice.
- Document your conversation on CPOMS.

Step 5

- If behaviour continues, discuss the child with appropriate SLT member.
- Consultation with SLT, choose another strategy to trial.
- SLT will inform KV and discuss child with her and you.

Step 6

- Senior Leader and you to meet with Parents to update them on the situation and for them to discuss home with you.
- Raise support from SLT again and document on CPOMs.
- Year Leader or LSA observations to help unpick behaviours.

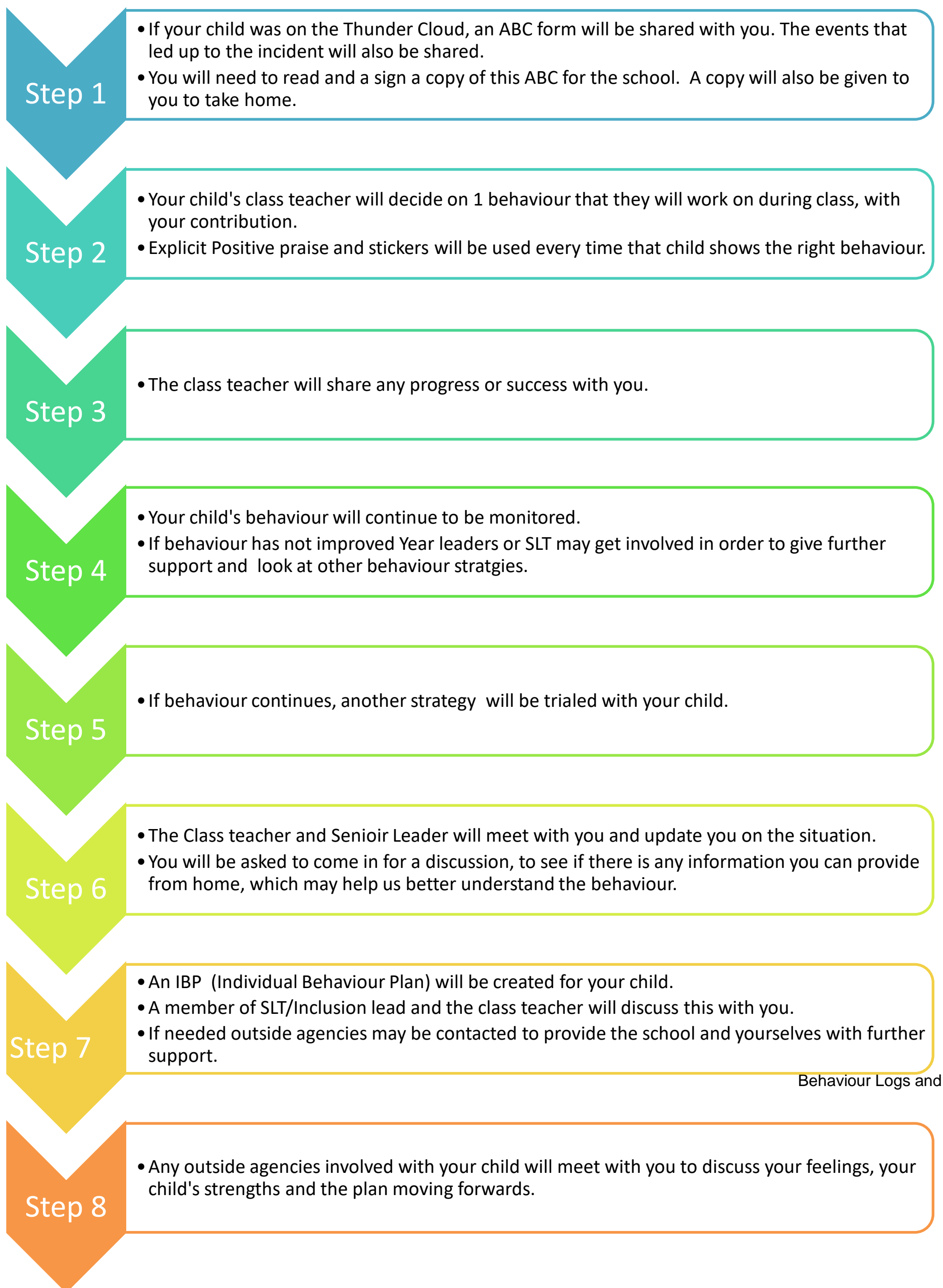
Step 7

- Create an IBP for the child and discuss referral to outside agency for support.
- Discuss with Inclusion leader or SLT, consult with Head if needed. Discuss with parents.
- SLT to observe the child.

Step 8

- Make referral to appropriate agency via the Inclusion leader.
- Ensure all communication is kept open with Yr leader, SLT and of course Parents and Child.
- Continue to monitor and track.

Behaviour Logs and Procedures for Parents



Step 1

- You will be given an ABC form.
- You will lose 15 minutes play time.
- Your parent or carer will be spoken to by your class teacher.

Step 2

- Your class teacher will give you 1 behaviour for you to work at improving.
- When you get the behaviour right you will be given praise and stickers!

Step 3

- If your behaviour does not get better then your class teacher will speak again with your parents or carers.

Step 4

- Your class teacher will keep watching your behaviour and praising you when you get it right.
- Your year leader or SLT may come and watch your behaviour as well.

Step 5

- If behaviour continues Miss Waight, Mrs Price, Mr Stott or Miss Heller will be told about your behaviour. They may want to come and see you.

Step 6

- Your Class teacher and a senior leader will talk with your parents or carers about your behaviour .

Step 7

- You will be given an IBP (Individual Behaviour Plan)
- Your class teacher will go over this with you.

Step 8

- We will all keep helping you to make the right behaviour choices until you get it right.
- Some new adults may come and work with you to help you be even more successful.

Appendix 1: Written Statement of Behaviour Principles

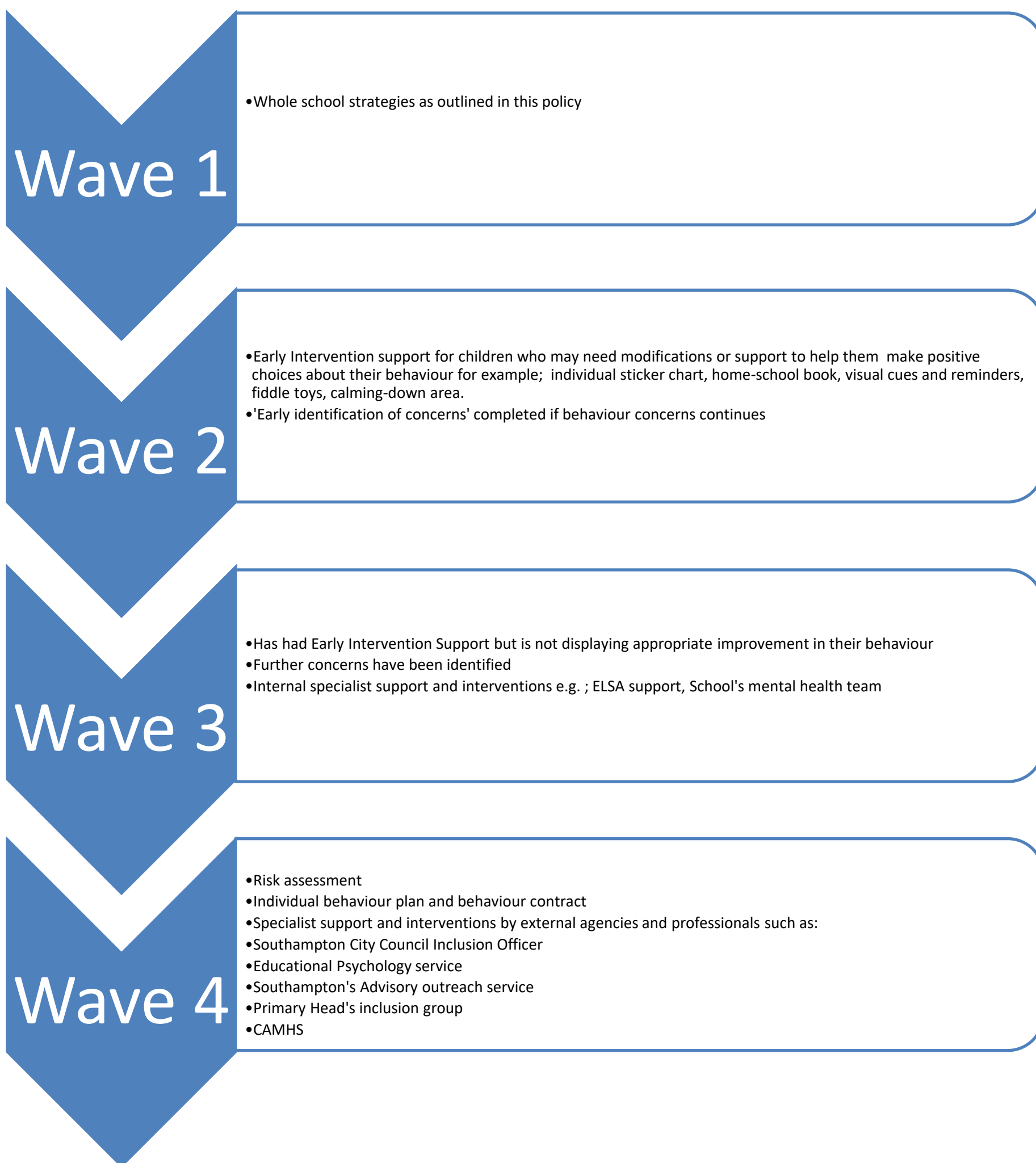
High standards of behaviour lie at the heart of a successful school that enables

- all its children to make the best possible progress in all aspects of their school life and
- all staff to be able to teach and promote good learning without undue interruption or harassment.

Key to creating a culture that promotes excellent behaviour is ensuring that the behaviour policy is understood by all children and staff and that it is implemented consistently. The following principles underpin Banister Positive Behaviour Policy:

- Every child has the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- Staff and volunteers should set an excellent example to children at all times.
- There should be mutual respect between staff and children and between each other.
- Banister Primary School is an inclusive school: all members of the school community should be free from any form of discrimination (as legislated in the Equality Act 2010).
- Children are helped to take responsibility for their actions
- Parents and carers should be encouraged and helped to support their children's education.
- It is the responsibilities of children, parents, carers and all school staff with respect to children's behaviour must be outlined in the Home School Agreement.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- Sanctions for unacceptable behaviour should be known and understood by all staff and children and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when they are applied.
- Suspensions, and permanent exclusions, will only be used as a last resort. 'Unofficial' exclusions are illegal.
- The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if she suspects that one may take place. Sanctions should be monitored for their proper use and effective impact.

Graduated response to Behaviour



Children will be provided with the support based on their level of need. At Banister Primary, we view behaviour as a method of communication. Frequent behaviour will be seen as an indication that the level of support may need to be increased. Decisions about the level of support needed will always be made in consultation with the child, their parents/carers, staff, SENDCO and any external professionals as appropriate.

Adverse childhood experiences:

Adverse Childhood Experiences (ACEs) are potentially traumatic events that occur in childhood. ACEs can include violence, abuse, and growing up in a family with mental health or substance use problems. Although ACEs increase a person's risk of certain health conditions and behaviours in adulthood, they do not guarantee them. With support, children who face adverse events can learn to manage their experiences and lead meaningful lives.

ADVERSE CHILDHOOD EXPERIENCES INCLUDE:



ADVERSE CHILDHOOD EXPERIENCES HAVE BEEN LINKED TO:



Please note the examples above are not meant to be a complete list of adverse experiences. There are many other traumatic experiences that could impact health and wellbeing.

ACEs are common. About 61% of adults surveyed across 25 states reported that they had experienced at least one type of ACE, and nearly 1 in 6 reported they had experienced four or more types of ACEs.

YOUNG MINDS

NHS
Health Education for England

Addressing childhood adversity and trauma

WHAT IS ADVERSITY?

Adverse Childhood Experiences (ACEs) are highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence.

It can be a single event, or prolonged threat to, and breach of, the young person's safety, security, trust or bodily integrity. These experiences directly affect the young person and their environment, and require significant social, emotional, neurological, psychological or behavioural adaptation.

Adaptation are children and young people's attempts to:

- **Survive in their immediate environment**
- **Find ways of mitigating or reducing the adversity by using available resources**
- **Establish a sense of safety or control**
- **Make sense of the experience they have had**

WHAT KINDS OF EXPERIENCES ARE ADVERSE?

Some of ACEs include:

Maltreatment In alcohol or cigarette use, sexual abuse, or neglect	Violence & coercion In domestic violence, gang membership, being a victim of crime	Adversity In migration, asylum, or refugee experiences	Prejudice In LGBTQ+ population, ethnic differences, disability
Household or family adversity In substance use, depression, or depression, or depression, or depression	Inhuman treatment In slavery, forced labour, or in institutionalisation, or genital mutilation	Adult responsibilities In having a young carer, or displacement, or social isolation	Environment & survivorship In natural disasters, terrorism, or other natural or man-made disasters

HOW COMMON ARE ACES?

Around half of all adults living in England have experienced at least one form of adversity in their childhood or adolescence. If all children and young people.



HOW DOES IT IMPACT THE LIVES OF YOUNG PEOPLE?

ACEs impact a child's development, their relationships with others, and increase the risk of engaging in health harming behaviours, and experiencing poorer mental and physical health outcomes in adulthood. Compared with people with no ACEs, those with 4+ ACEs are:



WHAT PROTECTS YOUNG PEOPLE FROM ACES?

For all young people who face childhood adversity or trauma go on to develop a mental health problem.

There are personal, structural and environmental factors that can protect against adverse outcomes, or reduce the protective effect opposite.



WHAT CAN WE DO ABOUT IT?

Commissioners can address childhood adversity and trauma by:

- 1. Reducing childhood adversity and trauma (a local commissioning priority)**
- 2. Creating a common identification and mapping framework to identify need**
- 3. Investing in adversity and trauma informed models of care**

Adversity and trauma informed models of commissioning and care are always:

- Prepared**
A system addressing ACEs is a strategic priority, a priority for commissioning and service providers, and commissioning and service providers.
- Learn**
Commissioning and service providers learn from each other, and commissioning and service providers learn from each other, and commissioning and service providers learn from each other.
- Flexible**
A system addressing ACEs is a strategic priority, a priority for commissioning and service providers, and commissioning and service providers.
- Safe and responsible**
Commissioning and service providers learn from each other, and commissioning and service providers learn from each other.
- Collaborative and enhancing**
Commissioning and service providers learn from each other, and commissioning and service providers learn from each other.
- Integrated**
Commissioning and service providers learn from each other, and commissioning and service providers learn from each other.

WHERE IS THE EMERGING GOOD PRACTICE?

- Enquiry about childhood adversity and trauma (Leicester)
- Family-based interventions from an ACE perspective (Birmingham)
- Specialist and liaison services (Birmingham)
- Youth-led approaches to tackling adversity (Leeds)
- Establishing a trauma-informed approach in the community and voluntary sector (Leeds and Leeds)
- Education and alternative approaches (Leeds)
- Trauma-informed approaches to substance misuse (Leeds)



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Individual Behaviour Support Plan



Behaviour plan	
Name:	Date:
Class:	
Personal information:	Medical conditions:
Challenging behaviour: What does it look like? What triggers it?	Targets: How do we get there?
Strategies for positive behaviour How do we maintain positive behaviour? Strategies to use:	Early warning signs How do we prevent an incident? What to look out for....
Reactive strategies How do we diffuse a situation?	Support after an incident

Individual Behaviour response plan

Banister Primary Behaviour response plan

Behaviour Response Plan:		Name: A	
Triggers: (most relevant at present)		Strategies:	
Other triggers that have contributed to escalation in recent past			
Stage of Crisis	Description of behaviour (Describe what the behaviour looks/sounds like)	Preferred support/intervention (Describe strategies that should be attempted at each stage)	
Stage 1 Trigger/Anxiety			
Stage 2 Defensive/ Escalation			
Stage 3 Crisis			
Stage 4 Recovery/ Depression			
Stage 5 Follow Up			
Additional information:			
Parent / carer		Signed	Date
Staff member		Role	Signed
			Date

Positive behaviour	Preferred objects and activities to promote positive behaviour	Description of engaged and excited behaviour

Behavioural risk assessment plan

Banister Primary
Individual Pupil: Risk Assessment

School: Banister Primary	SEND needs:
Person completing form:	Date:
Role(s): Head and class teacher	Location: <u>Y2</u>
People at Risk:	Additional Information: PP / EAL / LAC / CP / CIN

Risk	Initial Rating L, M, H	Existing Control Measures	Final Rating L, M, H	Additional Action Required (action by whom and completion date – use separate Action Plan if necessary)
Child:				
Sensory overload				

Assessment completed by: (Name & Signature)		Date:	
Approved by: (Name & Signature)		Date:	

Shared with:

Staff member:	Role:	Signed:
Parent:	Role:	Signed:
	Mum	
	Dad	

Coping debrief for staff following a serious incident

Date of Incident.....

Date of debrief.....

Staff Member involved.....

	✓	Notes and agreed actions
Control Check staff feel able to discuss the incident at this stage. Ensure that staff feel supported and ready to engage in this session		
Orient to the facts: Each staff member to give their account of how they perceived the incident		
Patterns: Previous incident forms for this child are reviewed looking for patterns. Examine patterns or effective and less effective responses with this child.		
Investigate: Look at alternative response and strategies that can be tried in these circumstances and resources / support that can be offered.		
Negotiate: Come to an agreement about the plan for future incidents and who will do what in light of the learning from this and possible previous incidents		
Give: Support and encouragement to the member of staff		