

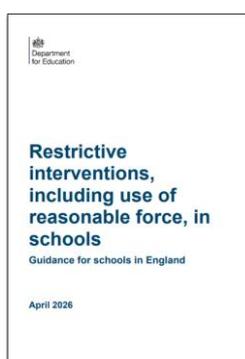
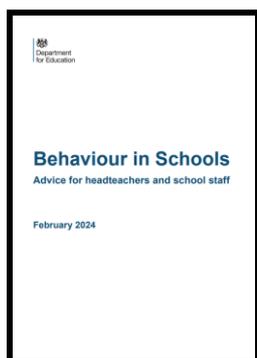
# Banks Road Primary School



## Behaviour Policy

Provenance/ Author	Person (s) Responsible	Version	Reviewers	Effective Date	Recommended Review Date	Distribution
James Savage	Headteacher Jamie Wilson	V9	Governors	April 2026	April 2027	All Staff

This policy works in partnership and aligns with the following DfE guidance and EEF research:



The purpose of this policy is to provide guidance of the powers members of our staff have to discipline pupils and sets out the expectations for all of our stakeholders - governors, staff, pupils and parents. At Banks Road Primary we aim to provide a working environment where all members of the school community feel safe and secure. The policy aims to ensure this is achieved and aims to improve the quality of pupil behaviour in our setting.

## 1. Scope and Purpose of the Behaviour Policy

This Behaviour Policy sets out Banks Road Primary School's approach to promoting high standards of behaviour, ensuring a calm, safe and supportive environment where all pupils can learn and thrive. It outlines the expectations for pupils, staff, parents, and governors, and provides guidance on the powers and responsibilities of staff to discipline pupils lawfully and fairly.

The policy is designed to:

- Promote good behaviour, self-discipline and respect
- Prevent all forms of bullying, including prejudice-based and discriminatory bullying
- Ensure pupils complete assigned work
- Regulate pupils' conduct in accordance with Section 89(1) of the Education and Inspections Act 2006
- Support the school's safeguarding duties under *Keeping Children Safe in Education* (KCSIE)

This policy works in conjunction with the school's Positive Handling Policy, Child Protection Policy, SEND Policy, and Equality Policy, and is reviewed annually in consultation with staff, governors, and the wider school community.

## 2. Legal Duties and Statutory Framework

Banks Road Primary School is a maintained school and complies with all relevant legislation, including:

- Education and Inspections Act 2006
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Equality Act 2010
- Children and Families Act 2014
- DfE Behaviour in Schools Guidance (2024)
- DfE Suspension and Permanent Exclusion Guidance (2024)
- Restrictive interventions, including use of reasonable force, in schools (DfE, April 2026)
- Education and Inspections Act 2006, Sections 93 and 93A (recording and reporting significant use of force)
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Section 19 of the Education Act 1996: ensuring suitable education is provided for pupils unable to attend school due to exclusion, illness, or other reasons, in partnership with Liverpool City Council.

In line with Section 19 duties, the school works collaboratively with Liverpool City Council to ensure that pupils who are unable to attend school receive suitable education. This includes timely notification of suspensions and exclusions, contributing to referrals for medical needs, and supporting reintegration planning for pupils accessing alternative provision.

The Headteacher must determine and implement measures to:

- Encourage good behaviour and respect for others
- Promote self-discipline and proper regard for authority
- Prevent bullying and discrimination
- Ensure pupils complete tasks reasonably assigned to them

- Regulate pupil conduct both on and off the school premises

The Governing Board has issued a Statement of Behaviour Principles, which this policy reflects. The Headteacher must have regard to this statement when making decisions about behaviour and discipline.

### 3. Aims of the Behaviour Policy

The aims of this policy are to:

1. Reinforce the school's Learning Charter and core values
2. Create a calm, purposeful and inclusive atmosphere conducive to learning
3. Support pupils to develop into respectful, thoughtful and responsible individuals
4. Promote consistency in behaviour management across the school
5. Encourage positive relationships between pupils and staff
6. Ensure clarity of roles and responsibilities in managing behaviour
7. Make pupils aware of unacceptable behaviour and its consequences
8. Foster independence and self-regulation, enabling pupils to take responsibility for their actions
9. Ensure that behaviour expectations are taught, modelled and reinforced through the school's behaviour curriculum

Banks Road explicitly aligns its behaviour approach with the Education Endowment Foundation (EEF) guidance on improving behaviour in schools. The policy reflects the EEF's emphasis on understanding pupil influences, teaching learning behaviours, consistent routines, targeted support, and strong whole-school implementation.

## SUMMARY OF RECOMMENDATIONS

Proactive				Reactive
<p><b>1</b></p> <p>Know and understand your pupils and their influences</p>  <ul style="list-style-type: none"> <li>• Pupil behaviour has multiple influences, some of which teachers can manage directly</li> <li>• Understanding a pupil's context will inform effective responses to misbehaviour</li> <li>• Every pupil should have a supportive relationship with a member of school staff</li> </ul> <p>Page 8</p>	<p><b>2</b></p> <p>Teach learning behaviours alongside managing misbehaviour</p>  <ul style="list-style-type: none"> <li>• Teaching learning behaviours will reduce the need to manage misbehaviour</li> <li>• Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning</li> <li>• Teachers should encourage pupils to be self-reflective of their own behaviours</li> </ul> <p>Page 16</p>	<p><b>3</b></p> <p>Use classroom management strategies to support good classroom behaviour</p>  <ul style="list-style-type: none"> <li>• Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression</li> <li>• Improving classroom management usually involves inrole training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time</li> <li>• Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy</li> </ul> <p>Page 20</p>	<p><b>4</b></p> <p>Use simple approaches as part of your regular routine</p>  <ul style="list-style-type: none"> <li>• Some strategies that don't require complex pedagogical changes have been shown to be promising</li> <li>• Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour</li> <li>• School leaders should ensure the school behaviour policy is clear and consistently applied</li> </ul> <p>Page 24</p>	<p><b>5</b></p> <p>Use targeted approaches to meet the needs of individuals in your school</p>  <ul style="list-style-type: none"> <li>• Universal behaviour systems are unlikely to meet the needs of all your students</li> <li>• For pupils with more challenging behaviour, the approach should be adapted to individual needs</li> <li>• Teachers should be trained in specific strategies if supporting pupils with high behaviour needs</li> </ul> <p>Page 28</p>
<b>Implementation</b>				
<p><b>6</b></p> <p>Consistency is key</p>  <p>Page 32</p>	<ul style="list-style-type: none"> <li>• Consistency and coherence at a whole-school level are paramount</li> <li>• Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches</li> <li>• However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level</li> </ul>			

#### 4. Banks Road's Consistent Approach to Behaviour

At Banks Road Primary School, we believe that positive behaviour is essential for effective learning and teaching. Our behaviour culture is built on respect, safety, and fairness, and is underpinned by clearly defined routines and expectations.

We implement a behaviour curriculum that teaches pupils what good behaviour looks like, including:

- Lining up quietly
- Walking calmly through corridors
- Listening respectfully
- Responding to instructions promptly
- Showing kindness and empathy

These behaviours are taught explicitly, modelled by staff, and reinforced through daily routines and collective worship. Adjustments are made where necessary to support pupils with SEND or other vulnerabilities, ensuring all pupils can meet expectations.

Staff will use simple, evidence-informed routines that have high impact, including:

- Positive Greetings at the Door (PGD) to support calm starts and readiness for learning.
- Behaviour-specific praise, used deliberately to reinforce expected behaviours.
- The 5:1 ratio of positive to corrective interactions, as recommended by the EEF.

We promote positive behaviour through:

- Praise and recognition
- Clear and consistent consequences
- Supportive relationships
- High-quality teaching and engaging learning environments

Staff are trained to respond to misbehaviour predictably and proportionately, using de-escalation strategies and restorative approaches where appropriate. Pupils are supported to reflect on their behaviour and learn from their experiences.

The school does not operate a 'no contact' policy. Appropriate physical contact includes guiding pupils, comforting a distressed pupil, administering first aid, or demonstrating PE techniques, in line with safeguarding principles.

#### 5. Roles and Responsibilities

Behaviour Management is the responsibility of all stakeholders at Banks Road Primary School.

We are committed to encouraging good behaviour in an atmosphere of mutual respect. A clear school behaviour policy, consistently and fairly applied, underpins effective education. All stakeholders should be clear of the high standards of behaviour expected of all pupils at all times. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

#### 6. Responsibilities of the Headteacher

The Headteacher holds overall responsibility for implementing the school's Behaviour Policy and ensuring that high standards of behaviour are consistently maintained across the school. This responsibility is a

statutory duty under the School Standards and Framework Act 1998 and Section 89 of the Education and Inspections Act 2006.

The Headteacher must:

- Determine and implement measures to promote good behaviour, self-discipline, and respect
- Prevent all forms of bullying, including prejudice-based and discriminatory bullying
- Ensure pupils complete assigned work and regulate pupil conduct
- Act in accordance with the Governor Board's statement of behaviour principles
- Ensure the Behaviour Policy is aligned with safeguarding, SEND, and equality duties

The Headteacher supports staff by:

- Setting high expectations for pupil behaviour and conduct
- Providing training and guidance on behaviour management
- Ensuring consistent application of the Behaviour Policy
- Leading a whole-school approach to behaviour and culture
- Monitoring behaviour data to identify patterns and inform interventions

The Headteacher is responsible for:

- Ensuring that behaviour incidents are recorded and analysed
- Overseeing the use of sanctions, including removal from classrooms, detentions, and exclusions
- Making decisions on suspensions and permanent exclusions in line with statutory guidance
- Ensuring that pupils are supported following sanctions, including reintegration planning
- Communicating with parents, governors, and external agencies as appropriate

Only the Headteacher (or acting Headteacher) has the authority to suspend or permanently exclude a pupil. These decisions must be lawful, reasonable, and proportionate, and must follow the procedures set out in the Suspension and Permanent Exclusion Guidance (August 2024).

## 7. The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teacher will discuss the whole-school rules (see Appendix 1) with their class at the start of the new academic year and reinforce these at least half-termly. These will be clearly displayed in every classroom and communal rooms across the school. In addition to the school rules, classes will have their own classroom codes or charters, which are agreed by the pupils and displayed on the wall of the classroom, next to the whole-school rules. In this way, every pupil in the school knows the standard of behaviour that we expect in our school.

The class teacher must hold high expectations of the pupils in terms of behaviour and strive to ensure that all pupils work to the best of their ability. The class teacher must treat each pupil fairly, with respect and understanding and enforce the school rules and classroom code/charter consistently.

For all low-level incidents (Stages 1 to 3), the class teacher must deal with incident him/herself, following the agreed consequence procedures (see Behaviour Scale – appendix 1). If the misbehaviour continues, escalates or the action is deemed to be beyond Stage 3, the class teacher must seek immediate help and advice from a member of the Senior Leadership Team, complete a 'Stage 4' or 'Stage 5' form (see Appendix 2a and 2b) and pass it to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead.

The class teacher may be asked to contact a parent(s), be present in meetings with a parent(s), if there are concerns about the behaviour or welfare of a pupil (Stage 4, 5 or preventing it reaching this level).

Class teachers will explicitly teach “behaviour for learning” skills, including attention, perseverance, dealing with setbacks, and positive peer interaction. This reflects the EEF’s recommendation to teach learning behaviours alongside managing misbehaviour.

#### 8. The Role of Non-Teaching Staff

It is the responsibility of the lunchtime staff to deal with minor incidents and report them to the pupil’s teacher. These must be recorded on CPOMS using the appropriate categories. Lunchtime staff will be advised if this is the case. For more serious incidents, lunchtime staff must inform a member of the Senior Leadership Team. These must be recorded on the agreed Stage 4 or Stage 5 forms.

Non-classroom-based staff (e.g. administration staff, premises staff) should ensure that rules are being followed by the pupils as they move around school. Any incidents noted by the non-classroom-based staff should be dealt with and where appropriate, be reported to the class teacher or the Senior Leadership Team. These may also be recorded on CPOMS using the appropriate categories. Staff will be advised if this is the case.

Teaching Assistants working in the classroom will support the teacher in matters of discipline. They will correct the behaviour of pupils where necessary, reprimand pupils if appropriate and report serious misbehaviour to the teacher and/or the Senior Leadership Team. These may also be recorded on CPOMS using the appropriate categories. Staff will be advised if this is the case.

Teaching Assistants working outside the classroom with a group of pupils will set clear expectations of good behaviour in line with this policy. If a pupil does not respond positively to any correction of behaviour, they will be taken back to class. The class teacher will then act in accordance with this policy. These may also be recorded on CPOMS using the appropriate categories.

#### 9. The Role of the Parents/Carers

The school will work collaboratively with parents, so that our pupils receive consistent messages about how to behave at home and at school.

Parents will support and co-operate with the school in disciplining their pupil and foster a good relationship with the school. Parents must be aware of the whole-school school rules and classroom codes or charters and support the school in implementing these.

We explain and publish our behaviour policy, whole-school rules and classroom codes or charters, in the prospectus and on the school website for our parents to see.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have serious concerns about their pupil's welfare or behaviour.

If the school must use reasonable sanctions to punish a pupil, parents would be expected to support the actions of the school. If parents have any concern about the way that their pupil has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy Headteacher or the Assistant Headteacher. If these discussions cannot resolve the problem, then the Headteacher should be informed. A formal grievance or appeal process can be implemented through the Governors.

#### 10. The Role of the Governing Board

The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but the Governors may give advice to the Headteacher about disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

#### 11. The Teaching of Good Behaviour

We recognise that positive behaviour must be carefully developed and supported. Creating an environment which promotes positive behaviour can only be achieved when pupils are taught what positive behaviour is and what it looks like. This is modelled and reinforced by all staff, always.

Similarly, sanctions and consequences for incidents must be understood by our pupils so they can learn from them. This is key to ensuring a positive environment for behaviour is created at our school. This is achieved and reinforced through:

- Whole-school Collective Worship and Assemblies,
- PSHE lessons (using the Jigsaw and No Outsiders schemes).

To ensure behaviour is taught explicitly, Banks Road adopts the EEF's three-relationships framework (relationship with self, relationship with others, relationship with the curriculum). Learning behaviours are modelled, practised and revisited so pupils understand *how* to behave to learn effectively.

#### 12. Rewards

At Banks Road we will:

- have a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff;
- ensure that planning about behaviour improvement is informed by statistical information;
- use praise to motivate and encourage pupils;
- make pupils aware of sanctions that will be applied for poor behaviour choices.
- identify the strengths and weaknesses of pupils' emotional literacy skills and provide support to develop areas where there is a skills deficit;
- use a common language to describe behaviour;
- teach all pupils self-regulation skills through our PSHE curriculum and other targeted resources
- arrange additional small group support or individual for pupils who need it
- work alongside external services such as Educational Psychology, SENISS (Special Educational Needs Inclusion Support Service) and CAMHS (Pupil and Adolescent Mental Health Services) to access appropriate support for pupils.

Rewards will prioritise intrinsic motivation and self-regulation in line with EEF guidance. Staff will give praise linked to effort, perseverance and learning behaviours, avoiding praise that labels intelligence or fixed traits.

#### 13. Consequences and Sanctions

At Banks Road Primary School, we use a clear and consistent system of consequences to support pupils in understanding the impact of their behaviour and to promote positive choices. Sanctions are applied fairly, proportionately, and in accordance with our legal duties under the Education and Inspections Act 2006, Equality Act 2010, and Children and Families Act 2014.

## Principles

- Sanctions are used to deter misbehaviour, protect pupils and staff, and support improvement.
- All sanctions are lawful, reasonable, and proportionate.
- Staff consider the pupil's age, SEND, disability, and any relevant safeguarding factors before applying a sanction.
- Sanctions are not used as a threat or conditional warning but as a response to actual behaviour.

## Behaviour Scale and Staged Consequences

The school uses a staged behaviour system to respond to incidents. This is outlined in the Behaviour Scale (Appendix 1) and includes:

- Stage 1: Verbal warning with a reminder of expectations
- Stage 2: 5-minute time out in class
- Stage 3: 10-minute time out in another classroom
- Stage 4: Reflection sheet and missed playtime (15 minutes)
- Stage 5: Lunchtime detention in the Detention Room with written reflection task

Each stage is recorded appropriately and monitored by the Pastoral Lead and Senior Leadership Team. Pupils are supported to reflect on their behaviour and understand how to make better choices.

Before applying sanctions, staff consider contextual influences on behaviour, including any changes in peer relationships, emotional wellbeing, safeguarding factors or adverse childhood experiences (ACEs), in line with the EEF's model of pupil influences.

## Additional Sanctions

Where appropriate, the following sanctions may be used:

- Loss of privileges or responsibilities
- Behaviour contracts or differentiated report cards based upon the age and stage of the pupil
- Temporary removal from class (see Section 17)
- Directed time away from peers during lunch or play
- Pastoral Support Plans or individual behaviour plans
- Referral to external agencies (e.g. CAMHS, Educational Psychology)
- Fixed-term suspension or permanent exclusion (see Sections 18–19)
- Functional Behaviour Assessment (FBA) strategies may be used to identify triggers, functions of behaviour and tailored responses, as recommended by the EEF for pupils with more complex needs
- Daily Behaviour Report Cards may be used to strengthen communication and reinforce expectations for individual pupils

All sanctions are recorded and monitored to ensure consistency and fairness. Patterns of behaviour are analysed to identify pupils who may require additional support or intervention.

## Safeguarding and SEND Considerations

Staff must consider whether a pupil's behaviour may be linked to unmet needs, trauma, or SEND. In such cases, reasonable adjustments will be made, and support strategies will be prioritised over punitive measures. The graduated response will be used to assess, plan, deliver, and review support.

Where a pupil is at risk of suspension or exclusion, the school will engage with parents, the SENCo, and external professionals to explore alternatives and ensure the pupil's needs are being met.

#### 14. Lunchtime Supervisors

Lunchtime supervisors will award stickers and praise to pupils they see behaving well.

A pupil is given a warning and will then be put on the tracking sheet. Pupils may also be asked to go to a designated time out area for 5 minutes. Any further misbehaviour will warrant the Deputy Headteacher or Assistant Headteacher being asked to assist. Severe misbehaviour will mean contacting the Deputy Headteacher or Assistant Headteacher immediately. Aggressive behaviour or swearing is not tolerated and pupils who choose this behaviour are brought in from the playground immediately and placed on a Stage 5.

At the end of lunchtime, the lunchtime supervisor reports back to the class teacher who determines whether any additional sanctions should be imposed.

Lunchtime staff will use simple behaviour routines recommended by the EEF, including greeting pupils positively, providing behaviour-specific praise and using consistent corrective language.

#### 15. Monitoring and Additional Support

At Banks Road Primary School, we adopt a proactive approach to behaviour management. Pupils' behaviour is reviewed regularly by the Pastoral Lead and the Deputy Headteacher as part of the school monitoring cycle. Visits to the classroom are made to ensure procedures are adhered to and are consistent throughout.

Behaviour incidents are recorded from tracking sheets and Stage 4 and 5 sheets are put onto CPOMS. This allows trends and patterns to be extracted. Information such as frequency of incidents, time of occurrence, staff allocating Stage 4 and 5's etc is available. This information enables staff to support pupils and identify those in need of support. The details also enable staff to establish accurately the types of behaviour that a pupil is exhibiting including identifying triggers.

Behaviour is regularly discussed at staff meetings and meetings of the Governing Board.

Occasionally it may be appropriate to implement additional intervention strategies. The Pastoral Lead can support pupils causing concern. The Pastoral Lead uses data from the behaviour tracker sheets and, where appropriate, a behaviour assessment tool, to identify any skills deficits that may need to be addressed for behaviour support strategies to be successful. Pupils are helped to develop these skills and move towards working on behaviour targets.

The school will also ensure every pupil has access to at least one trusted adult relationship, as the EEF highlights the importance of supportive relational connection. Strategies such as the Establish–Maintain–Restore (EMR) method or 2x10 strategy may be used for pupils who require strengthened relationships.

With parental permission, we may consult the Behaviour Intervention Team, Educational Psychologist or other behaviour specialists to obtain further support and advice. For example:

- An Educational Psychologist assessment via a classroom observation, discussion with school and parents may be considered
- Focused Educational Psychologist whole class intervention
- 1:1 targeted support from an Educational Psychologist or another appropriate professional
- Early Help support for the family may be offered (if criteria is met.)

Governors will review data on restrictive interventions termly to identify patterns, any disproportionate use, and to inform staff training and policy improvements.

## 16. Detentions

Detention is a lawful and commonly used sanction at Banks Road Primary School. It is used to reinforce expectations and provide pupils with an opportunity to reflect on their behaviour. Detentions are applied fairly, consistently, and proportionately, in line with our legal duties under the Education and Inspections Act 2006.

### Legal Framework

Teachers and authorised staff have the power to issue detentions to pupils under the age of 18. This includes:

- Lunchtime detentions
- Detentions during breaktimes
- Detentions outside of school hours (with appropriate safeguards)

Parental consent is not required for detentions. However, the school will inform parents of any detention issued, particularly where it affects the pupil's usual routine or requires adjustments to travel arrangements.

### Conditions for Detention

Detentions outside normal school hours are lawful if:

- The pupil is under 18
- The Headteacher has made clear that detention is a possible sanction
- The detention is held on a school day, weekend (excluding half-term breaks), or INSET day
- The school has considered the pupil's safety, caring responsibilities, medical appointments, and travel arrangements

Staff must allow reasonable time for pupils to eat, drink, and use the toilet during lunchtime detentions.

### Implementation at Banks Road

At Banks Road Primary School:

- Lunchtime detentions are issued for serious or repeated breaches of behaviour expectations (Stage 5)
- Pupils eat their lunch in the Detention Room and complete a reflection sheet and a written task appropriate to their age and needs
- Parents are notified via a detention letter, which includes details of the incident and a request for the slip to be signed and returned
- Detentions are recorded and monitored by the Senior Leadership Team

Where appropriate, detentions may be accompanied by pastoral support or follow-up conversations to help the pupil understand the impact of their behaviour and how to make positive changes.

### Safeguarding and SEND Considerations

Before issuing a detention, staff must consider:

- Whether the pupil has SEND or a disability that may affect their behaviour or ability to serve the detention
- Whether reasonable adjustments are needed

- Whether the detention is proportionate and in the pupil's best interests

## 17. Removal from Classrooms

Banks Road Primary School recognises that removal from the classroom is a serious disciplinary sanction and should only be used when necessary to maintain a safe and calm learning environment. This measure is distinct from short time-outs or sensory breaks used for regulation and support.

### Definition and Purpose

Removal refers to a pupil being required to spend a limited period of time away from their usual classroom setting due to serious misbehaviour. It is used:

- To maintain the safety of pupils and staff
- To restore order following significant disruption
- To allow the pupil time to reflect and regulate in a supervised setting

Removal is not used as a default response to low-level disruption and must be proportionate, lawful, and reasonable in all circumstances.

### Governance and Oversight

The Headteacher maintains strategic oversight of the use of removal and ensures:

- Clear criteria for removal are outlined in this policy and understood by staff and pupils
- The removal space is appropriate, supervised, and conducive to learning
- The duration of removal is limited and reviewed regularly
- Pupils continue to receive meaningful education during removal
- Reintegration plans are in place to support the pupil's return to class

All incidents of removal are recorded and monitored to identify patterns and ensure equitable practice across pupil groups, including those with protected characteristics.

### Safeguarding and SEND Considerations

Before removing a pupil, staff must consider:

- Whether the pupil has SEND or a disability that may affect their behaviour
- Whether reasonable adjustments are required
- Whether the removal is in the pupil's best interests and supports their wellbeing

Removal must never involve locking a pupil in a room or preventing them from leaving against their will, except in exceptional circumstances where immediate safety is at risk. In such cases, this is considered a safeguarding measure, not a disciplinary sanction.

### Reintegration

Following removal, the school will:

- Hold a reintegration meeting with the pupil and, where appropriate, their parents
- Review the incident and support the pupil to understand the impact of their behaviour
- Agree on strategies to prevent recurrence and promote positive behaviour
- Monitor progress and provide ongoing support as needed

Reintegration meetings will include review of learning behaviours, restoration of relationships and clear re-teaching of routines, reflecting EEF guidance that consistency and relational repair reduce repeated incidents.

#### 18. Suspension (Fixed-Term Exclusion)

Suspension is a disciplinary measure used only in response to serious incidents or persistent breaches of the school's behaviour policy. It is not used as a conditional warning or pre-emptive measure.

Only the Headteacher has the authority to suspend a pupil. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year.

When a suspension is issued, the Headteacher will notify parents in writing without delay, including:

- The reason(s) for the suspension
- The duration of the suspension
- The right to make representations to the Governing Board
- The duty to ensure the pupil is not present in a public place during school hours for the first five school days
- Details of any alternative provision arranged from the sixth day of suspension

During the first five school days, the school will provide work for the pupil to complete at home. From the sixth day, the Governing Board will ensure suitable full-time education is arranged.

The school will support the pupil's reintegration through a reintegration meeting and a tailored strategy to promote positive behaviour. This may include mentoring, behaviour plans, and engagement with external agencies where appropriate.

#### 19. Permanent Exclusion

Permanent exclusion is a last resort and may be used only when:

- There has been a serious breach or persistent breaches of the school's behaviour policy, and
- Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Only the Headteacher can permanently exclude a pupil. Governors do not initiate exclusions, but review decisions made by the Headteacher.

Parents will be notified in writing without delay, including:

- The reason(s) for the exclusion
- Their right to make representations to the Governing Board
- Their right to request an Independent Review Panel (IRP) if the exclusion is upheld
- Their right to request the attendance of a Special Educational Needs (SEN) expert at the IRP

Managed moves may be considered only as a voluntary option in the pupil's best interest and never as a condition to avoid exclusion.

The Governing Board will meet within 15 school days to consider the Headteacher's decision. If the exclusion is upheld, parents may request an IRP. The IRP may uphold the decision, recommend reconsideration, or quash the decision and direct reconsideration. If the exclusion is quashed, the school may be required to make a financial adjustment.

The school will ensure compliance with all statutory duties including safeguarding, SEND provision, and equality legislation. Pupils will be supported throughout the process, and their views will be considered in line with their age and understanding.

## 20. Use of Reasonable Force

Banks Road Primary School recognises that staff have a legal power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging property, or causing serious disruption. This power applies to all members of school staff and to individuals temporarily authorised by the Headteacher (e.g. volunteers on school trips).

### Definition

- Reasonable force refers to using no more force than is necessary in the circumstances.
- It includes passive physical contact (e.g. blocking a pupil's path) and active physical intervention (e.g. leading a pupil by the arm).
- Restraint involves physically holding a pupil to prevent harm or serious disruption.

### When Reasonable Force May Be Used

Staff may use reasonable force to:

- Remove a pupil from a classroom if they refuse to leave when instructed
- Prevent a pupil from leaving a safe area when doing so would pose a risk
- Break up a fight or prevent physical aggression
- Protect themselves or others from harm
- Prevent serious disruption during school events or trips

Force must never be used as a punishment. Corporal punishment is illegal.

Holds that restrict breathing or circulation, or apply pressure to the neck, chest, or abdomen, are prohibited. If a pupil is unintentionally taken to the ground, staff should release or reposition into a safer alternative or standing position as quickly as possible.

### Safeguarding and SEND Considerations

Staff must consider:

- The pupil's age, disability, or SEND
- Whether reasonable adjustments are required
- Whether the use of force is proportionate and necessary

Certain restraint techniques are prohibited due to risk, including:

- Seated double embrace
- Double basket-hold
- Nose distraction technique

### Recording and Reporting

- Serious incidents involving force should be recorded and reported to the Headteacher.
- Parents will be informed of serious incidents involving their child.
- Complaints will be investigated thoroughly and fairly. Staff acting within the law will be supported.

In line with Section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, every significant incident involving the use of force, or any incident of seclusion or restraint, must be recorded in writing as soon as practicable and ideally the same day.

Records must include: names of pupil and staff involved; the pupil's SEN/disability status; time, date, location and duration; triggers and de-escalation strategies used; type and degree of force applied (if any); and any injuries and post-incident support.

Parents must be informed in writing as soon as practicable and ideally the same day, even if use is agreed within a behaviour plan.

### Staff Training

The Headteacher will ensure staff receive appropriate training in positive handling and de-escalation techniques. Training needs will be reviewed regularly, especially for staff working with pupils with complex needs.

### 21. Confiscation of Inappropriate Items

Staff at Banks Road Primary School have the legal power to confiscate, retain, or dispose of a pupil's property as a disciplinary measure, provided it is reasonable in the circumstances.

### Prohibited Items

Staff may search pupils without consent and use reasonable force to search for the following items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item used or likely to be used to commit an offence, cause injury, or damage property

Force cannot be used to search for items banned only under school rules

### Searches and Confiscation

- Searches will be conducted in line with DfE guidance on screening, searching, and confiscation.
- Confiscated items will be retained, returned, or disposed of appropriately.
- Weapons, knives, and extreme pornography will always be handed to the police.

### Safeguarding and SEND Considerations

Before conducting a search or confiscation, staff must consider:

- The pupil's age, SEND, or disability
- Whether reasonable adjustments are needed
- Whether the search is proportionate and necessary

### 22. Managing Transitions

Banks Road Primary School recognises that transitions between activities, lessons, and locations are key moments for reinforcing positive behaviour and maintaining a calm, safe environment.

Staff may use EEF-validated routines such as greeting each pupil individually at transition points and giving pre-corrective reminders (e.g., "Show me walking calmly"). These low-cost, high-impact strategies improve smooth transitions.

### Behaviour Expectations During Transitions

- Pupils line up in silence at designated points on the playground.
- Staff meet pupils promptly and escort them into the building calmly.
- Pupils walk quietly on the left-hand side of corridors and staircases.
- Entry into classrooms is calm and purposeful, supported by agreed routines and music cues.

These routines are explicitly taught, modelled, and reinforced by all staff. Adjustments are made for pupils with SEND or other needs to ensure they can access and follow routines successfully.

### Monitoring and Support

Staff are expected to supervise transitions actively and consistently. Any incidents during transitions are recorded and addressed in line with the behaviour policy. Pupils who struggle with transitions may receive additional support, such as visual prompts, adult guidance, or personalised routines.

## 23. Behaviour at Playtime and Lunchtime

Playtimes and lunchtimes are important opportunities for social development and physical activity. Banks Road Primary School maintains high expectations for behaviour during these times to ensure safety and inclusion.

### Expectations and Supervision

- Pupils are reminded of playground rules and how to use equipment safely.
- Positive behaviour is recognised through praise and rewards (e.g. stickers).
- Minor incidents are managed by lunchtime supervisors and recorded appropriately.
- Serious incidents (e.g. aggression, swearing) are referred immediately to the Senior Leadership Team and may result in Stage 4 or Stage 5 consequences.

### Sanctions and Support

- Pupils may be asked to shadow an adult or take time out in a designated area.
- Repeated or serious misbehaviour may result in lunchtime detention or removal from the playground.
- Pupils with individual behaviour plans are supported consistently, and lunchtime staff are briefed on their needs.

All incidents are logged on CPOMS and monitored to identify patterns and inform support strategies.

## 24. Behaviour Outside the School Gates

Banks Road Primary School expects pupils to uphold the school's behaviour standards at all times, including when off-site or online.

### Scope of Behaviour Expectations

Staff may discipline pupils for misbehaviour outside school premises when:

- Taking part in school-organised activities or trips
- Travelling to or from school
- Wearing school uniform or otherwise identifiable as a pupil of the school
- Behaviour could impact the orderly running of the school, pose a threat to others, or damage the school's reputation

This includes behaviour online, such as bullying, harassment, or inappropriate language.

### Sanctions

Sanctions for off-site misbehaviour will be applied in line with this policy and must be:

- Lawful, reasonable, and proportionate
- Based on a clear investigation and evidence
- Considerate of safeguarding and SEND needs

Where appropriate, the school will liaise with parents, external agencies, and transport providers to address concerns and promote positive behaviour beyond the school gates.

### 25. Behaviour and Equality – Supporting Vulnerable Pupils and Pupil Support Systems

Banks Road Primary School is committed to promoting equality, inclusion, and high standards of behaviour for all pupils. We recognise that some pupils may require additional support to meet behaviour expectations, particularly those with Special Educational Needs and/or Disabilities (SEND), those experiencing adversity, and those with safeguarding vulnerabilities.

### Legal Duties

The school fulfils its duties under:

- The Equality Act 2010: making reasonable adjustments to avoid substantial disadvantage for disabled pupils
- The Children and Families Act 2014: using best endeavours to meet the needs of pupils with SEND
- The SEND Code of Practice: applying the graduated approach to assess, plan, deliver, and review support

We also ensure our behaviour policy is implemented in a way that is inclusive, fair, and aligned with our safeguarding responsibilities under Keeping Children Safe in Education.

### Inclusive Practice

We recognise that behaviour may be affected by:

- SEND (e.g. communication difficulties, sensory needs, emotional regulation)
- Mental health needs
- Adverse childhood experiences
- Trauma, bereavement, or family circumstances

Staff are trained to identify underlying causes of behaviour and respond with empathy, consistency, and appropriate support. Behaviour expectations remain high for all pupils, but reasonable adjustments are made to help pupils meet them.

Staff will consider the EEF's model of pupil influences, recognising how social, emotional, cognitive and environmental factors interact to affect behaviour. Early identification of influences allows support to be adapted before behaviour escalates.

Examples of adjustments include:

- Movement breaks
- Flexible seating arrangements
- Visual timetables or prompts
- Modified routines or transitions
- Personalised behaviour plans

### Early Identification and Intervention

Behaviour data is monitored regularly to identify pupils who may need additional support. This includes:

- Behaviour tracking via CPOMS and Stage 4/5 forms
- Weekly safeguarding and pastoral supervision meetings
- Analysis of patterns and triggers

Where concerns arise, the school will:

- Meet with parents/carers to discuss concerns
- Implement targeted interventions (e.g. mentoring, sticker charts, home-school books)
- Refer to external agencies where appropriate (e.g. CAMHS, Educational Psychology, Early Help)

### Support Systems

Support may include:

- Individual Behaviour Plans or Pastoral Support Plans
- EHAT (Early Help Assessment Tool)
- Flexible timetables or alternative provision
- Emotional Literacy Support (ELSA)
- Multi-agency involvement

Pupils are actively involved in setting behaviour targets and reflecting on progress. Staff work collaboratively with families to ensure consistency between home and school.

### Monitoring and Review

The Senior Leadership Team and Safeguarding Team review behaviour data and support plans regularly. Governors are kept informed of trends and the effectiveness of interventions. The school ensures that behaviour systems do not disproportionately impact pupils with protected characteristics.

## 26. Liaison with Parents and Other Agencies

Banks Road Primary School recognises the vital role of parents and external agencies in supporting pupil behaviour and wellbeing. We are committed to working in partnership to ensure pupils receive the support they need to thrive.

### Working with Parents

- Parents are encouraged to familiarise themselves with the school's behaviour policy and support its implementation at home.
- The school maintains open and regular communication with parents regarding behaviour, including positive recognition and concerns.
- Where a pupil's behaviour causes concern, parents will be invited to meet with staff to discuss strategies and agree on a support plan.
- Parents are involved in reviews of behaviour interventions and reintegration meetings following sanctions such as removal or suspension.

### Multi-Agency Collaboration

Where appropriate, the school works with external professionals to support pupils whose behaviour may be linked to wider needs. This includes:

- Educational Psychologists
- CAMHS (Child and Adolescent Mental Health Services)
- Early Help Teams
- School Health Professionals
- YPAS and Mental Health Support Teams
- Social Workers and Virtual School Heads (VSHs) for looked-after children

Referrals are made based on individual pupil needs and are linked to priorities identified in pupil profiles, EHATs, or SEND plans.

### Safeguarding and Inclusion

Behaviour concerns are considered in the context of safeguarding. Where behaviour may indicate unmet needs, abuse, neglect, or exploitation, staff follow the school's child protection procedures and consult the Designated Safeguarding Lead (DSL).

The school ensures that pupils with SEND or vulnerabilities are not disadvantaged by behaviour systems and that reasonable adjustments are made.

## 27. Staff Development and Support

Banks Road Primary School is committed to ensuring that all staff are confident and equipped to manage behaviour effectively and support pupils with diverse needs.

### Training and Professional Development

- All staff receive regular CPD on behaviour management, safeguarding, SEND, and mental health.
- Training is tailored to staff roles and identified needs through appraisal and school self-evaluation.
- Behaviour training is aligned with national frameworks including the Early Career Framework (ECF) and National Professional Qualification in Leading Behaviour and Culture (NPQLBC).

Topics may include:

- De-escalation strategies
- Trauma-informed practice
- Positive handling and use of reasonable force
- Supporting pupils with SEND and SEMH needs
- Restorative approaches

### Support Systems

- Staff are supported by the Senior Leadership Team and Safeguarding Team when managing behaviour.
- Behaviour concerns are discussed in staff meetings and supervision sessions.
- Staff may request additional training or coaching to develop confidence and expertise.

### Wellbeing and Pastoral Care

The school recognises the emotional impact of managing challenging behaviour and provides pastoral support for staff. This includes:

- Access to supervision and mentoring
- Support following serious incidents or allegations
- Named contacts for staff wellbeing

Staff are encouraged to reflect on their own behaviour and interactions, and to model the school's values and expectations consistently.

### 28. Malicious Allegations

Banks Road Primary School is committed to safeguarding the welfare of pupils and staff. We recognise that allegations against staff must be taken seriously and investigated thoroughly, but also that malicious or deliberately false allegations can cause significant harm.

#### Responding to Allegations

All allegations made against staff will be handled in accordance with the school's safeguarding procedures and the statutory guidance in Keeping Children Safe in Education. This includes:

- Immediate referral to the Designated Safeguarding Lead (DSL)
- Consideration of whether the allegation meets the threshold for referral to the Local Authority Designated Officer (LADO)
- Ensuring the member of staff is supported throughout the process

Suspension is not an automatic response to an allegation. The Headteacher will consider whether alternative arrangements are appropriate while the matter is investigated.

#### Malicious or Deliberately False Allegations

Where a pupil is found to have made a deliberately false or malicious allegation against a member of staff, the school will:

- Investigate the incident thoroughly
- Consider the pupil's age, understanding, and any underlying needs
- Apply appropriate sanctions in line with the behaviour policy

Sanctions may include:

- A formal written apology
- Behaviour support or restorative intervention
- Fixed-term suspension
- In the most serious cases, permanent exclusion (see Section 19)

The school will also consider whether the pupil requires additional support, including safeguarding or mental health intervention.

## Staff Support

Staff subject to allegations will be provided with:

- A named contact for pastoral support
- Access to professional advice and guidance
- Assurance that the school will act lawfully and fairly

The Governing Board will consider whether the staff member acted within the law when deciding on any disciplinary action.

## 29. Implementation and Consistency

Banks Road follows the EEF's implementation model to ensure consistent, whole-school practice. This includes:

- Annual training for all staff, including support, lunchtime and administrative staff
- Coaching and mentoring for teachers to develop classroom management
- SLT visibility around school and active support for behaviour follow-through
- Half-termly fidelity checks to ensure consistent use of routines, sanctions and language
- Use of staff and pupil voice to evaluate impact

The school recognises the EEF finding that a consistent whole-school approach is more effective than isolated strategies.



## Banks Road Primary School Behaviour Scale



Behaviour	Tracking sheet B, T, 1 or 2	Time out (15 mins) in another class Stage 3	Playtime Detention Stage 4	Lunchtime Detention Stage 5
	Initially	Repeatedly	Ongoing	Persistent
Shouting Out	X →			
Talking when an adult or another person is talking	X →			
Not following instructions	X →			
Distracting others from working/listening	X →			
Ignoring an adult		X →		
Not lining up and/or disruptive in line and/or walking up the stairs	X →			
Talking whilst walking around school	X →			
Talking in assembly	X →			
Sliding down the banister of the stairs				X
Disrespectful behaviour when spoken to by an adult			X →	
Damaging property on purpose, including graffiti				X
Chewing gum and unauthorized toys in school				X
Disrupting the learning of others	X →			
Getting out of seat without permission during lesson time	X →			
Telling lies				X
Discriminatory (racist, homophobic, sexist) comments				X
Physically hurting others (on purpose)				X
Name calling/taunting/unkind behaviour (on purpose)				X
Swearing			X →	
Swearing at an adult or another person				X
Insufficient work produced in a lesson	X →			
No work completed in lesson			X →	
Stealing				X
Defiant behaviour towards an adult				X
Deliberately wearing the wrong school uniform				X
Refusing to take part in a lesson (Music, PE, etc...)				X
Leaving the classroom without permission				X

**This is not a definitive list of behaviours.  
Adults in school will use their professional judgment to decide what stage is appropriate for other behaviours that may occur which are not listed above.**

Staff will accompany use of the Behaviour Scale with behaviour-specific praise and pre-correction strategies wherever possible, consistent with EEF recommendations.



## Stage 4

Name:	Class:
Date:	

Our school values are:

- Respect
- Friendship
- Determination
- Trust
- Positivity

To be completed by the child during playtime or lunchtime:

My wrong behaviour choice:	
What I should have done:	
What I will do next:	

To be completed by the teacher/teaching assistant:

Stage 1	
Stage 2	
Stage 3	
Stage 4	

When this form is complete it should be handed to the Learning Mentor to be filed



## Stage 5

Name:	Class:
Date:	

Our school values are:

- Respect
- Friendship
- Determination
- Trust
- Positivity

To be completed by the child during playtime or lunchtime:

My wrong behaviour choice:	
What I should have done:	
What I will do next:	

To be completed by the teacher/teaching assistant:

Stage 1	
Stage 2	
Stage 3	
Stage 4	
Stage 5	

When this form is complete it should be handed to the Learning Mentor to be filed

