



BAWB Federation Behaviour Policy

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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:

Our behaviour code 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 teaching and modelling the following behaviours:

Be Kind

- To show respect and consideration for other people and their feelings.
- To use appropriate language; to avoid shouting unless someone is in immediate danger and to avoid mimicking, bantering and the use of nicknames that might cause offence.
- To recognise the consequences of their actions and communicate regret.



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. To achieve this we:

- Provide a stimulating learning environment that encourages pupils to be engaged.
- Develop a positive relationship with pupils by: showing care for their feelings and talking about them in positive ways (whether they are in earshot or not).
- Spot good behaviour in all individuals and praising it.
- Inform parents/carers of good behaviour.
- Model appropriate behaviour.
- Use positive language e.g. "Good walking" rather than "Don't run".
- Support the child to apologise or think of solutions if they have caused harm or upset.
- Follow the following consequences chart consistently. This ensures children know what to expect, regardless of which adult is with them.



Positive Reinforcement Tools:

Signals to gain children's attention:

All staff use the same method to gain children's attention, both inside and outside the classroom. This is one raised hand with a finger to the lips. Children are expected to stop what they are doing and copy the teacher's actions (unless their hands are full). The adult will not commence giving instructions or allow the children to move / start a task etc until **every** child is quiet. Other staff in the vicinity must support with this by also copying the action, as well as moving round and signalling to children who are not following the instruction. Signals should be silent (e.g. a look or a touch on the shoulder etc).

Dojo Points:

Children who keep our Be Kind, Be Safe, Learn Together can be rewarded with Dojo Points. Once the class reach 100 Dojo Points, they will receive two tokens towards a class treat.

Class Treats:

Every child can also earn individual token, which is then put in a jar and goes towards a class treat. The treats are given once the class has earned 25, 50, 75, 100, 125, 150 or 200 tokens. The treats vary according to the class but include events like 'bring a teddy to school day', Forest Schools afternoons and class discos.

A Note from the Headteacher:

In addition to the above, exemplary behaviour demonstrated by an individual may be rewarded with a 'postcard' from the Headteacher to the child's parents. These postcards can celebrate a range of things but will always relate to one of the three School Promises.



Consequences:

The following stages need to happen to give the child opportunities to improve their behaviour. Every day needs to be a new day, with the child re-starting at Step 1. However, if a child is regularly reaching **Consequence 3** or above, the Headteacher may decide the consequences should run across a longer period of time and this decision will be shared with staff. An individual behaviour plan may be drawn up.

Restorative Practice should be used at any point from **Consequence 2** to support the child to heal relationships with other pupils or adults. In the case of the latter, a second adult facilitator may be needed. In more serious cases, a Base Leader or Headteacher may choose to put the child straight onto Consequence 3. However, this should not be done lightly and only by a member of the SLT.

Consequences (see Appendix) begin at step 4:

1. Staff tell the child to stop and explain why.
2. If the child repeats the undesirable action, they are reminded not to do it. This reminder is best done away from other children as embarrassment can make it harder for a child to do the right thing. It also helps ensure the child has heard you correctly.
3. If the child repeats the action, they will be moved away from the area they are in and will be given an opportunity to reflect and change their behaviour.
4. If the child repeats the action despite being moved, then they have reached **Consequence 1**. The class teacher will log this on Arbor, in front of the child.
5. If, after this process has been completed, the child continues the behaviour then they have reached **Consequence 2**. This will be logged on Arbor in front of the child. The child will miss five minutes of their break time and will discuss their behaviour with an adult.
6. Continuation of the behaviour will lead to **Consequence 3**. Again, this will be logged on Arbor in front of the child and the system will automatically inform the Senior Leadership Team (including the Headteacher). The child will miss 15 minutes of their break time and will be asked to complete an age-appropriate Behaviour Reflection Form during that time.
7. **Consequence 4** is, again, logged on Arbor, which will automatically inform the SLT. A member of the SLT will arrange a time to work with the child to help identify the issues causing the behaviour. They may decide to ask for adaptations to the classroom environment or some time-limited intervention work to support the child.
8. **Consequence 5**: when this is logged on Arbor it informs the Headteacher, who will meet with the child to discuss their behaviour. The Headteacher will then decide on next steps, including an Individual Behaviour Plan to support the child to improve.
9. **Consequence 6**: at this point, the headteacher will contact parents and discuss the behaviour with them. It will also be logged on Arbor. If the behaviour does not improve following the meeting, the following sanctions may be applied at the headteacher's discretion: the child going 'on report'; within-school suspension; temporary exclusion or permanent exclusion.



Restrictive Physical Interventions:

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.

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 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



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>

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.

Whenever any child is displaying undesirable behaviours, or appears distressed (which includes anger) our first thought must be 'why'? This is particularly the case for children with additional needs but it applies to all children.

An example from a long time ago can help illustrate the importance of this. A Year 6 girl had developed a reputation for being very difficult. She refused to do her work, was rude and disrespectful to staff and would deliberately disrupt lessons. She would often be sent out to do her work outside or would be sent to senior staff to be punished.

Asking 'why' revealed that the girl was an incredibly long way behind her friends and was painfully embarrassed about it. Lessons were torture for her because she would have to expose her difficulties in front of her friends and she was determined not to do that. The only option for her was to refuse to do her work and this had escalated over time as a result of being told off and punished for this behaviour. Interventions and subtle support that did not expose her in front of her peers helped her almost overnight. She was like a completely different child because she now had the means to succeed. No one had ever asked her 'why' and so the behaviour had escalated and it was Year 6 before she finally received the help she needed.

Asking 'why?' is not *letting the child get away with it*. It is demonstrating compassion for the children in our care and that is at the heart of our school vision and our behaviour policy. If we come to the conclusion that the child was simply being disobedient for no reason (which very rarely happens at primary school), then consequences can still be applied after we have determined the why.

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.

Appendices below with resources for the classroom:



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

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

Executive Headteacher: Ms Vicky Collins

Our School Promises

Be Kind



Be Safe



Learn Together





If I break a promise ...

Consequences

<i>Reminder</i>	An adult will remind you of our school promises: be safe; be kind; learn together.
<i>Second Reminder</i>	An adult will remind you again.
<i>Third Reminder</i>	You will be moved away to a quiet space and asked to reflect.
<i>Consequence 1</i>	The adult will record this on the computer and ask you to make amends.
<i>Consequence 2</i>	5 minutes missed break
<i>Consequence 3</i>	15 minutes missed break
<i>Consequence 4</i>	Base Leader
<i>Consequence 5</i>	Headteacher
<i>Consequence 6</i>	Parents

If your behaviour is very serious, the Headteacher or Base Leader may put you straight onto Consequence 3.



Robins Class Treats

Be Kind ❁ *Be Safe* ❁ *Learn Together*

25 tokens

Bike track time

50 tokens

Bring a teddy to school

75 tokens

Parachute games

100 tokens

Make, bake and decorate

125 tokens

Forest School Session

150 tokens

Dress up day

200 tokens

A trip to the park



Owls Class Treats

Be Kind ❁ *Be Safe* ❁ *Learn Together*

25 tokens

Extra 15 minutes playtime

50 tokens

Cuddly Toy Day

75 tokens

Story time with hot chocolate

100 tokens

Play mats in the hall

125 tokens

Spa/ forest school afternoon

150 tokens

Non uniform and disco day

200 tokens

A trip to the park



Swallows Class Treats

Be Kind ❁ *Be Safe* ❁ *Learn Together*

25 tokens

Wear a Hat Day

50 tokens

Cuddly Toy Day

75 tokens

Extra PE

100 tokens

Extra break time

125 tokens

Computer time

150 tokens

Forest School Session

200 tokens

Board Games



Golden Eagles Class Treats

Be Kind ❁ *Be Safe* ❁ *Learn Together*

25 tokens

15 mins extra playtime

50 tokens

Parachute Game

75 tokens

Board Games & Jigsaws

100 tokens

Making Slime

125 tokens

Baking Afternoon

150 tokens

Extra Art

200 tokens

Non-uniform & disco



Hérons Class Treats

Be Kind ❁ *Be Safe* ❁ *Learn Together*

25 tokens

10 mins extra break

50 tokens

Wear a hat to school

75 tokens

20 mins extra break

100 tokens

Class control the playlist

125 tokens

STEM Challenge

150 tokens

Games hour

200 tokens

Non-uniform with disco



Merlins Class Treats

Be Kind ❁ *Be Safe* ❁ *Learn Together*

25 tokens

10 mins extra break

50 tokens

Just Dance

75 tokens

Creative Writing Morning

100 tokens

Comfy Day

125 tokens

Bring in a Board Game

150 tokens

Make Smoothies

200 tokens

Colour Party