



Behaviour Policy

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INTRODUCTION

A teacher's response has crucial consequences...it creates a climate of compliance or defiance, a mood of contentment or contention, a desire to make amends or take revenge... Teachers have the power to affect a child's life for better or for worse. A child becomes what s/he experiences. While parents possess the original key to their offspring's experience, teachers have a spare key. They, too, can open or close the minds and hearts of children.

Haim Ginott

Section 1 - Behaviour

A. VISION

Steel River Trust believes:

- That all schools should create a safe, happy, nurturing and inclusive environment that allows all children to flourish
- That we will challenge everyone's mindset to foster a love of learning, curiosity and belief in possibilities.
- That we can overcome any barriers that stand in our way
- That we will develop independent, resilient and self-motivated learners who are aspirational.
- That children should be exposed to a wide range of experiences to explore their interests, talents and passions and to become well informed young people who are able to form their own opinions and make safe and effective choices.

Exceptional learning will only take place if relationships and attitudes to work and to school life in general are positive. Therefore, the whole Trust policy for behaviour management is very important in setting and maintaining an acceptable code of behaviour for the staff and pupils.

All children need clear guidelines for behaviour. They need to know what is good and praiseworthy, and what is unacceptable. These factors contribute to the secure and orderly environment which is essential for effective teaching and learning.

Each school within the academy trust has its own systems and procedures for managing behaviour at school level (**see individual schools' appendices available on school websites or from school office**). However, this policy provides a framework for a whole Trust approach and ensures individual policies and procedures are aligned with the Trust vision and ethos.

The policy is based on the following principles:

- High expectations
- Shared understanding
- Mutual respect and trust
- Fairness
- Honesty
- Positive reinforcement
- Partnership with parents and carers

The policy should be read and reviewed in conjunction with other Trust policies, including Safeguarding, SEND, Equalities and Exclusion to ensure the consistent support of our children and their families.

Our Schools provide a welcoming, caring environment where children and young people are supported and encouraged to learn through personally tailoring curriculum opportunities and approaches to meet individual needs.

Supporting our children and young people in taking responsibility for good behaviour and ensuring the inclusion of each individual is the duty of every member of our school communities.

In our schools we provide system of rewards for good or improving behaviour and pathways for reflection, reparation and correction where behaviour does not reach the expected standard and impacts on the education, safety and wellbeing of others. These are supported and applied consistently and fairly across all of our schools.

B. CODE OF CONDUCT

In our Schools we believe:

- Everyone should feel safe and secure
- Everyone should feel cared for and valued
- Everyone has a responsibility in creating and sustaining a positive environment
- Everyone is equal regardless of race, colour, gender or religion

Each day we expect:

- All children to attend school on time wearing the correct uniform and with the right equipment including homework, PE kits, reading books
- Our school buildings and school property to be treated with respect
- Children and young people to behave in a way that does not cause harm to others
- Children and young people to act in a way that does not bring the school into disrepute

Promoting positive behaviour:

- Every pupil is treated as an individual – We get to know and understand our children well. There is a high level of adult pupil ratio which allows staff to identify individual needs and ensure targeted support is provided to all those who need it in a timely manner.
- Every member of staff within each school is aware of each pupil's Individual learning, behaviour needs and risk assessments associated with them.
- A holistic approach to children's education, ensuring staff work collaboratively to meet the academic, pastoral and mental health and

wellbeing needs of all our pupils. Pupils voice forms an integral part of shaping our educational provision

- We offer unconditional positive approaches to all of our children. We acknowledge and accept that mistakes can be made, but we separate the behaviour from the pupil and support the pupil consistently without prejudice or judgement.

C. STAFF RESPONSIBILITIES

Positive relationships between staff and children are crucial in establishing and maintaining consistently high standards of behaviour.

An essential aspect of creating positive relationships is to develop children's self esteem. Everyone needs to feel good about themselves, to receive recognition, attention and appreciation.

Some children are vulnerable at home and isolated at school. It is the role of all staff to create a sense of belonging, acceptance and to teach children how to enjoy friendships.

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 high levels of engagement from pupils
- Display and regularly reinforce classroom rules and expectations and support pupils within these
- Leading by example
- Greeting pupils in the morning/at the start of lessons
- Concluding the day positively and starting the next day afresh
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally Highlighting, promoting and naming good behaviours every lesson
- Having a consistent plan for dealing with low-level disruption
- Using positive reinforcement and consistent responses to good learning behaviours
- being fair and consistent with praise and punishment,
- giving children strategies for resolving difficult situations,
- responding when asked for help.

A successful policy for behaviour management is dependent upon a consistent approach by all adults working in school. It is essential that teachers offer support to all classroom helpers and Lunchtime Supervisory Assistants by:

- making them aware of the school policy and making sure class/school reward systems are available to them
- establishing what is unacceptable behaviour and what is praiseworthy

- Letting the children see that you are in close communication and share the same rules and expectations.
- Supporting Lunchtime Supervisory Assistants with lining up and leading them in to the dining hall, during wet playtimes by ensuring indoor equipment is set out/available to them etc.

D. REWARDS AND INCENTIVES

In a Behaviour Policy based upon positive reinforcement it is vital that the children are made aware of the privileges, rewards and incentives which can be earned by working hard and behaving well.

At Steel River Academy Trust we believe strongly in the value of a smile or a positive verbal comment as a reward for good behaviour. Good choices are rewarded in a range of ways including:

- Sharing their work with the class or another member of staff
- Celebration assemblies
- A positive telephone call home
- Individual school reward systems (e.g. prize draws, tokens, reward trips and recognition time etc).

However, children should not always expect material rewards for good behaviour and hard work as this is not conducive to developing self-motivated pupils. We want children to be motivated by their achievements and successes and not solely by rewards and prizes.

E. CONSEQUENCES

Where behaviour causes harm, damage or disruption, we support our children to self-regulate their behaviours and to understand that actions have consequences. These may include:

- Reflective conversations to explore understanding of harm and impact on others
- Expecting work to be completed at home, at break or lunchtime
- Removal from social spaces and/ or from others to protect from harm, including verbal, emotional or physical harm.
- Letters, phone calls home to parents/ carers or arranged meetings for more serious or multiple incidents
- Supporting ownership of behaviours through home – school liaison books
- Isolation periods to give time to reflect, repair and restore behaviours
- Reduced or removal of break and lunchtimes

F. DEALING WITH NEGATIVE BEHAVIOUR

General Principles

- Keep corrective interaction as unobtrusive as possible to maintain a pleasant, positive tone to classroom life, so that when there is a need to be more intrusive, such intrusions are seen to be more significant.
- Keep a respectful, positive tone of voice.

- Avoid unnecessary confrontation, including embarrassment, sarcasm, personal comments or sense of continued hostility.
- Avoid pointing fingers or gesticulating. Use an 'open hand' when emphasizing.
- Be brief. Avoid long recriminations and lists of previous behaviours.
- Ensure sanctions are appropriate to the age and stage of the child and limits further disruption to their learning

G. PHYSICAL RESTRAINT

Staff at Steel River Academy Trust will only use physical restraint, such as a holding to prevent physical injury to adults/children and/or serious damage to property. At times of heightened anxiety or distress, children are supported by adults trained in the 'Team Teach' approach, a de-escalation, positive behaviour management and physical handling intervention programme. The de-escalation strategies taught, reduces the need for physical intervention and restraint as it equips individual staff and teams to manage challenging behaviours and conflict safely. Where physical restraint is necessary, 'Team Teach' Restrictive Physical Intervention (RPI) techniques should provide a gradual, graded system of response commensurate with the situation; task and individual involved.

Physical restraint of a child should only be carried out by staff members who have completed up to date 'Team Teach' training and who are trained to carry out the deescalating and holding techniques safely.

Recording and Reporting

All school's use the C-POMS electronic system for recording incidents of poor behaviour. In addition, where restrictive physical intervention has been necessary the incident is recorded on to the 'Team Teach incident log prior to the end of the day and before the relevant staff leave work. Details will include:

- Name of child
- Date
- Time of incident
- An account of events leading up to and including the incident
- Staff involved
- Actions

This is then signed and approved by the responsible member of SLT.

Incidents involving Restrictive Physical Intervention (RPI) will be reported to the main parent/carer.

H. ABSCONSION

Many of our children have great difficulty in recognising the dangers associated with their communities and the wider world. Also, when some children become overly anxious and distressed, their response is to get away

from the situation which occasionally results in them absconding from the school premises.

Person with Responsibility:

It is the responsibility of all members of staff to report a child/ young person who is absent from their care. In order to ensure no time is lost in initiating the procedures, the absconsion should be reported to the on-site Designated Safeguarding Lead immediately.

Procedure for Absconsion from school premises

1. A search of the immediate area or places the pupil is likely to have hidden should start immediately and a note should be made of the exact time the pupil was reported missing.
2. If a pupil is seen leaving site and remain in the vicinity, they should where at all possible be observed and supported in returning to site.
3. If a pupil cannot be seen or goes out of sight for more than 10 minutes: the on-site Designated Safeguarding Lead will be informed and parents/ carers contacted.
4. If after 15 minutes the pupil is not found, the absconsion is officially reported to the police on 999 who will take responsibility for co-ordinating further action.
5. Parents/ carers will be informed of developments and of the police involvement.
6. A note of where the pupil was last seen, what they were wearing, specific medical needs and care arrangements will be provided to the police.

I. CONFISCATION

Where a student is in possession of banned items, items which disrupt the day to day running of the school or items which are deemed to be inappropriate, these will be confiscated and returned at the end of the school day. These will not be returned prior to this time, except on collection by parent/ carer. Items which are either age inappropriate or items of concern will only be returned to parent/ carer.

Banned Items include:

- Mobile phones
- Electronic devices
- Camera or recording equipment
- Age-inappropriate material
- Anything that may be deemed as a potential weapon
- High Energy drinks
- Any illegal substance, alcohol or smoking associated items

If staff feel it is necessary to search a child, they can instruct children to turn out their pockets or their bags and open their trays. Children and their possessions can be searched where staff have serious concerns that a child is in possession of weapons, alcohol, controlled drugs and stolen property. This may be done with a member of the senior leadership team present.

Appendix A

Bankfields Primary Behaviour Management Appendix

At Bankfields Primary School, we do all that we can to keep our children safe and happy in school. We promote a positive and conducive learning culture and environment in which all children can be successful. We take a whole staff approach to positive behaviour management as all staff members are responsible for managing the behaviour of our pupils and consistency of approach is key. If children need support with their behaviour, we follow our agreed Behaviour Policy to support children and give consequences when necessary.

Thrive

We have adopted the Thrive Approach across Bankfields Primary School. The Thrive Approach helps children and young people learn about their emotions and regulate their own behaviour. It is a Trauma Informed approach which supports the mental health and wellbeing of our children as well as aiding their social and emotional development.

We have four Thrive Practitioners who work across school, providing individual and group targeted intervention. Their work is supported by class teachers who implement Thrive strategies and approaches into their classroom practice.

Trauma Informed Practice

At Bankfields Primary School, we aim to create a safe and nurturing learning environment, to help children to manage their emotions, and promote connection and empathy. Our staff have all received Trauma Informed Practice training and they understand the relationship between children's cognitive development and the impacts of trauma. Our staff also recognise the importance of building supportive and trusting relationships both with pupils and parents/carers.

GOLDEN RULES

The Golden Rules are six positive rules which cover all aspects of school life. The rules focus on what is good and desirable. We have chosen to omit all reference to negative behaviours.

- Be gentle
- Be kind and helpful
- Work hard and try your best
- Look after property

- Treat others with respect
- Be a good listener
- Be honest
- Take a breath – think before you act.

The Golden Rules are displayed in all classrooms and communal areas of the school so that all staff can refer to them regularly to reinforce positive behaviour.

It is important that the Golden Rules are discussed in the classroom with the children to clarify their meaning and make sure the children understand what is expected.

GOLDEN TIME

If a child keeps the Golden Rules throughout the school week, i.e. Monday to Friday, s/he earns 30 minutes of Golden Time each week

Any children who have lost some of their Golden Time during the week must sit quietly in a designated place in the classroom until they are told they may join in with the activities.

During Golden Time the children have access to range of activities. The activities are chosen by the children and vary depending on the age of the pupils:

Key Stage 1 chosen activities include:

- Free access to all the play areas
- Table top games
- Board games
- Lego / Construction toys
- Art and craft activities
- Outdoor play

In Key Stage 2 pupils have chosen:

- Use of the computers
- Board games
- Art and craft activities
- Sports activities

- Lego / Construction kits
- Use of the drama studio

Very young children need an immediate response to inappropriate behaviour for it to be meaningful, therefore Golden Time is not formally implemented in the Foundation Stage.

However, the idea of a reward for good behaviour and working hard at the end of the week is introduced by giving a treat on a Friday afternoon such as a favourite DVD (in Nursery) or an additional playtime.

REWARDS AND INCENTIVES

In a Behaviour Policy based upon positive reinforcement it is vital that the children are made aware of the privileges, rewards and incentives which can be earned by working hard and behaving well.

At Bankfields Primary we believe strongly in the value of a smile or a positive verbal comment as a reward for good behaviour. Children should not always expect stickers or other material rewards.

However, there are many other rewards that can be used with children of all ages, as appropriate:

- Send to another member of staff, including the Headteacher, for positive reinforcement
- Publicly tell another member of staff about the positive behaviour
- Bring good work and behaviour to parents' attention
- Stickers
- Give responsibilities, such as special jobs or being a class monitor
- First choice in activities
- Door monitor at playtime or lunchtime
- Earn prizes such as pencils and notebooks
- Star of the week
- Star points for your class/team
- Golden tokens to reward good manners, kindness and courtesy towards others
- Whole school pupil of the week
- Termly Accelerated Reader Certificates / class prize

- Attendance awards

Groups of children also take on additional responsibilities across school and help to make Bankfields a positive and safe place to learn.

- School Councilors - As school councilors, the children have a number of duties, including attending regular meetings to discuss improvement opportunities, organising school-wide events and representing school at public events in the local community. The children take a high level of pride in this role as they are nominated by their peers to be their class representative on our school council.
- Year 6 Prefects (including Head Boys and Head Girls) - Our prefects take on leadership roles around school and set wonderful examples of good behaviour and citizenship. They are always on hand to guide our younger pupils into assembly, to remind others how to walk sensibly around school and to hand out golden tokens to reward other pupils across school. Our prefects attend termly meetings and share their ideas for improvement in assemblies.
- Eco-Monitors – Our Eco-Monitors work hard to ensure our school is environmentally friendly and that we are doing all we can to protect our environment.
- Librarians - Our reading ambassadors help to keep our book shelves and AR book boxes tidy and organised to ensure that they are easily accessible for all. They offer book recommendations to other pupils and help to process new books when they arrive in school.
- Sports Leaders – Our Sports Leaders have training from the School Sports Partnership and lead a range of games and activities with the children at break and lunchtime. This encourages lots of children to engage in a variety of activities and to promote active playtimes.

Special Achievement Certificates

Special Achievement Certificates may be awarded to individuals, groups or even whole classes to recognize and reward particular achievement and/or effort over a week or longer, as appropriate.

The member of staff awarding the certificate writes it, including the reason for its award, and gives it to the Headteacher.

The certificates are then presented in the whole school assembly at the end of the week. The reason the certificate has been awarded is shared with the whole school.

The following are some of the reasons a Special Achievement Certificate may be awarded:

- Excellent work in any area of the curriculum
- Resilience
- Sustained effort in work and/or behaviour
- Great improvement in work, attitude and/or behaviour
- Presentation skills
- Caring and considerate behaviour
- Honesty
- Good manners
- Reliability/being trustworthy
- Good team work
- Very good playground behaviour at playtime and/or lunchtime.

SANCTIONS

Although the majority of children will respond positively the school behaviour policy, there will be occasions when sanctions have to be used to enforce expected standards. Staff have a range strategies which can be used effectively in most situations, such as:

- The 'look'
- Using child's name
- Comment on someone else's good behaviour
- Encouragement of appropriate/on task behaviour
- Moving to another seat

If none of the above strategies are having the desired effect, the following steps are implemented as part of the **Get it Right** strategy:

The **Get it Right** posters are displayed in all areas alongside the Golden Rules to remind and encourage children to follow the rules and 'get it right'.

The **Get it Right** posters set out the clear steps which are followed by all staff when dealing with inappropriate and undesirable behaviour.

1. Is there a problem?

Ask the child if there is a problem. If there is, you can help resolve it so the child can do what is being asked. If there isn't, the child knows you have noticed their inappropriate behaviour and will usually stop of their own accord.

2. 1st Warning

If the behaviour problem continues, say 'This is your first warning. I want you to ...' and redirect the child back to the desired behaviour/activity.

3. Time Out (lose 5 minutes golden time) *

The child is sent to time out at a designated place in within the teaching area for 5 minutes. The child must sit quietly without causing disruption. At end of time out, ask the child to confirm why they went to time out and if they are ready to rejoin the class properly. If time out is not completed properly, give another 5 minutes.

In the Nursery the reflection mat is used for time out.

4. Reflection Time (in another classroom or supervised space)

If a child continues to fail time out, or is violent or abusive, they go to isolation to another teacher (by previous arrangement) for a limited time between 30 minutes and an hour, e.g. until next break or change of activity. At the end, ask the children to confirm why they were sent to isolation, and if they are ready to rejoin the class, behaving appropriately. Isolation results in a further loss of 5 minutes Golden Time that week.

6. Head Teacher

If a child fails isolation or the poor behaviour continues, they will be taken to the Headteacher's office.

After each step a child would usually return to step 1 if he or she conforms to expected standards of behaviour. However, if the steps are being implemented regularly with individual children in Key Stage 2, staff within the team may decide it is appropriate to carry the steps forward between lessons.

**Loss of 5 minutes may take place earlier in the week at the teacher's discretion, for example at break time. Some children need to have an immediate sanction as the concept of losing 5 minutes Golden Time at the end of the week may be too abstract.*

A similar set of steps has been written for the Lunchtime Supervisors and can be found in the Handbook for Lunchtime Supervisors.

In the event of continuing poor behaviour, there are a number of actions which can be taken:

- Persistent unacceptable behaviour at lunchtimes or playtimes will result in the withdrawal of a lunchtime or playtime / managed break times. The child must be supervised by the teacher in the teaching area.
- Behaviour chart or diary.
- Risk assessments where necessary.
- Strategies implemented into SEND support plans where appropriate.
- If all the above steps fail to bring about an improvement in the child's behaviour, external agencies may be involved e.g. Inclusion Service, Educational Psychologist, Early Help etc.

Any SEND Support Plans, behaviour charts, diaries and records **must** be kept to support assessments.

There may be some occasions where a child's behaviour results in either the loss of a playtime or immediate reflection time in another class/supervised space.

Loss of playtime/managed break times	Immediate Reflection Time
<ul style="list-style-type: none"> • Persistent poor behaviour at break times. • Incomplete homework (children are always offered support to complete this in homework club in school if they would prefer during the week) • If a child is not working their hardest in lessons or trying their best / refusal to complete a task. • Leaving the playground/area without permission. 	<ul style="list-style-type: none"> • Fighting. • Intentionally swearing at another pupil or adult in school. • Refusing time out. • Defiance. • Threatening, aggressive or intimidating behaviour. • Abusive or discriminatory behaviour or comments towards another pupil or adult.

Partnership with parents and carers

Communication and collaboration with parents is key, and parents should be kept updated about their child's behaviour and any concerns that school has.

A phone call to parents should be made after a child has reached 'Reflection Time' or if the child is presenting frequent lower level problems, informing them of the difficulties in school. Parents should be invited to come and discuss the problem and offer support by encouraging correct behaviour and/or applying sanctions at home.

If poor behaviour continues to persist and puts the wellbeing and safety of other children or staff at risk, then the school will consider extended Reflection Time within one of our partner schools (Caedmon, Grangetown and Whale Hill). They will attend the school for a set period of time, depending on the severity of the behaviour and then return to Bankfields.

If sufficient improvements are not made after school has sought advice and support from all available agencies, a fixed term or permanent exclusion may be given.

STRATEGIES FOR DEALING WITH NEGATIVE BEHAVIOUR

The following are a range of strategies which have been used successfully by different staff with individuals and groups of pupils of varying ages:

Child is not working:

- Set realistic daily/session targets. Reward a real effort.
- Send it home. Make sure the task is clearly understood.
- Seat child next to a positive role model.
- Write time on work i.e. 1 hours work.
- Pay back wasted time in child's own time (play or lunch).
- Inform parents of lack of effort.

Answering back/shouting out:

- Do not respond to comments.
- Choose those with hands up, explaining why.
- Class discussion about the need to take turns and listen to each other.
- Confront shouting out very firmly and publicly – remind the children of our expectations.
- Use humour but with a firm message.

Attention Seeking Behaviour:

- Approach child directly in a calm and quiet manner. Tell the child exactly what is unacceptable, reinforce desirable behaviour.

- Praise a child nearby who is doing as requested.
- Find a distraction if attention seeking happens at a particular time.
- Be very quick to praise appropriate behaviour.
- Compliment children who ignore the distraction to encourage others.

Theft/Causing Damage:

- Offer incentive for return of item.
- Amnesty for a set time.
- If certain, inform parents.

Refusal to Cooperate:

- Try to avoid a refusal by being positive first e.g. "You're good at this."
- Give the child a way out of the situation / chance to make the right choice.
- Talk in a conciliatory way, i.e. "Let's sort this problem out together."
- Let others see that the situation/problem will be dealt with e.g. "We shall talk about this later."
- Give child choice of cooperating or facing the consequences.
- Give the rest of the group something fun to do.
- Loss of break/lunchtimes

Aggressive Behaviour:

- Isolation within the classroom.
- Class discussion.
- Look at the injuries publicly.
- Seek support from parents.
- Withdraw treats/privileges.
- If incident occurred in playground, withdraw playtime or lunchtime.

Making Noises:

- Say, for example, "Please stop the whistling noise," without addressing a particular individual.
- Confront the child if you actually see them make the sound, e.g. "Sarah, please don't make that noise."

- Encourage peer pressure to stop the noises.
- Target individuals for work on listening skills.