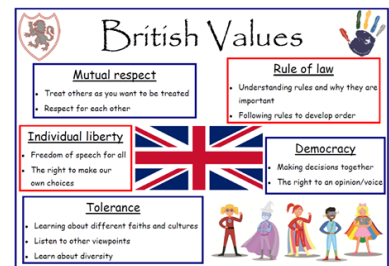


Our approach to behaviour management

Intent

Our hope is that our pupils develop skills and character that will help them succeed in life, equipping future citizens to contribute positively to society, understanding that our actions have consequences. Banks Lane's proactive approach to behaviour management encourages pupils to accept responsibility for their actions, show initiative and understand how they can contribute positively to our school community. We use a restorative approach rooted in promoting accountability and seeking to repair any harm caused.

We promote fundamental British values at Banks Lane Junior School. In Britain, there are consequences if laws are broken. Similarly, we have rules in school and consequences if they are not followed in order to prepare our children for life in modern Britain.



1. Our approach to behaviour management

We encourage high standards of behaviour by linking our actions to our Banks Lane expectations and our Banks Lane Learning Powers of Communication, Collaboration, Curiosity, Resilience, and Reflection.


Our school expectations:

- We will be polite and follow instructions.
- We will complete our work and try our best.
- We will walk sensibly and quietly.
- We will wear the correct uniform with pride.
- We will respect other people's space and property.



We adopt a restorative approach in our school - restorative approaches work to resolve conflict between individuals or groups and to repair harm. They encourage those who have caused harm to acknowledge the impact of what they have done and give them an opportunity to make reparation. They offer those who have suffered harm the opportunity to have their harm or loss acknowledged and amends made. Teachers will do LLL (Listen, Link, Learn) with the pupils involved in order to teach the restorative skills. All incidents are dealt with in a fair, consistent manner through the use of question cards carried by all staff.

Consequences Chart - we have a whole school consequences chart which we refer to. This is to encourage pupils to accept responsibility for their actions, show initiative and understand how they can contribute positively in our school community. Our positive actions have positive consequences and our negative actions have negative consequences.

Consequences Chart	
We encourage pupils to accept responsibility for their actions, show initiative and understand how they can contribute positively in our school community. Our positive actions have positive consequences and our negative actions have negative consequences.	
Positive Consequences	Negative Consequences
<ul style="list-style-type: none"> Individual Group Awards Group certificate awarded in class Star certificate awarded in class Star certificate awarded in class Star certificate awarded in class Year Group Leader certificate awarded in assembly Headteacher certificate awarded in assembly Score 1000 Award Weekly earning team Most friendly writing team award and treat 	<ul style="list-style-type: none"> Level 1 - Low level poor behaviour and attitudes Verbal or non-verbal reminder of expectations 2nd Behaviour Issue written (over a post-it) Penalty tick by name Penalty tick by name Restorative conversation with TA or teacher Level 2 - Continued poor attitude and behaviour Conduct note or treat in school Restorative reflection time with teacher during break or lunchtime Restorative time in another class with a restorative approach team Restorative reflection time with Year Group Leader Parent/Carer contacted Level 3 - Persistent and escalating behaviour Fixed term internal suspension in another class or 10 Restorative meeting with VLE/Parent/governance team Parent/Carer contacted Level 4 - Significant indicator of anti-social or aggressive behaviour Fixed term suspension with clear start and end date, 10-15 days appropriate Suspension of 10-15 days from the school grounds Suspension from internal activities - team events, class events, special events, lead of privilege Suspension from external activities - school trips, off-site learning Fixed term internal suspension in another class or 10 Fixed term suspension from school Parent/Carer contacted from school
<p><i>Your Teacher may also use unlisted rewards with your class</i></p> 	

2. Our positive actions have positive consequences

Praise and rewards are linked to our expectations and Learning Powers and are used to motivate pupils to make helpful choices, building on our culture of achievement and success. We celebrate our weekly awards as a whole school community in our Friday Celebration Assembly.

Celebration Assembly – This is a whole school assembly which is led by Mr Milner or Mrs Owens on a Friday afternoon, where all of our positive consequences are awarded and shared. This assembly is also an opportunity to present any of our pupils' achievements from outside of school.

Individual Awards

Headteacher Award – our most prestigious award allows teachers and Mr Milner to select a pupil from the entire year group to receive the Headteacher award for something exceptional. This can be linked to our learning powers, our expectations, or something else which is above and beyond. These pupils are announced in our weekly newsletter – The Roar.



Headteacher Merit Award – Pupils can collect Headteacher merits throughout the week from adults for exceptional behaviours and attitudes. These are worth 5 Dojos. The merits are collected in a jar and two names are pulled out at random from our top hat during each celebration assembly. These pupils take home the Headteacher merit trophy for the week and their names are announced in our weekly newsletter.

Gold Award - Each class teacher nominates a pupil to receive the Gold Award certificate each week. This award is for demonstrating our learning powers. These are presented to pupils in our weekly celebration assembly.

Banks Lane Junior School Communication, Collaboration, Creativity, Resilience, Reflection	
At Banks Lane Junior School, we are given Dojos for positive behaviour and for producing amazing work during lessons.	
These are the different levels of achievement that we can earn through our behaviour.	
2000 Dojos	Headteacher Level Personal letter from Mr Milner Headteacher certificate in assembly
1000 Dojos	Year Group Level Positive message home from YGL House Colours certificate
750 Dojos	Gold Level Gold certificate
500 Dojos	Silver Level Silver certificate
100 Dojos	Bronze Level Bronze certificate

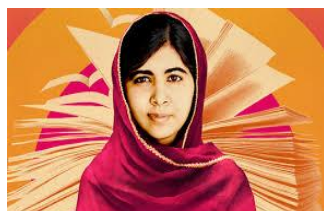
Dojos and Dojo Totaliser – We use Dojos to praise the pupils for demonstrating our learning powers and our school expectations. These are awarded both in and out of the classroom by any adults in school. Each week the pupil, class and team with the most Dojos is awarded a certificate in assembly. The winners are also announced in our weekly newsletter. Our Dojo totaliser outlines the rewards that our pupils can achieve once they have reached a certain number of Dojos across the year. Pupils are rewarded 1 Dojo for attitude, behaviour, manners, kindness and smartness, 2 Dojos for fantastic attitude and individual achievement, 3 Dojos for demonstrating our school learning powers and 5 Dojos for a Headteacher's merit.



Group/Class awards

We have five teams within school and every pupil is allocated to a team. We have Team Captains from year 6 representing each team. These teams compete during the year to achieve the most Dojos and we also use these teams during other school events like sport's day. Our pupils voted for their favourite inspirational person and decided on the following team names:

Dojo Points	
Number of Dojos	Example of positive behaviours
One Dojo	Attitude, behaviour, manners, kindness, smartness, helpfulness
Two Dojos	Demonstrating fantastic attitude, individual achievement
Three Dojos	Demonstrating our Learning Powers
Five Dojos	HT Merit – exceptional achievement



- ❖ **Attenborough** - David Attenborough, the British broadcaster and biologist.
- ❖ **Biles** – Simone Biles – the American gymnast.
- ❖ **Rashford** – Marcus Rashford, the English footballer.
- ❖ **Windsor** – Queen Elizabeth II – the former Queen of the United Kingdom.
- ❖ **Yousafzai** – Malala Yousafzai, the Pakistani education activist.

Dojo Treats – Each half term, the team with the most Dojo points is awarded a Dojo Team Treat. This can be anything from a sport's afternoon to a cinema afternoon. The Team Captains survey their teams and then decide on the treat.

Etiquette award – Etiquette points are awarded to classes each day for demonstrating our school expectations during break and lunchtimes, for example lining up, walking around school and using manners in the dining hall. The class with the most etiquette points each week is presented with the Etiquette certificate and an ice-pop for every member of the class.



Fantastic Attendance Cup – Each week, the class with the highest attendance is awarded with the trophy to display in their classroom.

This is announced in our weekly newsletter. The class at the end of the year with the best attendance receives a class treat.

3. Our negative actions have negative consequences.

We discourage behaviour that undermines learning and confidence, and where pupils are unable to follow our rules. We work alongside parents/carers (and where necessary external agencies) to enable every child to behave in a positive manner and make helpful choices. Our negative consequences can include any of the following and is not ordered:

- Verbal or non-verbal reminder of expectations
- 2nd Reminder (name written down on a post-it)
- First or second tick by name
- Restorative reflection time with teacher during break or lunchtime
- Reflection time in another class with a restorative approaches form
- Parent/carer contacted
- Suspension from lesson, playground or activity
- Fixed term internal suspension in another class or 1:1
- Parental meeting with class teacher, YGL, MLT/SLT as appropriate
- Suspension from internal activities – team treats, class treats, special events, loss of privileges
- Suspension from external activities – school trips, offsite learning.
- Fixed term suspension from school and permanent exclusion from school

4. SEND, inclusion and adaptive practice.

We recognise that behaviour is communication and some of our pupils have not yet developed the age appropriate skills in order to communicate appropriately. When they find things difficult or challenging many of our pupils will be operating in the emotional parts of the brain rather than the thinking brain. Our responsibility as adults is to regulate, relate and reason to help our pupils to develop the skills to communicate their feelings in an appropriate way. Having a SEND need will not prevent a child, who has not met our school expectations, from receiving a consequence, however our school will work with parents/carers to consider your child's SEND need and make reasonable adjustments. We are preparing our pupils for their future, where their actions have consequences and they will be accountable for their behaviour.

5. What would you see in the classroom?

Whilst each classroom is naturally different and each teacher brings their own personalised approach, there are clear consistencies across the school and year groups. All classes follow our school consequences chart and use the same positive and negative consequences. Every class has Dojo and the value of our Dojos is consistent across the school.



The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

6. Zones of Regulation

The Zones of Regulation teaches pupils the skills toward developing a variety of tools for regulation, social skills, self-care and overall wellness. There is a common language to support positive mental health while also being an inclusion strategy for neurodiverse learners and those who may have specific needs in terms of social, emotional and behavioural development. The Zones of Regulation categorises all the different ways we feel into zoned colours – green, blue, yellow and red. Our pupils are taught

that we all experience every zone and colour, and are provided with strategies on how to regulate emotions and bring them into the 'green zone' where they will be 'ready to learn.'

7. Behaviour management, parents and the community

Pupils are more likely to align positively with our school intent and vision if parents/carers are fully supportive of our school's practices and policies. Parents/carers have a really important role in helping our school develop and maintain good behaviour. As a parent or carer, we would advise that you get to know our behaviour policy so that you can support your child to follow our school rules. This can be found on our website.

We will work with you to provide your child with the right support at the right time and keep you updated about your child's behaviour. We will inform you if your child has fallen below our school expectations as well as celebrating what your child has done well, for example with a postcard/e-card or phone call home.