



LADY BANKES

PRIMARY SCHOOL

BEHAVIOUR POLICY

September 2025

Author	Date of Publication	Date of Review
Kate Needs	1 st September 2025	1 st September 2026

AIMS

'Lady Bankes Primary School is a school for everyone. Pupils really enjoy their learning. They are proud to be part of a school where their rights and responsibilities are promoted and respected. The warm and nurturing relationships between staff and pupils sit at the heart of the school's effectiveness. Pupils are happy and safe. They are proud of their school' (Ofsted February 2024)

We believe that children should be treated fairly, consistently and with their individual needs accounted for, therefore being made to feel valued within the school. All staff are involved in rewarding positive, and modifying undesirable, behaviour to foster an environment conducive to good behaviour and high expectations. Staff will clearly communicate to the pupils that it is the behaviour that is unacceptable and continue to show respect to individuals.

We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

At Lady Bankes Primary School we are committed to promoting positive wellbeing and mental health for all of our pupils, staff and the wider school community. We will strive to create a whole school approach. We are committed to creating an environment where the whole community feels safe, valued and respected. This transcends all our policies which aim to support Children and their families and our staff. These include but are not limited to Safeguarding and Child Protection, Behaviour, Anti Bullying, Attendance, Equality, SEND, RSE.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Our school rules are:

- Be safe
- Be kind and considerate
- Be polite
- Be talented
- Be respectful

Our playground rules are:

- Be kind and considerate
- Be safe
- No contact

RESPONSIBILITIES OF STAFF:

- As stated in the aims above, it is important that staff attempt to behave professionally within school at all times, as this will have a positive effect on the children's actions. This implies that we should:
- Promote good behaviour by an emphasis on work, polite behaviour and by using a consistent system of rewards and sanctions.
- To work in partnership with parents/carers. We realise that families' knowledge of their children is invaluable so try to keep families as well informed as possible. We will always try to listen to and to respond to concerns expressed by pupils, parents/carers and governors.
- Treat all parents/carers/visitors and each other with courtesy and respect and model polite behaviour within our school.
- Remain calm and controlled when dealing with incidents and to focus on the unacceptable behaviour, not the child – to avoid labelling and the child getting the feeling of being 'picked on'.
- 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 and when moving around the building.
- Treat each child fairly and enforce the classroom / school code consistently. The staff should treat all children with respect and understanding.

CLASSROOM PROCEDURES:

- All members of staff are encouraged to adopt a positive approach to behaviour management.
- All classrooms should be calm, quiet working environments in which everyone is treated equally and with respect.
- Children will be actively taught the school and playground rules and procedures through assemblies and teacher lead-class discussions.
- School and playground rules will be displayed clearly in all classrooms.
- Expected behaviours must be explicitly explained or demonstrated.
- Praise should be given once a child demonstrates the expected behaviour.
- A range of strategies to encourage appropriate behaviour should be used, before sanctions are applied:
 - Praising children who are behaving appropriately
 - Moving next to the targeted child
 - Making eye contact with the child
 - Pausing/waiting for compliance
 - Asking the child a question
- All children should observe social distancing requirements
- All children must refrain from touching their peers whilst in the classroom or when playing
- All children must follow the requirements for handwashing and hygiene

REWARDS:

Children will be taught that there are positive consequences for keeping school and playground rules and that there will be negative consequences for breaking them. Rewards

of all kinds are encouraged. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

CHILDREN ARE REWARDED AND PRAISED WHEREVER POSSIBLE IN A VARIETY OF WAYS:

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work. Children may be sent to the head teacher for commendations. Children will be taught that there are positive consequences for keeping school rules and that there will be negative consequences for breaking them. Individual teachers reward children and praise good work and behaviour through: verbal praise, positive comments on work, celebration of good work through display and through the awarding of house points.

HOUSE POINTS:

We have a House Points system which is based upon a daily policy of awarding points. When the children enter Reception, they are allocated to one of four Houses; Red, Blue, Green and Yellow. Through their own endeavours they can then earn house points for their team. House points are awarded for good work, effort, achievement and exemplary behaviour.

We encourage not only class teachers to award house points but also all staff in school, including teaching assistants, midday supervisors, administration staff and caretakers. The House Captains announce the House with the highest total of points for the previous week to the rest of the school. Each week a shield for the winning house is displayed in the school entrance. There will be a running total and the house with most points will have a non-uniform day each half term.

A merit certificate is awarded for attitude, behaviour, or outstanding achievement to at least one pupil in each class each week. Individual teachers keep a record of the pupils who are awarded, to ensure all children receive certificates and that they are not always receiving awards for the same reasons.

Good behaviour in class may be rewarded with an item from the Assistant Heads and Headteacher prize boxes.

GOOD CHOICES AND WRONG CHOICES:

From Nursery to Year Six all staff use the same language when talking about behaviour. All staff talk about making **good choices** and **wrong choices** to ensure a consistent approach across the school and also to ensure we are addressing the behaviour choice a child makes.

SUSPENSIONS OR PERMANENT EXCLUSION:

Suspensions (up to 45 days per year) or even permanent exclusion from school is the ultimate sanction in the chain of disciplinary measures. These measures would be considered in serious cases such as extreme violence, major bullying incidents, severe destructive or disruptive behaviour.

The school will always seek advice from outside professionals if they have concerns regarding a child's behaviour, and try and seek support and advice when a child is at risk of suspension or permanent exclusion.

The initial decision to suspend a child can only be taken by the Head. The parents of the pupil are informed in writing of the suspension, its length and the reason for it. They are also told of their right to appeal to the Governors. The Chair of Governors and the LA (Local Authority) are also informed. All this is done on standardised documentation.

It is acknowledged by the school that many children may have particular emotional, social, medical or learning difficulties that may, on occasion, contribute to them displaying challenging behaviour. In such cases, the school aims to work with parents and other professionals to ascertain the problem, attempt to understand it, and put together targets for improvement and ways of achieving these targets. The Head, SENDCo and class teacher may do this during regular discussions.

The SENDCo may decide to inform outside agencies such as an Educational Psychologist or SAS (Schools Advisory Service) team. An Individual Learning Plan or Pastoral Support Plan can also be used to monitor behaviour closely each term.

In some instances making a referral for Early Help to Hillingdon Stronger Families can offer positive and practical support and guidance for the pupil, parents and school.

BEHAVIOUR STAGES:

Stage	Possible Examples of Behaviour	Sanctions	Comments
Stage 1	<ul style="list-style-type: none"> • Swinging on chair • Interrupting/calling out • Losing concentration • Running inside the school building • Silly noises • Pushing in line • Not completing sufficient work in lessons • Talking in assembly 	Quiet reminder Non-verbal signals Change of seating	Some incidents in this stage may result in immediate loss of play. Often praising good behaviour has a positive effect on those not behaving.
Stage 2	<ul style="list-style-type: none"> • Persistent stage 1 behaviour • Rudeness • Affecting other pupils' learning • Inappropriate remark to other pupils • Minor challenge to authority • Being in the wrong place at the wrong time. • Damaging school's/pupil's property • Harmful/offensive name calling 	Miss playtime with class teacher or Year Group Leader	Incidents to be discussed with Year Group Leader.
Stage 3	<ul style="list-style-type: none"> • Persistent stage 2 behaviour • Leaving class without permission • Ignoring instructions • Refusal to stop disrupting the learning of others • Persistent swearing 	Sent to the Head of Year/ Assistant Headteacher Telephone call to inform parents from Year Group Leader/ AHT.	School SLT behaviour log to be filled in by Year Group Leader. Child could be placed on a behaviour chart to closely monitor

	<ul style="list-style-type: none"> • Throwing objects with intent to harm • Continued or more serious cheek/challenge to authority • Repeated refusal to do set task • Highly offensive remarks to children • Poor behaviour in the school diner 	<p>Loss of playtimes /lunchtimes – to be supervised by members of the year group</p> <p>EYFS- child's name will move down the rocket</p>	<p>their behaviour lesson by lesson.</p>
Stage 4	<ul style="list-style-type: none"> • Persistent stage 3 behaviour • Persistent refusal to stop disrupting the learning of others • Harming someone so they need medical help • Stealing • Bullying • Fighting • Offensive comments relating to any protected characteristic e.g. racist comment, homophobic comment • Violence • Very serious challenge to authority • Refusing sanction • Serious misuse of social media which is brought into and affects relationships at school 	<p>Headteacher informed</p> <p>Meeting with Parents, Class Teacher and Year Group Leader/ AHT</p> <p>Loss of playtimes and ban on representing the school and/or trips outside school</p> <p>Fixed period internal exclusion from lessons</p>	<p>Situation to be monitored by teachers, Assistant Headteachers and Headteacher</p>
Stage 5	<ul style="list-style-type: none"> • Persistent stage 4 behaviour • Verbal abuse to a member of staff • Physical abuse to any member of staff/adult • Malicious physical assault on another pupil 	<p>Suspension for morning or afternoon to include a lunchtime</p> <p>Suspension for a fixed term</p>	<p>Advice sought by outside professionals where appropriate</p>

	<ul style="list-style-type: none"> • Harmful sexual behaviour including sexual harassment and online sexual abuse • Deliberate action that could endanger others 		
Stage 6	<ul style="list-style-type: none"> • Bringing an offensive weapon into school • Sexual violence towards another member of the school community • Repeated stage 5 behaviour 	<p>Governor disciplinary subcommittee convened.</p> <p>Permanent exclusion</p>	

COMMUNICATION AND PARENTAL PARTNERSHIP:

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Anti-social behaviour is not condoned. The school has the power to discipline beyond the school gate. It is essential that parents and teachers work together through discussion and action on any problems which develop.

Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required.

These are related government advice that schools can refer to regarding behaviour:
According to DfE Searching, Screening and Confiscation: guidance for schools- July 2022

School staff can search a pupil for any item banned under the school rules, if the pupil agrees.

- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
- School staff can seize any banned or prohibited item found as a result of a search.

According to DfE Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. Causing injury to themselves or others
2. Committing a criminal offence
3. Damaging property
4. Causing disorder among pupils at school, whether during a teaching session or otherwise.

Staff who are likely to need to use reasonable force will have had the appropriate training and will be called on to support colleagues and the pupil. There will always be a suitably trained member of staff to deal with any situations and at least another member of staff as a minimum.

Seclusion- a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving- should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

Any incidents where staff use force or seclusion on a pupil will be reported with the necessary details as set out on p14 of the guidance onto the school's CPOMS.

Lady Bankes Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.