

BANWELL PRIMARY SCHOOL

Behaviour Policy

Last Update:

Sept 2018

Approved:

FGB

Nov 2018

Next Update:

Sept 2023

To be reviewed every five years



Why do we need a behaviour policy?

At Banwell, we want to promote a caring and supportive environment to allow all members of the school community to feel safe, respected and ready.

What are we striving to achieve?

- To encourage positive attitudes towards each other, the environment and learning
- To provide a calm and consistent approach
- For all adults to take responsibility for behaviour and follow-up personally
- For adults to use micro-scripts so that a shared, consistent language is used
- To actively promote positive behaviour and restorative approaches
- To limit punishments as they are ineffective
- To provide a safe, comfortable and caring environment where optimum learning can take place
- To promote respect for others within the whole school community

How are we going to achieve this behaviour?

Our Banwell Blueprint (overleaf) sets out the rules, relentless routines and visible consistencies that all children and staff follow. Our Blueprint is based on the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. Good behaviour is recognised sincerely rather than rewarded. This makes good behaviour about relationships rather than a pursuit of rewards. Children are praised publicly and reprimanded in private. The school has 3 simple rules (The Banwell Be's) which can be applied to a variety of situations and are taught and modelled explicitly.

We understand that for some children following our behaviour expectations are beyond their developmental level, or that their behaviours are based on early childhood experiences or family circumstances. We recognise that their behaviour is a way of communicating their emotions. These children will have bespoke behaviour plans in place which may include rewards to reinforce positive behaviour.

Exclusion

Exclusion is an extreme step and will only be taken in cases where the safety and learning of others is being seriously hindered. The school has a separate Exclusion Policy.

Banwell's Behaviour Blueprint

Our Core Values

Aspiration

Confidence

Courage

Curiosity

Kindness

Respect

Resilience

Our Rules (The Banwell Be's)



1. Be safe
2. Be respectful
3. Be ready

Visible Consistencies



1. Calm adult behaviours
2. Expected behaviours praised first
3. Daily meet and greet

Above & Beyond Recognition

1. Letter, email, phone call, postcard home
2. Recognition boards
3. Outstanding behaviour & Progress

Relentless Routines

1. Quality audiences

2. Quality lines

3. Quality conversations

Stepped Boundaries

1. Reminder of rule
2. Do you need help with the rule?
3. Last chance (using microscripts & mantras as appropriate)
4. Immediate consequence
5. Repair / Restorative conversation
.....
6. *Parental involvement including the child*
7. *Restorative conversation with SLT (straight to this step if serious incident)*
8. *Individual Behaviour Plan (obs & ideas)*
9. *Exclusion*

Microscripts and Mantras

1. I can see that maybe you are feeling.....
2. I can see that because you are.....
3. The consequence of this will be.....
4. Do you remember the ____ (positive behaviour) I saw ____? That's who I need to see again now.
5. Thank you for listening.

Restorative Questions

1. What happened?
2. What have you thought since?
3. Who has been affected?
4. What could we do to put this right?
5. How can we do it differently in the future? What could we do to help you?