Growing Together, Learning for Life



BANNOCKBURN
Primary School

Behaviour and Positive Relationships Policy

Date of Last Review:	September 2026
Approved by:	ACMs (September 2026)
Date of Next Review:	September 2027

Contents

	Page
1. Our Vision	3
2. Aims	3
3. Legislation and Statutory Requirements	3
4. Definitions	3
5. Bullying	4
6. Expectations of Staff	4
7. Class Rules	5
8. Expectations of Parents/ Carers/ Guardians	5
9. Expectations of Pupils	5
10. Moving around the School	5
11. Behaviour outside of School including online	5
12. Pupils and Mobile Phones	6
13. Motivating Appropriate Behaviour	7
14. School Procedures for Encouraging Good Behaviour	8
15. Dealing with Inappropriate and Unsafe Behaviour	10
16. Behaviour Categories	12
17. Dealing with Serious Incidents	13
18. Playground Code of Conduct	14
19. Incidents	14
20. Reasonable Force	16
21. Procedures for Fixed Term and Permanent Exclusions	16
22. Internal Exclusions	16

OUR VISION

At Bannockburn Primary School our vision is to create a learning environment where all members of the school community feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where learners work collaboratively and in partnership to ensure the quality of learning is of the highest standard.

1. AIMS

This policy aims to:

1. Provide a holistic environment where pupils can develop socially, emotionally, physically, spiritually, and academically in a safe and secure environment.

2. Encourage a calm, purposeful learning environment in the school.

3. Foster caring attitudes and to celebrate diversity so achievements in all areas are acknowledged.

4. Encourage increasing independence, responsibility and self-discipline.

2. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- *Behaviour in Schools: Advice for Headteachers and School Staff (February 2024)*
- *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)*
- *Searching, screening and confiscation (July 2022)*
- *Keeping Children Safe in Education (September 2026)*
- *The Equality Act 2010*
- *Use of reasonable force in schools (July 2013)*
- *Supporting pupils with medical conditions at school (December 2015)*

It is also based on the *Special Educational Needs and Disability Code of Practice (January 2015)*

3. DEFINITIONS

Negative behaviour can be defined as:

- Disruptions in lessons, in corridors between lessons, and at break and lunchtimes.
- Deliberate non-completion of classwork
- Not exhibiting the School's Values
- Repeated breaches of the school expectations and ethos
- Any form of bullying or harassment
- Any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic, misogynistic, misandric or discriminatory behaviour
- Possession of prohibited items. These could include: knives or weapons, alcohol, illegal drugs, fireworks or pornographic images or any item that the school reasonably suspects has been, or is likely to be, used to cause injury to, or damage to the property of, any person.

4. BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, coercion
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Online bullying	Bullying that takes place online, such as through socialmedia, messaging apps or gaming sites

5. EXPECTATIONS OF STAFF

The following expectations are agreed by staff in the school.

1. To be an exemplary role model for pupils and colleagues.
2. To respect all pupils and treat them fairly by the implementation of consistent rules and sanctions/ appropriate behaviour management strategies.
3. To ensure that all parties (pupils and adults) have been given time and space to talk about their own perception of events prior to any consequence.
4. To give all parties an opportunity to reflect on the impact of their actions. For example:
   (i) What were you feeling?
   (ii) What are you thinking and feeling now?
   (iii) Who has been affected and how?
   (iv) How can we move forward from here?
5. To show an awareness and understanding of attachment and pupils' individual needs when implementing a range of appropriate behaviour management strategies.
6. To raise pupils' self-esteem and develop each pupil's full potential.
7. To provide a challenging and inclusive curriculum.
8. To create a safe and stimulating environment that supports pupils' learning.
9. To not use particular subjects or activities as a sanction as this undervalues that subject/activity.
10. To avoid the use of sarcasm to embarrass a pupil.
11. Adults avoid shouting unless in extreme situations, such as trying to prevent an accident from happening.
12. To record incidents on CPOMS and report to SLT any significant/unsafe behaviour.
13. Behaviour Learning Mentors to track patterns and identify any particular trigger points at the end of every month and share report with Behaviour Lead. The Behaviour Lead to share any significant patterns or concerns with school leaders.

6. CLASS CHARTERS

- Every class should devise their own rules based around the school values
- Rules need to be concise and clear (positive language and up to a maximum of five rules)
- Display rules within the classroom, ensuring they are in clear view to the pupils
- Refer the class to the rules when appropriate
- Discuss class rules in teaching teams to encourage general consistency between classes
- Review as appropriate.

7. EXPECTATIONS OF PARENTS/CARERS/GUARDIANS

As part of the Home/School Agreement parents are expected to support the school's Behaviour and Positive Relationships Policy.

1. To make pupils aware of appropriate behaviour in all situations and to be aware of the school values and expectations.
2. To encourage independence and self-discipline, to show an interest in all that their pupil does.
3. To foster good relationships with the school and to support the school in the implementation of this policy.

8. EXPECTATIONS OF PUPILS

The following expectations should be developed and agreed by pupils in the school:

1. To work to the best of their ability, and allow others to do the same
2. To treat adults and pupils with respect and to be aware of the impact of their behaviour on others
3. To follow the instructions of the school staff
4. To engage in the learning provided during lesson time. Any children will have the opportunity, should this be deemed appropriate to sit with an adult before school, at lunchtime or after school to complete any missed work
5. To take care of and respect property within the school environment and community
6. To uphold our School Values
7. To recall events with honesty and reflection
8. To wear the correct school uniform as outlined in the uniform leaflet available in both school offices.

9. MOVING AROUND THE SCHOOL

Adults are responsible for pupils moving around the school safely. Pupils must move quietly and keep to the right on the stairwells. Adults need to teach pupils appropriate behaviours for moving around the school.

Adults ideally should lead their class from the front of the line when moving about the school, while at the same time repositioning themselves as necessary to ensure their line is moving calmly and safely.

Adults can be positioned on the stairs or along the line to assist/ monitor the pupils.

10. BEHAVIOUR OUTSIDE OF SCHOOL INCLUDING ONLINE

The school strives to work in partnership with parents to enable consistent messages between home and school. If the school has any concerns regarding a pupil's behaviour outside whilst outside of school, we will inform

parents/carers. Pupils who walk to/from school without an adult in Years 5 and 6 follow the Home Alone Agreement. School reserves the right to remove this privilege should a pupil's behaviour be deemed unsafe or inappropriate either within or outside of school.

School visits follow the same high expectations of pupils. Pupils and staff are reminded that they are representing the school at all times.

What the law allows:

- Teachers have the power to discipline pupils for misbehaving outside of the school premises *'to such an extent as is reasonable'.*

Pupils will also face consequences to unacceptable behaviour choices online.

Examples of unacceptable behaviour includes:

- Inappropriate use of social media;
- Sending abusive messages over the internet, or through social media apps
- Sending adult content which include nude/semi-nude images or videos over the internet or through social media apps.

Consequences of inappropriate behaviour in these circumstances will follow the school's behaviour sanctions, and in in serious circumstances may result in suspension or permanent exclusion from the school.

School may create sanctions for pupils in the following instances:

- when a pupil is taking part in any school-organised or school-related activity
- when a pupil is travelling to or from school
- when a pupil is wearing school uniform (this can be when a child out of school hours)
- when in some other way they are identifiable as a pupil at the school
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. In this instance, all evidence will be taken into consideration and will be investigated.

11. PUPILS AND MOBILE PHONES

Only Year 5 and Year 6 pupils are permitted to bring mobile phones into school. Upon arrival in school all mobile phones are dropped off at the main entrance in class boxes and then kept securely in the office throughout the day. Mobile phones are returned to pupils at dismissal only. In the event of a pupil found in possession of a mobile phone during the school day, or where content on the phone is of concern, the mobile will be removed from the pupil and kept in school until the parent/carer can collect it.

To support the safe and responsible independence of pupils in Years 5 and 6 who walk to or from school alone, the school recognises that some parents may choose to allow their child to carry a mobile phone for communication and safety purposes. Mobile phones must remain switched off and out of sight at all times on and around school premises, including during arrival, dismissal and waiting in or around and outside the school gate. On arrival to school, pupils are expected to turn mobile phones off, in line with the values set out in the school's Behaviour and Relationships Policy. Pupils who are seen by school staff using their mobile in or outside the school premises will receive the following consequences:

First incident– Children will receive a verbal warning from a school staff member not to use their mobile phone.

Second incident – Children will miss their break time that school day

Third incident – Children will have their Home Alone permission revoked by the school and will need to be brought and collected by an adult for one school week. Any further incidents will increase the time that Home Alone permission is revoked.

Any misuse of mobile phones outside school that causes distress, harm, or disruption to others (including on the journey to or from school) may result in school sanctions, in line with the Behaviour and Relationships Policy.

The school encourages all parents to regularly discuss safe and respectful mobile phone use with their children, particularly if they are allowed to walk home alone.

12. MOTIVATING APPROPRIATE BEHAVIOUR

Preventative measures

- Raising pupil self-esteem
- Communicate a sense of importance; praising pupils in making the right choice
- Ensure successful experiences
- Emphasise pupils' responsibility through providing choices
- Ensure RSE, Personal Development and British Values are a regular part of the taught curriculum
- Vary groups in class according to friendship and positive collaborative learning
- Display and celebrate pupils' learning.

- Nurture
- Use the *Boxall Profile* to assess the level of social emotional development and identify any unmet attachment needs. Use this also to monitor and review progress in these areas
- Provide a range of play-based activities within a nurturing setting for pupils with unmet attachment needs
- Provide access to a key adult on a regular basis to help promote a secure attachment style.

- Pupils with Additional Needs
- Require consistent behaviour management that has clear boundaries
- Individual pupils may have specific targets on a plan linked to their special educational needs
- Expectations remain high for pupils with additional needs within their own capacity and ability. Pupils with more significant needs, linked to communication and understanding, are allocated adult support.

- Offering a well-planned curriculum
- Aim for quality teaching which encourages breadth of exploration, representation and balance in the pupil experience of the wider curriculum
- Ensure good and flexible preparation of activities matched to pupil abilities ensuring scaffolding and challenge where needed
- Vary lesson pace
- Plan for and support SEND and EAL pupils – effective use of adaptive teaching to put scaffolds in place
- Plan for other adults in the classroom
- Set challenging but achievable goals
- Explain tasks well
- Have back up self-sustaining activities ready and accessible.

- Providing spiritual, moral, social and cultural education
- Each class is to engage in Personal Development sessions to:
    - Develop clear rules for relationships
    - Teach pupils to respond positively
    - Help pupils to be empowered; to stand up for their beliefs

- Good classroom management of time
- Establish clear routines (end of lessons/day and activities)
- Visual timetable displayed
- Allow time for clearing up, questions, and pupils to finish work
- Allow pupils to organise their own time and tasks where possible
- Plan for quality extensions for pupils who need to be challenged

- Evaluate their own and other's completed learning *(Self and Peer Learning and Assessment).*

▪ Good classroom management of resources
- Have clear movement routes
- Arrange furniture to allow for maximum learning to take place and pupils to sit comfortably
- Allocate clear curriculum areas in the classroom, and label where appropriate
- Ensure resources are easily available and kept tidy
- Discourage wastefulness
- Develop pupils' independence
- Celebrate pupils' work effectively, such as classroom displays.

▪ Enable Good Behaviour for Learning
- Ensure pupils know the expectations and what they should be doing
- Seat pupils appropriately for collaborative learning
- Give pupils the opportunity to assess and improve how they approach learning
- Reinforce their positive actions verbally *("I liked the way you...").*

▪ Climate for learning
- Vary teaching style and make use of Kagan strategies, when relevant
- Engage all pupils with interesting learning experiences
- Be clear about the relevance of classroom tasks
- Cultivate a learning environment that is safe and purposeful
- Create a climate where pupils have equal status
- Work towards an ethos where pupils can have an increasing role in shaping classroom learning
- Be explicit in expectations of what constitutes achievement and encourage pupils to try the best they can
- Support pupils to try new things and understand that mistakes are part of the learning process.

13. SCHOOL PROCEDURES FOR ENCOURAGING GOOD BEHAVIOUR

Aim: To show pupils that appropriate behaviour is both valued and worthwhile. We do this by:
- Reminding pupils of our School Values/expectations
- Recognising and responding to the pupils making the right choice
- Supporting pupils to understand how theirown achievements are positive and that they, as individuals, are valued by the people around them
- Giving praise as reinforcement
- Making expectations clear
- Discouraging unacceptable behaviour
- Encouraging honesty when reflecting.

School Values

Each class displays our 22 School Values, as well as negotiated class rules. These should be bright stimulating displays that clearly indicate the Value of the Month. The Value of the Month should also be clearly displayed on each classroom door.

Our School Values	
Unity	Respect
Positivity	Cooperation
Care	Kindness
Determination	Effort
Appreciation	Responsibility
Inspiration	Friendship
Equality	Humour
Empathy	Forgiveness
Resilience	Perseverance
Equity	Honesty
Patience	Fairness

Playground Code of Conduct

At Bannockburn we set high standards and expectations about the curriculum and the spiritual, moral and social environment in which staff and children work. Staff see their role as enabling children to be successful learners and to deal with and resolve the complexities of life in positive and socially responsible ways. Staff show positive role models in everything they do; promoting respect of each other's rights. Our playground code of conduct has been developed with children, staff, parents & Academy Committee Members to help create a caring ethos in the playground which is in line with this policy and the Child Protection and Safeguarding Policy.

Playground Aims:

- To ensure that pupils are safe
- To give pupils opportunities to develop their social skills through playing and interacting with other pupils and adults in a stimulating and caring environment
- To have a consistent and effective reward and sanction system
- To employ a direct approach which focuses on problem solving and enables pupils to take an active role in finding a solution to the problem.

House Teams

The House system creates friendly competition, promotes good work and behaviour, encourages teamwork, provides opportunities to take on responsibilities and brings everyone in the school together. The pupils are given the opportunity to win house points for their team. House points are given for pupils for going *'above and beyond'* what is normally expected of them at school. House points totals, across all year groups, are shared in our weekly Achievement Assemblies. House points scores are kept throughout the year, culminating in the presentation of the House Cup to the winning team. The winning team participate in a house reward at the start of the following academic year.

Achievement Assemblies

Every Friday the school will provide an Achievement Assembly on both sites in order to celebrate exemplary behaviour, personal achievements and excellent attendance.

Merit Certificates

Celebrated during the weekly Achievement Assembly, one child from each class is chosen. Merit certificates are awarded based upon pupils achieving a personal target, exemplary behaviour, modelling school values etc.

Bannockburn Bistro

Every Friday the school will host the Bannockburn Bistro on both sites. Based upon exhibiting good dining room manners, pupils will be invited to have their lunch at the Bistro.

Always Club

Each week pupils (eight per year group) are chosen to participate in Always Club. Individuals are chosen based upon consistently showing the School Values. Activities vary each week and are weather dependent.

Class Bear in Reception

Each class in Reception has their own class teddy bear that is taken home each weekend by a pupil who has shown our school values. The pupil is asked to take photos with the bear during their weekend and then write (or get help writing) in a book to share the activities with the class the following week.

Weekly Attendance

Each week the classes with the highest attendance are celebrated during the weekly Achievement Assemblies across both sites. The celebrated classes at High Street are given a certificate and bear to display in their classrooms. For the Manor Way site points are gained for best attendance. These points go towards a reward for the whole class at the end of the school year.

Star of the Day (Reception)

Each day one child is chosen from each class for showing excellent behaviour. The following day that child gets to sit on a specially decorated chair every time there is a whole class learning opportunity.

Individual Attendance

Bannockburn encourages all pupils to attend school every day. Those pupils who achieve 100% attendance on a termly basis are celebrated in assemblies and awarded additional house points. For those pupils in Year 6, who have the highest attendance since starting in EYFS/KS1, an additional celebration is awarded in the Summer Term.

Sharing of Good Work

When pupils have shown exceptional effort they are encouraged to celebrate their work by showing it to a member of staff of their own choice. The chosen piece of work is then photocopied and sent home.

Reward Trips (KS2 only)

Pupils are selected due to their exemplary behaviour and attitude to learning throughout the term. Pupils enjoy a variety of events, such as exploring a museum, visiting an art gallery or cooking in the community kitchen.

Year 6 End of Year Awards

Pupils are nominated by staff members for a variety of awards linked to their efforts and achievements over time. Teachers and staff ensure a balance of children through positive reinforcement.

14. DEALING WITH INAPPROPRIATE AND UNSAFE BEHAVIOUR

Consequences

- The aim of a consequence is to discourage future inappropriate behaviour.
- The consequence should be appropriate to the situation and pupil.

Pupils need to have a clear understanding of how actions can have consequences.
Consequences need to:

- Be fair and consistent
- Be appropriate to the pupil's understanding and also their current situation, both inside and outside of school
- Be discussed with each pupil in a safe area ensuring the pupil's dignity is maintained
- Be communicated in a firm, yet respectful way
- Communicate that the behaviour choice is unacceptable (not the pupil) – try to de-escalate the behaviour before it becomes a problem.

Behaviour procedures

If behaviour is not appropriate, the following will happen:

Stage 1 Remind pupil of appropriate behaviour/rule reminder.

Stage 2 If inappropriate behaviour continues, give 'time out' in the classroom at a designated place (Early Years and KS1). Length of time is to be appropriate to the age of the pupil.

Stage 3 If behaviour continues, or class teacher feels it is more appropriate, then the pupil can be given 'time out/reflection' independently or with another appropriate adult. This may take place immediately or at a later point on the same day. This may take place in the classroom or in another suitable room such as the Leadership room, Woodlands or Orchard.

Pupils **should not** be sent to sit outside the classroom or staffroom.

Teachers are to keep a member of the School Leadership Team informed if a child's behaviour becomes a cause for concern. Parents/carers should also be kept updated; this may be through informal meetings at the end of the day, or for a more serious concern, in a formal meeting that may also be attended by the team leader or a member of the School Leadership Team.

Team leaders have a responsibility to ensure class teachers within their year group are keeping parents/carers informed of any behaviour concerns about their pupil's behaviour.

Stage 4 Pupil meets a member of the School Leadership Team to discuss behaviour choices. Team Leaders meet with parents/carers

Stage 5 For more serious, unsafe behaviours a member of the School Leadership Team will be contacted immediately to determine next steps.

Parents/carers are contacted to attend a meeting with a school leader. Feedback following the meeting is given to the class teacher/ team leaders. While SLT meet with a child during stage 4 and stage 5, they may also be a point of contact at any stage.

Pupils with unmet attachment needs (for example, Children in our Care - CIOC), post-LAC and those linked to child-protection issues) may need a more developmental approach to managing their behaviour. This may include having access to a key adult, a safe place and access to more play-based activities in order to reduce the academic demands made on them at certain times. This will help enable them to develop a secure attachment style. Only then will they be able to improve their behaviour and progress with their learning.

15. BEHAVIOUR CATEGORIES

Please note that this table is a guide only and teachers need to use their professional judgement when deciding which category a behaviour falls into.

Stage	Choice of Behaviour	Suggested Responses
Level 1	• Inappropriate noises and attention-seeking behaviour • Answering back • Calling out • Inappropriate voice tone, body language, or language • Chewing gum • Littering • Rocking on chairs • Running on stairs • Not following adult instructions • Work avoidance • Talking over others • Not settling to work • Being argumentative • Being out of their seat	Praise ofother pupils Eye contact Useofpupil'sname Pause when speaking Gentle touch on shoulder/pat on back Reminder of school values Discrete reminder away from audience
Level 2	• Disrupts others when transitioning around school • Misuse of school equipment • Repeated and deliberate shouting/calling out • Minor theft • Spitting on objects	Seat somewhere else (in class) without distractions Set a time limit to improve behaviour Reminder of expected behaviour Encourage a return to good behaviour *'Loss of learning time can equate to loss of break time'* Record made on CPOMs (Stage 2 or above) Class teacher to check Playground Code of Conduct records to avoid overlap of consequences
Level 3	• Physical abuse - Deliberate but not severe (pulling hair, poking, spitting, pushing & tripping • Verbal abuse – Deliberate swearing, offensive name-calling, harassment, laughing at, open rudeness, provoking or victimising others • Rude gestures • Throwing objects • Deliberate vandalism of property or misuse of resources e.g. scissors • Hiding from adults • Endangering other people on stairwells or confined spaces e.g. corridors. • Spitting on people • Self-exiting classroom without permission	Reflection time in a different room Inclusion Team involvement/ Behaviour Plan/ involvement of other agencies Letter of apology. Parent/carer to meet class teacher/team leader Possible Internal-Exclusion (at pupil's regular site). Withdrawal from next school trip, event or school journey. Withdrawal of opportunities to represent the school e.g. sports teams Withdrawal of Home Alone agreement. School to contact the parent/carer of the 'other pupil' who has been negatively impacted by the behaviour
Level 4	• Intentional racist or homophobic incident/language (in addition to any other prejudicial language) • Extreme, repeated & deliberately offensive verbal abuse, harassment or bullying • Physical assault • Unmanageable behaviour, severe constant	Internal-Exclusion (at opposite site) Fixed Term Exclusion Permanent Exclusion Refer to Fair Access Panel (with parental consent) Lunchtime/Morning Break exclusion Parent/carer to meet with School Leaders School Leaders to get advice from Borough

Level 5	• Bringing in or using offensive weapons* • Aggressive outbursts and or fighting potentially involving injuring others • Major vandalism	Immediate removal from the situation and safeguarding response. Parents/carers contacted. Incident investigated and recorded. Suspension or permanent exclusion where appropriate in accordance with statutory guidance. Police may be contacted where required Suspension, may be considered where the behaviour is serious or presents a significant risk of harm.

If a child consistently makes poor behaviour choices, they may lose the opportunity to participate in community events, school trips, or extracurricular activities, as these are privileges that require responsible behaviour.

Prohibited Items

The following items are prohibited in school: chewing gum, lighters, matches and tools.
This is not an exhaustive list and the Headteacher may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

*Offensive Weapons: Section 1 of the Prevention of Crime Act 1953 provides that an offensive weapon is "any article made or adapted for use for causing injury to the person, or intended by the person having it with him for such use by him or by some other person." Each incident including an offensive weapon will be reviewed on an individual basis.

Repeated or persistent misbehaviour

We need to be aware that there are experiences in school that can trigger off pupils' patterns of behaviour. These triggers may relate to learning, peers, adults/authority, end of day dismissal, time of the day, activities, noise levels or organisations.

By *recording inappropriate behaviours*, we can

- Increase our awareness
- Recognise potentially disruptive situations
- Attempt to minimise them

E.g. some pupils may be unable to co-operate in a group situation for very long and they would require close observation/greater input.

If a pupil regularly receives sanctions for poor behaviour and a pattern is detected, this should be highlighted to the pupil in a pastoral meeting. The parents/ carers should also be informed of this information. The Inclusion Team should also be involved if a pattern is detected to determine if extra support is needed for the pupil. All pupils whose have an EHCP with targets for behaviour may benefit from a behaviour chart, completed by the teacher and shared with the parent/carer.

16. DEALING WITH SERIOUS INCIDENTS

The school has the right to take measures to keep all pupils and all adults on site safe. These measures include:

a. The legal right to confiscate items from pupils that are harmful or detrimental to school discipline
b. School has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon
c. A legal duty on schools to make provision to tackle all forms of bullying

- Key staff members are trained and hold certificates for safe handling

d. Staffmembersmay be called upon as necessary to assist in extremely challenging situations
e. If appropriate, school reserves the right to contact Children's Services.

Sexualised Behaviour

Sometimes it is difficult to be sure what action to take regarding sexual behaviour and use of explicit language. If in doubt, seek the advice from a Designated Safeguarding Lead.

The Headteacher and the Governing Body of the school have a duty of care to all pupils and staff, and the Behaviour Policy takes appropriate account of the health and safety of all pupils and adults in the school.

There will be zero tolerance of any form of serious assault on pupils or staff.

17. PLAYGROUND CODE OF CONDUCT

The Playground Code of Conduct is shared and made understood by allmembers of the school community. Midday Supervisors are to apply the same system as other school staff when dealing with inappropriate behaviours. The senior midday supervisor (SMS) is to take responsibility for ensuring teachers are informed when pupils' inappropriate behaviours require a consequence. The teacher will then ensure that the pupil's parent/carer is informed. If parents are called, any conversations had or letters sent needs to be recorded.

Encouraging Independent pupils

- Pupils should be encouraged to take responsibility for sorting out their own conflicts in a sensible and reflective manner.
- Adults must take the responsibility for teaching and modelling strategies.
- Adults can follow-up and monitor the pupils' strategies.
- Where a conflict cannot be resolved by talking, an adult should be informed.

Strategies for Resolving Conflict - 3 Steps

- The others listen with no interruptions
- Each pupil has a turn to say:
    1. What the other(s) has/have done to upset them
    2. How they feel about it
    3. How they would like them to behave in future

- No one should interrupt or argue back. They take turns until everyone has had a chance to speak.
- If an adult is there, they encourage that the turns are taken, that pupils stick to the three steps, that they listen to each other and maintain eye contact.
- If the pupils cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate actions.

18. INCIDENTS

In order to cope with incidents successfully we must consider the following: -

a. The adults first responsibility is to ensure the safety of the other pupils
b. The teacher should be given time to reflect on what has happened and meet with colleagues to debrief.
c. An opportunity to give feedback (any resulting outcomes) to the other pupils who may have witnessed the incident.
d. It is expected that all children that have breached the Behaviour and Relationships Policy complete a reflection prior to returning to the playground/classroom

Strategies adults in school can use to motivate good behaviour

Teachers can:	Do this by:
Develop good relationships	• Pupils can show other staff members good work • Give time to talk through problems and investigate incidents • Showing interest (make time, ask) • Show interest in all pupils (especially 'invisibles and shy' children) • Catch them making good choices
Involve pupils in helping each other	• Circles of friends and playground buddies'
Show respect forpupils and expect respect	• Being polite • Insisting on good manners • Value their efforts • Listen or make time later to listen • Be fair and seen to be fair • Be consistent and do what you say (follow through)
Act in a calm manner.	• Model the School Value of Empathy • Take pupils away from stressful situations where others are watching (or may escalate) • Anticipate and prevent problems
Use positive language	• Greet pupils (when enter class, taking register and saying goodbye) • Use positive instructions ('Walk, thank-you' not 'Don't run') • Use descriptive & genuine praise • Use individual, quiet, close talk where possible when pupils need redirecting • Use raised voice strategy sparingly. • Complement pupils

We reward pupils for…	Positive Classroom and Playground behaviours pupils can demonstrate.
Way they treat others	• Wait for another to stop speaking before they do • Taking turns and waiting patiently for their turn • Sharing • Keeping hands and feet to themselves • Looking after own and others belongings • Being polite • Being honest • Treating other people kindly and with respect
Academic studies	• Stayingon task and persevering • Showing resilience • Cooperative learning (Kagan)
Pupil Behaviours	• Entering the classroom in a calm and orderly way • Settling straight away • Managing feelings e.g. anger • Respecting and looking after equipment, fences, and buildings • Following rules/code of conduct • Listen to instructions • Following instructions • Trying to finish work on time • Using appropriate levels of sound and language • Following the classroom rules

19. REASONABLE FORCE

School staff have a legal power to use reasonable force to prevent pupils from causing injury to themselves or others, damaging property, or seriously disrupting the orderly operation of the school. This power applies to members of staff authorised by the school and, where applicable, to other adults temporarily placed in charge of pupils by the Headteacher.

The use of reasonable force should always be a **last resort**, where other strategies have been unsuccessful or would not be appropriate given the immediate circumstances. Any physical intervention must be **reasonable, proportionate and necessary in the circumstances**, and should take account of the individual pupil and the level of risk presented. Staff should use the minimum degree of force necessary and for the shortest time necessary to prevent harm or manage the immediate risk.

The decision about whether physical intervention is necessary is a matter for the professional judgement of the member of staff involved, based on the circumstances at the time. There is no requirement for staff to obtain prior permission before using reasonable force where immediate intervention is necessary to protect a pupil, another person or property.

At Bannockburn Primary School, reasonable force may be used, where necessary and proportionate, to:

- remove a pupil from a classroom or other area where they are behaving disruptively and have refused to leave following a reasonable instruction, where physical intervention is necessary and appropriate;
- prevent a pupil from behaving in a way that seriously disrupts a school event, educational visit, trip or other school activity;
- prevent a pupil from leaving a classroom or other supervised area where doing so would place them or others at significant risk of harm;
- prevent a pupil from attacking a member of staff or another pupil, or to separate pupils who are fighting;
- prevent a pupil from causing serious damage to property where intervention is necessary to prevent injury or significant harm.

Reasonable force will **not** be used as a punishment or as a routine response to non-compliance. Staff will, wherever practicable, use de-escalation, verbal communication and other appropriate strategies before physical intervention.

Any use of reasonable force will be reported to the Headteacher or an appropriate senior member of staff and recorded in accordance with the school's procedures. Parents/carers will be informed where appropriate, particularly where physical intervention has resulted in or could reasonably have resulted in injury, or where the incident is significant. The school will provide appropriate support following an incident and will consider whether any changes to risk assessments, behaviour support, pastoral provision or other reasonable adjustments are required.

20. PROCEDURES FOR FIXED TERM AND PERMANENT EXCLUSIONS FROM SCHOOL

Following the Education and Inspection Act 2006, our school closely follows the government guidance on exclusion from schools: - Suspensions and Permanent Exclusion Guidance (September 2023).

21. INTERNAL EXCLUSIONS

In the event of an internal exclusion, the pupil's parents/carers will be notified by the Headteacher or Head of Site. The Headteacher will decide how many days the exclusion will be in place for. Parents/Carers will be informed on the same day. The Inclusion room may operate different start and finish times compared to the rest of the school. Removal from the classroom should only be used for the following reasons:

- To maintain the safety of all pupils and to restore a stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- To allow the pupil to regain calm in a safe place.

The following procedures are used as guidance:

- The class teacher of the excluded pupil will need to set work for the exclusion
- Work from the class teacher must be sent to the site where the pupil will be based
- No work is expected to be set during the lunch period
- Parent/Carer must drop and collect the pupil from the main office where the pupil is based for the duration of the exclusion.
- If the pupil needs to go to the toilet during a session, the member of staff supervising must escort them to and from the nearest children's toilet.
- If a pupil's behaviour becomes aggressive, violent or they leave the designated area, staff need to contact a member of the School Leadership team.
- The pupil should not be left unsupervised at any time. If the member of staff supervising the next session fails to turn up, then contact a member of senior management or the office for them to arrange for someone to cover.
- Other members of staff who pass by must avoid engaging with the pupil, unless directed to do s