

The Ribblesdale Federation of Schools

Do Everything in Love (1 Corinthians 16:14)



Behaviour Policy

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Executive Headteacher	C. Maddock	Chair of Governors	John Bradley

The Ribblesdale Federation of Schools

Behaviour Policy

Statement of behaviour principles

We expect excellent behaviour in and around each school. We believe that children learn best when this is modelled for them by adults in school and when consistent messages about the standards we expect are shared. We understand that respect is earned and that good behaviour is built on a foundation of positive relationships, including open communication between home and school. Violence and threatening behaviour will not be tolerated in any circumstances.

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management;
- **Define** what we consider to be unacceptable behaviour, including bullying;
- Outline **how pupils are expected to behave**;
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management;
- Outline our system of **rewards and consequences**.

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- 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 88-94 of the Education and Inspections Act 2006, which require 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 should publish their behaviour policy online.

Charters

The charters we follow in and around school offer behaviour guidance for different areas (See Appendix 1). Each class teacher creates their own charters in consultation with their class at the start of the year. Playground charters are displayed so they can be seen from the playgrounds. Lunch hall charters are displayed in the dining halls.

Definitions

Our school approach to managing behaviour is based on the model of equal rights and responsibilities linked to the Rights Respecting Schools Award (RRSA). This award recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships. This includes adult to adult, adult to child, child to child and child to adult interactions. [www.unicef.org.uk/RRSA]

We believe that everyone in our school has:

- The right to be safe;
- The right to learn;
- The right to respect.

This means that everyone in our school has:

- A responsibility to act safely and keep others safe;
- A responsibility to learn and allow others to learn;
- A responsibility to respect other people, the school and all belongings.

We expect all members of the school community to model these rights and responsibilities.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude;
- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules;
- Any form of bullying;
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- Vandalism;
- Theft;
- Fighting;
- Smoking;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited items. These are:
 - Mobile phones
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Roles and responsibilities

The Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Board will also review this behaviour policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the executive headteacher to account for its implementation.

The Executive Headteacher

The Executive Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Executive Headteacher will also approve this policy.

The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour incidents on CPOMS.

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly.

Pupil code of conduct

Pupils are expected to:

- Show respect to members of staff, visitors and each other;
- Behave in a responsible and self-controlled way;
- Respect the right of all pupils to learn in class and around school;
- Move quietly around the school;
- Treat the school buildings and school property with respect;
- Wear the correct uniform at all times;
- Accept consequences when given;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Rewards and consequences

We believe in noticing children when they model responsible behaviour and reward this by:

- Saying thank you;
- Smiling;
- Sharing a positive gesture (thumbs up, nod);
- Praising the effort/work/achievement specifically;
- Awarding team points;
- Individual class awards e.g. stickers/raffle tickets;
- Writing positive comments on work or in planners;
- Sending pupils to SLT for positive comments in planners;
- A text message home;
- Nominating for a Headteacher's Award;
- Certificates.

Our behaviour management will depend upon the issue and the age and stage of the pupils involved. We believe in managing poor behaviour choices by:

- Quietly reminding children of their responsibilities and offering a chance to make a better choice;
- Giving children time to think in the classroom;
- Removing a privilege (if the reminder has not been heeded) e.g. missing some time from break/lunch break;
- Ensuring that the child puts right any wrongs (e.g. write an apology, tidy the mess, go back and walk sensibly...);
- Making a note of the behaviour, the circumstances and the outcome on CPOMS;
- Liaising with support services or external agencies for persistent behaviour difficulties.

For serious incidents involving deliberate physical harm, persistent disruptive behaviour, swearing and damage to property:

- Gathering information by listening to all accounts without judgement;
- Recording an accurate account on CPOMS;
- Notifying the Executive Headteacher immediately;
- Ensuring the child is aware of the consequence (puts right any wrongs/loses a privilege);
- Contacting parents;
- Involving the child and parents in an Individual Behaviour Plan for persistent unwanted behaviours.

We understand that managing our emotional reactions as adults has a direct impact on successful behaviour management and remain calm, keep our voices low and slow and speak respectfully when communicating with children in school. We work hard to ensure that incidents are dealt with straight away so that consequences are immediate and appropriate.

Suspensions and Exclusions

Amongst other disciplinary sanctions, the school recognises that suspension and exclusion of pupils may be necessary, where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. Suspending or excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves and others; in all cases, suspending pupils should only be used as a means of last resort.

Our Suspensions and Exclusions policy clearly defines the legal responsibilities of the Headteacher, governing board and LA when responding to pupil suspensions and exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance. This policy also aims to secure a pupil's right to an education despite having been suspended or excluded, by ensuring that appropriate arrangements are in place.

A “**suspension**” is defined as the temporary removal of a pupil from the school for behaviour management purposes. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

An “**exclusion**” is defined as the permanent removal of a pupil from the school, in response to a serious breach or persistent breaches of the school's Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school.

The following examples of behaviour may warrant the decision to suspend or exclude a pupil:

- Physical assault against a pupil;
- Physical assault against an adult;
- Verbal abuse or threatening behaviour against a pupil;
- Verbal abuse or threatening behaviour against an adult;
- Use, of threat of use, of an offensive weapon or prohibited item;
- Proven bullying;
- Discriminatory abuse, e.g. racist, homophobic, biphobia, transphobic or ableist abuse.

(Taken from “Suspension and Permanent Exclusion from maintained schools, academies and pupils referral units in England” DfE September 2022)

In extreme circumstances, where the safety and welfare of the child, other children or staff are at risk, we follow the LA guidance for suspensions and exclusions. All suspensions and exclusions must be actioned by the Executive Headteacher.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged;
- Display their agreed classroom charter;

- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons;
- Establishing clear routines;
- Communicating expectations of behaviour in ways other than verbally;
- Highlighting and promoting good behaviour;
- Concluding the day positively and starting the next day afresh;
- Having a plan for dealing with low-level disruption;
- Using positive reinforcement.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property.

Incidents of physical restraint must:

- **Always be used as a last resort, other strategies should always be considered, including evacuating and moving other children to a safe space;**
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be undertaken by someone with training;
- Be recorded both on CPOMS and in the duplicate book and reported to parents.

Confiscation

Any prohibited items (listed above) found in pupils' possession will be confiscated. These items will not be returned to pupils, with the exception of mobile phones, which must be collected by parents/carers.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

SEND / SEMH Needs and Reasonable Steps

The Ribblesdale Federation of schools recognise that pupils' behaviour may be impacted by a special educational need, disability, ACES or SEMH. We are fully inclusive and welcome all children who are part of our community. Adjustments can be made to routines for pupils with these additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary or longer term.

Adjustments should be made proactively and by design, to meet the individual and specific needs of each pupil.

If a child has an EHCP, the provisions set out in that plan must be secured and the school must cooperate with the local authority.

Some behaviours are more likely to be associated with types of SEND, such as a pupil with communication needs, we will always use our best endeavours to meet the needs of pupils with SEND/SEMH, needs.

We will try to anticipate likely triggers of misbehaviour/anxiety and dysregulation and put in place support to prevent these. Some examples of these adjustments (though not an exhaustive list) include:

- Short, planned movement breaks for pupils with SEND/SEMH who may find it difficult to sit for too long;
- Regular check ins, especially first thing in the morning;
- Adjusting uniform requirements for children with sensory issues;
- Adjusting seating;
- Specific resources E.g. fidget toys;
- Use of ear defenders;
- Now and Next board and visual timetable;
- Use of separate space where pupils can regulate emotions during a moment of sensory overload
- Use of additional adults

Any preventative measure will consider the specific circumstances and requirements of the pupil concerned.

If a child makes the wrong behaviour choices, it is the responsibility of staff to support them in making positive ones. The child will be given a warning as a chance to correct their behaviour before being given a consequence.

If the behaviour does not improve the school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

An SEND support will be put in place with the support of the SENDCo. SMART targets will be identified in consultation with pupils and parents/carers. The targets will be reviewed every term (as a minimum) alongside pupil voice and a parent meeting.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or other outside agencies, to identify or support specific needs.

The school will consider implementing a risk assessment, completing a Boxall profile for the pupil and anxiety curve assessment. They will agree specific de-escalation strategies for the individual pupil and share this information with parents and staff.

If necessary specific adjustments and behaviour and curriculum expectations will be considered for individual pupils where an additional need has been identified. These will be shared and explained to parents and key staff. The Federation team recognise that it is their

responsibility to meet the needs of all pupils, including those with SEND and SEMH, they acknowledge, that provision and expectations for some pupils, in order to meet need, will be different.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include some or all of the following:

(This is not an exhaustive list)

- Appear calm and using a modulated tone or voice
- Using simple, direct language
- Avoiding language if this will cause further escalation
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, acceptable body language, e.g. no standing with arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil, a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be less
- Rephrasing requests made up of negative needs with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work."
- Distraction
- Ensuring basic needs are met e.g. offering the pupil a drink of water, piece of fruit or toast

If a pupil is prone to demonstrating escalating behaviours, (including SEND/SEMH pupils), the school will consider agreeing de-escalation strategies with both pupils and staff and may record and share these with other relevant staff, so that everyone is clear in advance of any escalation, exactly what will happen. Parents will also be kept fully informed.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus or taxi on the way to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term

or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, and how to model our expectations, as part of their induction process.

Understanding behaviour and how to manage this also forms part of continuing professional development for all staff.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding and Child Protection policy
- Anti-bullying policy
- Presentation policy
- Suspension and Exclusions Policy

Dissemination of the policy

The full policy is available to parents and carers and pupils on request and is also available via the school website. It will be available to the staff team on the shared teaching area.

APPENDIX 1 - Charters

Protocol for classroom and assembly behaviour:

All staff in school use the '1,2,3' system for reminding pupils of expected learning behaviours.

1 – Stop what you are doing

2 – Put down what is in your hands

3 – Eyes to me

If individual pupils need a further reminder, name them at this point by saying '**Thank you (name) for looking this way and listening.**' If children are making a poor choice, quietly ask them '**What are you doing?**' Wait for a response then ask '**What should you be doing?**' Confirm if this is a better choice.

Wait until you have everyone's full attention before speaking. Do not accept any inattention.

If pupils refuse to listen, remind them of the class charter and, if necessary, potential consequences. (Missed time from play or loss of privileges/CPOMS/SLT).

Protocol for playtime incidents:

When a child approaches us for support or if we notice an incident, we always listen to both sides of the story. If we have seen something happen, we endeavour to find out what led up to the situation.

It is useful to ask each child the following type of questions, one at a time, allowing one child to finish answering before the next child has their turn:

What happened?

How did that make you feel?

Has anyone else been affected by what happened?

What do you think needs to happen to make things right?

We support the children in finding a win-win solution and follow consequences as needed (loss of time, contacting senior leader/ parents depending on the situation). All incidents that lead to a consequence are recorded on CPOMS and checked by SLT.

We encourage all children to use the STAR approach when feeling upset, agitated or angry:

S Stop

T Think

A Act

R Responsibly

Lunchtime charter

We wash our hands before eating.
We line up smartly for pack-ups or lunches, as told by lunchtime supervisors.
We sit and chat quietly at our place.
We put our hands up if we need help.
We say please and thank you.
We tidy any mess we have left.
If we hear '1, 2, 3,' we stop and listen straight away.
We listen to all lunchtime staff and do as we are asked.

Playtime charter and routines

Small toys from home are NOT allowed in school. Playtime equipment is available.
Football may be played in the designated area.
When the bell rings, stand still where you are. When your class is called WALK to the line.
Fighting, play fighting or rough physical contact of any kind is not allowed.
The consequence for unwanted behaviour will be 5 minutes with staff and name/details on CPOMS. For more serious incidents, SLT will be involved and a further consequence put in place.
Team points will be awarded to children for kind and thoughtful playtime behaviour.
Teachers collect their classes promptly at the end of break and walk quietly, in line, back to class.

Wet playtime – KS1 protocol

We have wet playtimes in the classroom or main hall;
We bring in toys from our classroom, if we use the hall;
We eat our snack and put rubbish in the bin;
We share our toys and talk quietly;
We listen for the whistle and the '1,2,3' signal;
We tidy the toys quickly and quietly;
We line up with our class, if we are in the hall and return to class when we are told to.

Wet playtime – KS2 protocol

We have wet playtimes in the classroom or main hall;
We bring in books, scrap paper and games from our classroom, if we use the hall;
We eat our snack and put rubbish in the bin;
We share and talk quietly;
We listen for the whistle and the '1,2,3' signal;
We tidy the hall or classroom;
We line up with our class, if we are in the hall and return to the class when we are told to.

