

# Banks Lane Infant & Nursery School

Working together, nurturing excellence



## Behaviour Policy

June 2025

Next review date: September 2025

# Contents

## Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Training of Staff
4. Behaviour
5. Pupil expectations & Codes of Behaviour
6. Behaviour Management
7. Challenging Behaviour
8. Reasonable Force
9. Wellbeing
10. Bullying
11. Searching, Screening & Confiscation
12. Parents and Carers
13. Smoking Policy
14. Monitoring and review

## **Statement of intent**

At Banks Lane Infant and Nursery School our approach is based on clear routines, high expectations, pupil engagement in learning, personalisation and the development of high self-esteem and self-discipline, underpinned by caring and constructive teacher-pupil relationships.

It is our aim to promote appropriate attitudes and secure standards of acceptable behaviour enabling our school to be a pleasant and safe place for all to learn and work in.

Managing behaviour begins with self-management and the ability to engage pupils in finding positive and constructive outcomes. Our children are individuals and what works for one pupil may not work for another. It is our task to strike an appropriate balance of care, understanding and discipline and to lead children to self-management.

It is vital that 'due regard' is given to implementation of the this policy, including our 'duty of care' to our children, making any reasonable adjustments necessary and ensuring that approaches are consistent with our duties under the Equality Act 2010:

- Eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it;
- Fostering good relations between people who share a protected characteristic and people who do not share it.

### **The school is committed to:**

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.

- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

This policy should be read in conjunction with the school's SEN Policy, Safeguarding Policy, Wellbeing Policy, Anti-bullying Policy, Equality Objectives and Care & Control.

## 1. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Education Act 2011
- The Health Act 2006
- The School Information (England) Regulations 2008

**This policy also has regard to DfE guidance, including, but not limited to, the following:**

- DfE 'Behaviour and discipline in schools' 2016
- DfE 'Use of Reasonable Force in Schools' 2013
- DfE 'Searching, Screening and Confiscation' 2018
- DfE 'The Equality Act 2010 and Schools' 2014
- DfE 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2017
- DfE 'Keeping Children Safe in Education

Teachers and school staff have the 'statutory authority to discipline pupils whose behaviour is unacceptable, who break the rules or fail to follow a reasonable instruction' (The Education Inspections Act 2006)

Teachers and school staff have 'the power to discipline beyond the school gates' (DfE Behaviour and Discipline in Schools 2016). Inappropriate behaviour when children are taking

part in school-related activities, travelling to and from school or identifiable as a pupil will be considered by school and appropriate action taken.

We will also consider and take appropriate action for any behaviours at any time that:

- could have repercussions for the orderly running of the school
- pose a threat to another pupil or member of the public
- could adversely affect the reputation of the school

Teachers and school staff also have 'the powers' to 'use reasonable force' and to 'search, screen and confiscate'.

The meanings of legal powers and authority are explained in this policy with any implications or school approaches.

## **2. Roles and responsibilities**

- The governing body has overall responsibility for the implementation of this Behaviour Policy and of the behaviour procedures at the school.
- The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The governing body is responsible for handling complaints regarding this policy, as outlined in the school's Complaints Procedures.
- The headteacher is responsible for establishing the standard of behaviour expected by pupils at the school.
- The headteacher is responsible for determining the school rules and any actions taken for breaking the rules.
- The headteacher is responsible for the day-to-day implementation of this policy.
- The headteacher is responsible for publishing this policy and making it available to staff, parents/carers and pupils.
- All members of staff, volunteers and support staff are responsible for adhering to this policy.
- All members of staff, volunteers and support staff are responsible for promoting a supportive and high quality learning environment, and for modelling high levels of behaviour.

- Parents/carers are responsible for supporting school regarding the behaviour of their child(ren) inside and outside of school.
- Pupils are responsible for their own behaviour both inside school and out in the wider community.

### **3. Training of staff**

Teachers and support staff will receive training on this policy as part of their new starter induction and ongoing training as part of their development.

The school recognises that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying concerns before they escalate. Team Teach training, delivered by Behaviour Support Services focuses on recognition of triggers and de-escalation strategies in support of pupils with social or emotional difficulties.

It is vital that our staff understand individual children's needs as drivers behind behaviours and support school approaches to addressing these needs. Regular meetings and ongoing communication support whole school staff training as well as informing safeguarding actions and multi-agency liaison.

### **4. Behaviour**

**A unique child:**

- Every child is a unique, competent learner and they deserve to be respected and treated positively.
- Children develop in individual ways and at varying rates and they will have different personalities, however, every pupil is encouraged to take growing responsibility for regulating personal behaviour.
- Children's attitudes are fluid and can be influenced by others and so as teachers, we should use our influence carefully to ensure that pupils grow to be thoughtful, resilient and happy individuals.

- **Positive relationships:**

Children learn to be strong, independent individuals by developing secure relationships with teachers and peers alike. Pupils will respond to behaviour that they are exposed to and so all pupils should be treated with kindness and respect.

Teachers and other staff members should be positive, directing pupils towards desirable behaviour, rather than using negative language to prohibit undesirable behaviour.

**Enabling environments:**

The learning and play environments are vital for supporting and extending a child's development and within the rules are guidelines for respecting the environment and equipment inside the classroom and in the outdoor areas.

**Learning and development:**

High expectations of behaviour in the learning environment is important for the safety of others as well as the safe running of the School. Banks Lane Infant & Nursery School is organised in a way that encourages children to explore and learn in a safe, supportive and well managed environment.

**Positive attitudes to learning**

Whole school approaches to learning include developing growth mindsets, resilience and self-regulation in order to build confidence and encourage children to overcome new challenges. Our school values of collaboration, effort, excellence and respect are woven through our work and whole school approaches. The importance of these values is communicated through our Value Characters and their stories and children are able to speak confidently about their importance in learning and life.

**Wellbeing**

Strong focus is placed on wellbeing at Banks Lane Infant & Nursery. Regular wellbeing assessments as well as ongoing 'check ins' inform nurture groups and interventions. Children

take part in daily mindfulness, are taught to self-regulate through 'rainbow breathing' and are able to access a range of wellbeing resources including our 'calm garden'.

## **5. Pupil expectations and Codes of Behaviour**

The general principles of behaviour at Banks Lane Infant & Nursery School are shared through assemblies, stories, codes of behaviour and consistently communicated expectations. School and class codes are regularly revisited with the children and include:

- We show respect and are kind and supportive with each other
- We are honest and truthful
- We take care of our school building, environment and equipment
- We always walk inside school
- We speak calmly and quietly to each other at all times in school
- We always use our manners
- We try our best
- We listen to each other
- We share our values of collaboration, effort, excellence and respect
- We talk to staff if we have a problem or are worried about something

Responses to behaviours are tailored to individuals within the context of the situation. Children are provided with positive feedback where this is appropriate ensuring that praise is worthy and never 'hollow'. Certificates and stickers, based on our value characters are also given in recognition/celebration of desirable behaviour attitudes. We are also mindful in our approaches that reward should be intrinsic. Children are encouraged to recognise the feelings of reward associated with success, achievement or demonstrating exemplary 'Banks Lane Infant' behaviours. Where children demonstrate undesirable behaviours, they are encouraged to take responsibility for their actions, make amends using restorative approaches and reflect

on how they may do something differently in the future. Natural consequences such as tidying up our own mess are preferred over negative sanctions.

### **SEND and behaviour** - Social, emotional and mental health difficulties

At Banks Lane Infant and Nursery School we recognise that children and young people may experience a wide range of SEMH needs which manifest themselves in many ways.

Behavioural difficulties do not necessarily mean that a child has SEN. However, consistent disruptive or withdrawn behaviours can be an indication of unmet SEN.

Where there are concerns about behaviour the Pastoral Manager, class teacher and SENCo work in partnership with parents to determine any underlying factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues or difficulties with relationships at home. We draw on the expertise and knowledge of professionals such as Primary Behaviour Support, Parenting Team and Primary Jigsaw where necessary.

A range of positive intervention strategies and flexible approaches are then implemented to support the child in school.

If a child has a more complex or significant need, a SEN Support Plan will detail all the provision that is given to support the child and school in working towards specific outcomes. A wide range of opportunities for social and emotional development are included in our taught curriculum, such as circle time, PSHE and Restorative Approaches.

### **Challenging behaviour**

Our young children come to school with differing backgrounds, experiences & needs.

Challenging behaviour may include physical aggression, refusal to cooperate, verbal abuse, attempting to run away, shouting or physically disrupting the classroom. In all cases it is our role to establish 'drivers' for the behaviours, any triggers and appropriate actions for the child.

Sanctions for undesirable or challenging behaviour may include:

- Expressing disapproval
- Withdrawal of attention, if appropriate
- Praise of other children displaying desirable behaviours
- Reminders of the class code
- Time out for thinking or to calm down
- Parents contacted
- Natural consequences such as tidying up or completing missed work at another time

### **Reasonable Force in Schools (DfE 2013)**

School staff have the powers to use 'reasonable force' to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Reasonable force means 'using no more force than is needed' and the decision on whether to physically intervene is down to the professional judgement of the staff member concerned.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts

In our school, staff are Team Teach trained in the appropriate use of physical intervention by Stockport Behaviour Support Services. Team Teach focuses on positive approaches, identifying triggers and de-escalation.

Any complaints regarding the use of reasonable force will be thoroughly, appropriately and promptly investigated, drawing on school processes, including Allegation Management and the Complaints Procedure. School has a duty of care towards staff and will provide any appropriate pastoral care.

Headteachers have the power to exclude pupils. In extreme cases, temporary or permanent exclusion or internal isolation may be considered.

## **Bullying**

Bullying is not tolerated at Banks Lane Infant & Nursery School and any allegations will be investigated and dealt with promptly.

*Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated over time, which involves a real or perceived power balance.*

**Our child friendly bullying definition is:**

*'Actions or words by a person or group used to deliberately hurt someone else, usually (but not always) repeatedly.'*

It is important that children falling out and one off acts of aggression are not viewed as bullying. Incidents become bullying when there is an imbalance of power. Our young children are at an early stage of learning about healthy relationships, conflict resolution, managing their own feelings and behaviours and working as part of a group. We use the principles of Restorative Approaches to help support children to work together to rebuild and repair relationships when they have broken down. Our **Anti-bullying policy** can be found on the school website.

## **6. Parents and Carers**

Parents are made aware of the school's approaches to behaviour at induction prior to school entry through our induction materials.

Parents are expected to support the school strongly in maintaining good order and will be informed of their child's behaviour where appropriate.

Parents are required to:

- Abide by the Home-School Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour and for their child to be an ambassador of the school at all times.
- Share any concerns they have regarding their child's education, welfare, behaviour and life School with the pupil's classroom teacher, Pastoral Manager or Headteacher.
- Support their child's independent learning.
- Support the school's decisions in relation to behavioural issues, whilst having the right to question School's decisions regarding their child's behaviour.
- Ensure that their child correctly presents themselves as a pupil of Banks Lane Infant and Nursery School, in accordance with the school's Uniform Policy.

## **7. Smoking policy**

In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents/carers, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke. This includes e-cigarettes.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

## **8. Searching, Screening & Confiscation**

DfE guidelines (January 2018) state that "Schools must make clear in their school behaviour policy and in communications to parents what items are banned"

The guidance lists the following as 'what can be searched for' under the legal framework:

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause injury, or damage to property; and
- Any item banned by the school rules which has been identified as an item which may be searched for.

The school unwanted or 'banned' items list includes but is not limited to:

sweets, chewing gum, jewellery, fizzy drinks, glass bottles, unnecessary money, medicines (other than those prescribed and managed by staff), make-up/lip gloss/stick, perfumes or creams (unless for medical reasons and in agreement with the teacher), mobile phones or any items inappropriate to the age of the children or to the school environment.

In most cases of unwanted/ banned items appearing in school, children will be encouraged to allow the teacher to place the item in a safe place 'out of reach' so that the item/s can be given to the parent/carer at the end of the day.

If staff become aware that a child may be in possession of unwanted/banned items they may ask the child to turn out his or her pockets and to provide his or her book bag so that the contents can be checked. Given the age of our children this would be done sensitively and objection or refusal would be unlikely. If staff remained concerned at this point, a telephone call would be made to the parent/carer requesting support.

## **9. Monitoring and review**

This policy will be reviewed bi-annually by the headteacher and governing board, who will make any necessary changes and communicate this to all members of staff.

