



BAWB Federation Behaviour Policy

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| Reviewed by: | Vicky Collins (EHT) |
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| Governing Board Committee: | School Improvement |
| Link Governor (if appropriate): | Tom Ringland |
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Equality Statement:

At The BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

Christian Vision

This policy has been written and/or adopted with our Christian Vision in mind:

Inspired by the **compassion** of the Good Samaritan, we:
treat one another with **respect** and **kindness**,
using **courage** and **creativity** to help us as we grow and learn.





Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Aims

We aim to ensure that The BAWB Federation of Primary Schools is a welcoming, friendly and safe place where children feel happy and secure so that they are confident to explore new learning experiences.

The purpose of this document is:

- To ensure there is consistency amongst staff in the high expectations of children's behaviour, and their response to children's good or undesirable behaviour.
- To provide children with clear expectations of their behaviour and so enhance their feelings of security at school.
- To promote an atmosphere that is conducive to learning.
- To promote the children's moral development through an understanding of what is right, wrong and why.
- To promote the children's social development within a community.



Our Expectations of Children's Behaviour: EYFS and Year 1

Our behaviour code develops with the child. In Early Years and Year 1, it is kept to three, simple rules:

Our School Promises

Be Kind



Be Safe



Learn Together



The image of the Good Samaritan – the story at the heart of our school vision – is intended to help them remember a well-known story on which to model their own behaviour. Staff are expected to remind the children of these rules and the story throughout the school day.

Staff will support children by encouraging the following behaviours:

Be Kind

- To be considerate to all children, adults, the setting and community as a whole.
- To use appropriate language allowing for national, regional and cultural differences.
- To begin to understand the consequences of their actions to others and to communicate regret for harm and upset they may have caused and find a way to make the other person feel better.
- To show respect for other people's work.



Be Safe

- To move around the setting in a safe and orderly manner.
- To behave sensibly and safely around the setting, with regard to themselves and others.
- To be aware of differences in play indoors and outdoors.
- To take care of resources and the environment.





Learn Together

- To take turns.
- To share.
- To persevere at activities.
- To help others learn



We believe that our expectations of good behaviour will be met mainly through positive reinforcement:

- Providing a stimulating learning environment that encourages pupils to be engaged.
- Developing a positive relationship with pupils: showing care for their feelings, talking about them in positive ways (whether they are in earshot or not), starting each session afresh.
- Spotting good behaviour in all individuals and praising it.
- Inform parents/carers of good behaviour in the child's presence. This can be via an email and the email read to the child.
- Praise the child to another adult in school.

Staff should aim for five [genuine] positive reinforcements for every one negative reinforcement they issue. This improves the efficacy of feedback and is particularly important for children with additional needs.

Children need to learn how to behave in different situations and we employ different strategies in addition to positive reinforcement to help in the process:

- Staff give clear explanations to individuals and groups about how we expect them to behave.
- Adults model appropriate behaviour.
- Adults use positive language e.g. "Good walking" rather than "Don't run".
- Staff support the child to apologise or think of solutions if they have caused harm or upset.
- The difference between an accident and on purpose is explained to children.
- When a child has carried out an undesirable action:
 - Staff tell the child to stop and explain why.
 - If the child repeats the undesirable action they are reminded not to do it.
 - If the child repeats the action again, and it involves an area, for example, the sand, they are asked to play elsewhere and the staff explain why they are being moved.
 - If the child repeats the action in other areas, they are asked to stay with the adult and reflect for a specified time (if appropriate to the child).
 - If an undesirable action has caused some mess, then the child is asked to clear it up (if appropriate).
 - Staff use their knowledge of the children to gauge appropriate rewards and sanctions.



- If a child refuses to change their behaviour and becomes agitated and/or aggressive the child is told their behaviour is undesirable and they are left to calm down, monitored by staff to ensure the safety of the child.
- Once the child has calmed down the adult will talk with them about their behaviour and its consequences.
- If a child's undesirable action has caused **harm** to another child, then both sets of parents are informed when the children are picked up at the end of the session (it is NOT appropriate to mention the other child/children's name to the other parents). This does not apply to minor issues, only where the behaviour has resulted in an injury or serious upset. **In this case, the Headteacher must be informed as soon as possible and certainly well before the parents are informed. In the event of the Headteacher being unavailable, any Base Leader can be informed instead. The incident must be recorded on CPOMS by the class teacher within the same day and the Headteacher and/or Base Leader will add an 'action' to that incident.**

We adopt a hands-off approach; however, there may be extreme and rare occasions when restrictive Physical Interventions (RPIs) may be needed. This is always a last resort and is only used if the safety of the pupil, their peers or staff is being compromised. Staff at the BAWB Federation are trained in the use of safe RPIs. Physical intervention uses the minimum degree of force necessary to prevent harm.

This form of physical intervention may involve staff:

- Physically interposing between children.
- Blocking a child's path or their harmful actions.
- Escorting a child.
- Only in quite exceptional circumstances, staff may need to use more restrictive holds. Where physical restraint has been used, records of the incident will need to be kept. A brief note should be made in the school's Serious Incident Book and an Information Sheet (with body map if appropriate) should be completed.

Some children may persistently exhibit inappropriate or 'distress' behaviours. Please see vulnerable pupils and SEND section below.

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



The BAWB Federation: Bainbridge, Askrigg, and West Burton Primary Schools

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Executive Headteacher: Ms Vicky Collins

The most effective way to prevent bullying is through active supervision at all times and particularly supervision of places such as 'hidden' areas of a playground (such as behind a shed) or cloakrooms.

Staff at our federation promote a no-bullying approach through:

- Being punctual for lessons and supervisory duties and being highly observant
- Ensuring children are supervised at all times
- Ensuring that all incidents of bullying or suspected bullying are reported to the Headteacher
- Responding to and following up all incidents consistently
- Offering the victim immediate support
- Helping both the victims of bullying and the bullies themselves to raise their self-esteem
- Discussing bullying regularly in PSHE sessions
- Promoting opportunities for pupils to share concerns with adults



Our Expectations of Children's Behaviour: Year 2 to Year 6

Our behaviour code develops with the child. From Year 2 upwards, children will be introduced to the more detailed version of our schools' covenant:

Our School Promises

Be Kind

I have a right to be treated with kindness in this school.
This means that no one should
laugh at me, ignore me or say cruel things to me.



Be Safe

I have a right to be safe in this school.
This means that no one should
hit me, kick me or do anything else to hurt me.



Learn Together

I have a right to learn in this school.
This means that no one should
make it difficult for me to learn, even if I need to do it in a different way.



The behaviours we encourage at this stage will already have a foundation established in EYFS and Year 1. Where this is not the case, the simpler version can be used with an individual child to support him or her to fill those gaps.

Be Kind

- To be considerate to all, actively helping others where appropriate.
- To use appropriate language, including language of inclusivity as taught in PSHE.
- To consider possible consequences of their actions and make careful decisions.
- To show respect for other people's work, opinions, beliefs and personality.
- To actively uphold and promote our No Outsiders philosophy.



Be Safe

- To move around the school in a safe manner, including at playtimes.
- To behave sensibly and safely around the setting, with regard to themselves and others.
- To be aware of possible sources of danger and take an active role in addressing these by alerting adults.
- To take care of resources and the environment and use resources appropriately in a safe manner.



- To take an active role in the recognition and prevention of bullying.



Learn Together

- To show respect for all opinions, beliefs and thoughts.
- To work respectfully in groups and to work with all pupils in the class, not just their friends.
- To persevere at activities and to feel proud of their efforts, rather than achievements.
- To be humble; not to show off about results or ability.
- To actively engage in learning and consider how to help others to do the same.

We believe that our expectations of good behaviour will be met mainly through positive reinforcement:

- Providing a stimulating learning environment that encourages pupils to be engaged.
- Developing a positive relationship with pupils: showing care for their feelings, talking about them in positive ways (whether they are in earshot or not), starting each session afresh.
- Spotting good behaviour in all individuals and praising it.
- Praising effort **not** achievement.

Children need to learn how to behave in different situations and we employ several different strategies in addition to positive reinforcement to help in the process:

- Staff give clear explanations to individuals and groups about how we expect them to behave.
- Adults model appropriate behaviour.
- Adults use positive language e.g. "Good walking" rather than "Don't run".
- Staff support children to resolve conflicts through the use of Restorative Practice sessions.
- When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will:
 - respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.
 - Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.
 - When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Behaviour is a form of communication and all staff must have this at the forefront of their mind when children are engaging in unacceptable behaviour. Sanctions are very limited in their ability to stop the behaviour in the long-term, making it vital that we identify the cause.



All school staff may use one or more of the following sanctions in response to unacceptable behaviour:

- Warning that their behaviour is not in line with our school promise.
- Discussing the behaviour with the individual at break time.
- Referring the pupil to a Base Leader
- Referring the pupil to the Headteacher

Base Leaders can use 1 or more of additional sanctions (and will inform the Headteacher if they have done so):

- Writing a letter of apology
- School-based community service, such as tidying a classroom
- Phone call home to parents

In cases of serious behaviour issues, the Headteacher may use the following sanctions:

- Meet with parents to discuss ongoing behaviour problems
- The child going 'on report'
- Learning outside the classroom for a limited period
- Suspension (known as fixed-term exclusion)
- Permanent exclusions

If a child's undesirable action has caused **harm** to another child, then both sets of parents are informed when the children are picked up at the end of the day (it is NOT appropriate to mention the other child/children's name to the other parents). This does not apply to minor issues, only where the behaviour has resulted in an injury or serious upset. **In this case, the Headteacher must be informed as soon as possible and certainly well before the parents are informed. In the event of the Headteacher being unavailable, any Base Leader can be informed instead. The incident must be recorded on CPOMS by the class teacher within the same day and the Headteacher and/or Base Leader will add an 'action' to that incident.**

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Sexualised Behaviour

Schools have a statutory duty to safeguarding the children in their setting. We recognise that young children can display sexualised behaviour. Observations and reports of a pupils demonstrating sexualised behaviour will be taken seriously and will be reported to the designated safeguarding lead. School staff will use the NSPCC Traffic Light tool: Responding to children who display sexualised behaviour ([nspcc.org.uk](https://www.nspcc.org.uk)) and professional judgement to distinguish developmentally typical sexual behaviours from those that may be problematic or harmful, and make sure all children involved get appropriate help and support.



The school will also follow guidance provided by the North Yorkshire Safeguarding Children Partnership: NYSCP (safeguardingchildren.co.uk) Information of children who display sexualised behaviour.

Our school approach is to encourage children to understand that their body belongs to them, and how they should feel safe. Children are encouraged to speak to a trusted adult if they feel upset or worried and the school staff use the RSHE/PSHE curriculum to help educate pupils about these issues and keeping themselves safe.

Staff will receive briefings on awareness of responding to sexualised behaviour displayed by children, what action to take if this is reported to them or if they observe this behaviour in the school.

Vulnerable Children and additional needs (SEND)

Behaviour is a means of communication and all behaviour has a functional element. Some pupils may exhibit 'distress behaviours' due to communication difficulties, sensory impairments or sensory processing difficulties. Mental health issues or trauma can also lead to 'distress behaviours', as can a lack of social imagination that creates peer misunderstandings.

Distress behaviours can take the form of:

- Self-harm (e.g. head banging, biting)
- Harm to others (e.g. hitting, pushing, punching, scratching, biting, throwing)
- Damage to property (e.g. smashing equipment, ripping displays, forceful opening of doors)
- Vocalisation (e.g. swearing, screaming, shouting)
- Pica (e.g. eating non-edible items)

These behaviours are considered to signal distress when they are of an intensity, frequency or duration as to impact on the quality of life and/or the physical safety of the young person or those around them.

Causes of behaviours of distress:

Behaviours of distress can often be perceived as a 'problem' to be treated or stopped. This should not be the case. Behaviours of distress are nearly always a response to adverse environmental circumstances and serve a function.

Behaviours of distress are not likely to occur when:

- high quality teaching and learning are well matched to individuals;
- the class benefits from an engaging curriculum based on personalised learning;
- children have access to exciting learning opportunities that are intrinsically rewarding;
- staff act as high-quality role models;
- the child understands what is happening and is understood by those around them;
- the child is healthy and not in pain or discomfort;



- the child is with others with whom they have positive relationships; and
- the child feels comfortable and safe in the environment.

It is therefore very important to identify behaviours of distress and to ensure the child is not blamed or punished for their behaviour. Instead, staff must consider:

- How the behaviour is serving a function for the individual; and
- What the behaviour is communicating.

The attitudes, perceptions and values of the staff working with our pupils/learners will have a significant effect on the incidence of behaviours of distress and the effectiveness of how they are managed.

Where behaviours of distress are identified, the Positive Behaviour Support (PBS) approach should be followed:

Tier 1: Prevention

At this tier, staff aim to prevent behaviours of distress from happening through a universal level of support. The Headteacher, SENCo and Class Teacher will develop a Positive Behaviour Support Plan (PBS Plan). This will include putting into place a range of proactive curriculum and environmental supports to assist pupils/learners in staying regulated (e.g. low arousal classroom environments, augmentative communication, minimal noise, structured teaching, visual supports, predictable routines and meaningful tasks with appropriate level of challenge).

This also involves being aware of things that can cause a young person to become dysregulated and could act as a trigger for behaviours of distress.

In addition, we need to ensure that the curriculum that learners access covers the core /basic skills needed to prevent behaviours of distress (i.e practising sharing or lining up with adult support several times each day).

If/when Tier 1 intervention provides insufficient support, more targeted (tier 2) or specialist (tier 3) intervention should be provided. In such instances, assessment and support strategies should be person-centred and grounded directly in information/ data that has been gathered about the person and their environment. This process begins with a systematic review of when, where, how and why a young person displays behaviours of distress.

Tier 2: Targeted Support:

Tier 2 support is provided to reduce the frequency and intensity of behaviours of distress by providing focused, intensive, group-orientated intervention in situations where the behaviours occur. This usually involves a process of systematic data collection to enable the effective intervention programmes to be developed and reviewed.

Tier 3: Specialist Support:



Tier 3 support is provided when the behaviours of distress are unlikely to be addressed at the first two tiers. Tier 3 involves provision of highly individualised behaviour support plans and includes specific protocols for responding to behaviours of distress.

It is important to note that the tiering system is not static, and the levels of provision needed will fluctuate. Half termly reviews of tiering support such be undertaken by the SENCo, Headteacher and class teacher.

Positive behaviour should be rewarded through a robust, individualised reward system rather than a sanction-based system. Positive reward systems can include praise, confirmation, reward charts, stickers with pupils earning a choice of favoured activities and praise jars.

Fixed Term and Permanent Exclusions

Exclusion must only be used as a very last resort, once all other school resources have been exhausted. The Head teacher has the responsibility for giving fixed-term exclusions to individual pupils. For more information on DfE guidance in relation to exclusions please refer to:

<https://www.gov.uk/government/publications/school-exclusion>



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