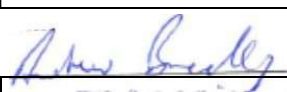


The Ribblesdale Federation of Schools

Do Everything in Love (1 Corinthians 16:14)



Behaviour Policy

Document Status			
Date of policy creation/review	Reasons for review	Date of adoption by the Governing Board	Date of next review
27.11.23	Annual	27.11.23	Autumn 24
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Signed and dated: 2.1.26			
Executive Headteacher	C. Maddock	Chair of Governors	

Pupil Behaviour Policy

Our Federation's ethos, character and values permeate all aspects of The Ribblesdale Federation of Schools, ensuring exceptional personal development alongside strong academic achievement for every child. This shared commitment supports the wellbeing of our whole school community and reflects our collective vision, *"Do everything in love."* Across the Federation, there is a clear and deliberate focus on placing children's personal, social, moral and spiritual development at the heart of the curriculum, recognising the unique journey each child makes through our schools as part of one Federation family.

As a Church school within the Federation, Long Preston's distinctive ethos, character and values are rooted in Christian teachings and scripture. These principles actively support and enrich the life of the whole Federation and are not treated as an addition, but as a lived and embedded influence that shapes how children are taught to live and learn alongside others. Through daily worship, opportunities for reflection and values-led teaching, pupils are guided to understand the importance of love, kindness, respect, friendship and forgiveness, and to apply these values in their behaviour and relationships. Grounding expectations in Christian teaching provides a clear moral framework that supports pupils to develop self-discipline, empathy and a strong sense of right and wrong. This consistent, inclusive and values-driven approach nurtures positive behaviour, strengthens a caring community, and enables children to grow into thoughtful, responsible individuals who treat others with dignity and compassion.

Our Federation Values underpin this policy

Love

We show sincerity through truthful words and deeds.
We are patient and honest with ourselves and with others.
We are optimistic and hopeful.

“A new command I give you: Love one another. As I have loved you, so you must love one another.”
— John 13:34

Kindness

We are courteous to each other and treat everyone with consideration.
We look for little ways to show appreciation, kindness and care. Kindness is love in action.
We are compassionate and help each other out in times of need.

“Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you”
-Ephesians 4:32

Friendship

We want the best for each other and recognise each other’s talents and successes.
We take time to listen to each other in order to understand.
We accept each other and show courage when it matters.

“Therefore encourage one another and build each other up.”
— 1 Thessalonians 5:11

Respect

We encourage a deep regard for the rights, beliefs and feelings of ourselves and of each other.
We value and celebrate our similarities and differences.
We follow the agreed rules and take care of our schools and each other.

“Show proper respect to everyone.”
— 1 Peter 2:17

Forgiveness

We recognise when mistakes are made and choose to respond with understanding and grace.
We say sorry and forgive others, learning from what has gone wrong.
We let go of hurt, offering kindness and the chance to start again.

“Bear with each other and forgive one another if any of you has a grievance against someone.
Forgive as the Lord forgave you.”
— Colossians 3:13

Our aims

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To create a culture of exceptionally good behaviour: for learning, for community, for life
- Through the School Curriculum, to teach moral values and attitudes, as well as knowledge and skills that promote responsible behaviour, self-discipline, self-respect, tolerance and respect for other people and property
- To provide a curriculum that exposes children to a wide variety of social contexts where different behaviour codes are required
- To ensure that all children are treated fairly, shown respect and promote good relationships
- To help children take control over their behaviour and be responsible for the consequences of it
- To build a community which values compassion and kindness, good humour, obedience, wisdom, forgiveness and empathy for others
- To ensure that excellent behaviour is a minimum expectation for all

Legislation, statutory requirements and 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](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- 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 gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

This policy complies with our funding agreement and articles of association.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Breaches of the school rules
- Non-completion of classwork or homework
- Poor attitude
- Failure to follow the Ribblesdale Way

Serious misbehaviour is defined as:

- Repeated breaches of the school rules outline in the Ribblesdale Way curriculum
- Any form of child-on-child abuse, including but may not be limited to:
- Bullying
- Abuse in intimate personal relationships between children
- Physical abuse
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting
- Initiation/hazing type violence and rituals
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Mobile phones, smart watches and any other similar devices
- 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)
-

The Ribblesdale Federation behaviour curriculum (The Ribblesdale Way)

To create a culture that promotes excellent behaviour, the school have a clearly defined approach to teaching the behaviours expected through a defined behaviour curriculum (The Ribblesdale Way).

For further information please refer to the Ribblesdale Behaviour Curriculum.

Purpose of the policy

To provide simple, practical procedures for staff and children that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

At The Ribblesdale Federation of Schools, we aim for all our children to be the best they can be within a positive school climate underpinned by three core principles: **Ready, Respectful, Safe**. We work together as a school community to enable our children to Believe and Succeed. Our children's safety and their engagement in their learning is always our primary aim. Steps are taken with care and consideration, considering individual needs where necessary. We explicitly praise the behaviour we want to see.

The Ribblesdale Federation Code is centered on three key expectations:

Ready for learning throughout the school day

Respect for self, each other and our learning environment

Safe actions and environment so that everyone is safe and feels safe

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do

the same. Our behaviour policy guides staff to teach our children self-discipline and not blind compliance. It echoes the Christian Values of forgiveness and reconciliation with a heavy emphasis on respectful behaviour and a partnership approach to managing poor conduct with dynamic, individualised interventions that support staff and children.

At the Ribblesdale Federation we develop children's character through "The Ribblesdale Way" Curriculum which will be known at each school as "The Giggleswick Way" "The Hellifield Way" and "The Long Preston Way".

To build character, we define the behaviours and habits that we expect children to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practice these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them.

Regular, purposeful practise overtime consolidates children's understanding and helps them remember the expected behaviours and conduct. If children practise them explicitly and return regularly to them over time, the behaviours become automatic and frees their working memory up for their learning. When children have learnt routines, their cognitive load will be reduced.

There is a quiet yet firm insistence on high standards of behaviour, where all children have an entitlement to an education. We believe that everyone in the school community has a responsibility to ensure that our children are Ready, Respectful and Safe.

Values (Christian Values)

Our core Values are regularly discussed in the classroom, the playground and whole school Collective Worship. Children are encouraged to behave in an exemplary manner, to show kindness and respect to each other, staff and property.

Praise and encouragement are used verbally, and children are rewarded for showing compassionate, kind and forgiving behaviour with the weekly class character development award.

Additionally, and in accordance with the school's values, the school's approach to teaching children good behaviour is based on an attitude of forgiveness and restorative justice.

At Long Preston, the ideas of forgiveness and restorative justice are rooted in the Christian Scripture:

Then Peter came to Jesus and asked, "Lord, if my brother keeps on sinning against me, how many times do I have to forgive him? Seven times?"

"No, not seven times," answered Jesus, "but seventy times seven."

Matthew 18:21-22

Bullying

Bullying is defined as the repetitive, intentional harming of 1 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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our schools' approach to preventing and addressing bullying are set out in our 'Anti-Bullying Policy'.

Behaviour strategies and teaching good behaviour

Adults at The Ribblesdale Federation believe that children need the support of a scaffold around them to help them to assume appropriate behaviours. We believe that children need to be taught a wide range of skills to feel comfortable in all the situations in which they may find themselves. We believe that poor behaviour usually results from children being uncertain, anxious or ignorant of expectations.

Consistency of all staff

All staff will provide children with consistent language and a consistent response. Consistency will ensure 'certainty' in the classroom with all staff taking responsibility for behaviour. Staff will use consistent positive reinforcement with clear routines for supporting, encouraging and celebrating appropriate behaviour.

Words we will use	The meaning of the word
Consequence	Outcome
Caution	Warning
Reminder	A thing that causes someone to remember something
Restorative	Having the ability to restore health, strength or well-being
Consistency	Carrying out an action in the same way over time, so it is fair or accurate. We recognise this is important for a stable approach to managing behaviour
Forgiveness	The process by which a 'victim' of unkindness lets go of negative emotions towards the unkind person

At The Ribblesdale Federation the following principles are followed:

- Adults are **consistent** with simple expectations clearly communicated to all children.
- Adults are **consistent** with respect to all children even on the rare occasion that a child is disrespectful to them.
- Adults model **consistent** levels of emotional control and emotional restraint
- Adults acting as **consistent** role models enable our children to see good behaviour and are therefore able to learn from this example.
- Adults are **consistent** in their understanding that learning good behaviour involves making mistakes.
- Adults will **consistently** reinforce routines for behaviour in the classrooms and around the school site.

What we will do as a team

- Teachers will meet and greet at the classroom door (Staff could offer a handshake or another appropriate greeting); every child in their class will be greeted.
- Associate staff will greet children as they enter school.
- Staff will model positive behaviours and build positive relationships with children.
- Staff will talk about expected behaviour explicitly, making it clear what is expected in different situations.
- Staff will personally follow up on a child's behaviour every time a consequence is given and engage in restorative conversation with children.
- Staff will be calm and give 'take-up time' every time a consequence is used.

Consistent Approach

The Ribblesdale Federation expects children to be well-behaved, well-mannered and attentive. Examples of such behaviours are:

- Children address adults using their surnames (Mrs Maddocks).
- Children say "Please" and "Thank you".
- Children hold doors open for each other and say "Thank you".
- Child hold doors open for adults and say "After you".
- Children walk in lines, with tidy hands, quietly and respectfully around school.
- Children wear the correct school uniform.
- Children are expected to be punctual.

We teach children these and other aspects of character through our Ribblesdale Way Curriculum.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Although there is a range of rewards, we understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom and around the school cannot be underestimated. It is the key to developing positive relationships, including with those children that are hardest to reach

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Sharing positive gestures (smiling, thumbs up, nod of acknowledgment)
- Verbal recognition and praise
- Praising the effort/work/achievement specifically
- Awarding house points
- Stickers
- Certificates- Headteachers award, Character development (Values), Ribblesdale Way (Link to Behaviour Curriculum focus)
- Recognition boards within the classroom
- Positive behaviour slips home or communication with parents/carers via a phone call
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Or any other rewards as agreed and approved by the Senior Leadership Team and Inclusion Lead.

Responding to Misbehaviour

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.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Children are held responsible for their behaviour and staff will use five steps to manage poor conduct.

Reminder	Gentle encouragement, a 'nudge' in the right direction, a small act of kindness; with a reminder of the expectations of Ready, Respectful, Safe will be delivered privately wherever possible. Repeat reminders if necessary. De-escalate where reasonable and possible and take the initiative to keep things at this stage
Caution	A clear verbal caution delivered privately to the child, making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their previous good conduct to prove that they can make good choices.
Last chance	Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
Consequence	At this point staff should refer to list below and decide on a fair, proportionate and appropriate consequence: -Sending pupil to another class teacher (Internal referral) with work to complete for the remainder of the lesson. A short restorative conversation should take place as soon as possible after a consequence has been action. • Setting of written task such as an account of their behaviour or letter of apology (This could form part of the restorative conversation). • Expecting work to be completed at home, or at break or lunchtime. • Loss of some breaktime or lunchtime • School based community service e.g tidying a classroom under adult supervision • Consider phonecall home to parents. If the incident finishes here, the teacher must log the incident on CPOMs.

	In some instances, an internal referral may involve a request for a pupil to speak with an alternate colleague e.g., peer teacher, support staff (change of face) during which a discussion about the seriousness of the incident will take place accompanied by a discussion about how to move forward positively.
SLT Actions	This only applies if either: - The learner refuses to engage with the consequence given for misbehaviour or - Misbehaviour continues over an extended period of the school day/week. - A serious misbehaviour is committed by a learner that may result in a fixed-term exclusion The EHT or AHT should be called to collect the learner. The teacher should provide work. A restorative meeting should take place as soon as possible, when the pupil is calm and ready to listen and engage. If the learner does not engage with the restorative conversation a SLT sanction will be issued, assuming the procedure has been followed. If EHT or AHT is not on site, a phonecall should be made to the school where they are if there has been a serious breach of the behaviour policy. Where possible, a member of SLT will travel to the school and support.

Personal circumstances of the pupil will be taken into account when choosing consequences. Where appropriate, staff will liaise with our SENDCo/ Inclusion leader, who may also liaise with the SLT, to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Restorative Conversations

Restorative conversations are structured, supportive discussions that take place following an incident of inappropriate behaviour. Their purpose is to help children reflect on their actions, understand the impact of their behaviour on others, and take responsibility for putting things right. These conversations are carried out calmly and respectfully, ensuring that all pupils feel listened to and treated with dignity.

In a restorative conversation, pupils are encouraged to answer the following questions:

- What happened?
- Who has been affected?
- What were you thinking or feeling?
- What needs to happen to put it right?

- Next time I will...
- How do I feel now?

This approach supports the expectation that relationships are central to behaviour management and that, where needed, staff actively work to restore these relationships

Where possible dual coding/visuals will be used to support children in engaging with restorative conversations to aid and facilitate the discussion. Dual coding engages both verbal and visual processing channels, creating multiple memory pathways.

Why are Restorative Conversations important

Restorative conversations are a key part of an effective behaviour approach at The Ribblesdale Federation because they:

- **Promote responsibility and accountability**
Pupils learn to recognise the impact of their behaviour and take ownership of their actions.
- **Strengthen relationships**
They focus on repairing harm and rebuilding trust between pupils and adults, supporting a positive and inclusive school community.
- **Develop social and emotional skills**
Children are supported to develop empathy, communication skills and emotional awareness.
- **Support long-term behaviour change**
Rather than relying solely on sanctions, restorative approaches help pupils learn from mistakes and make better choices in the future.
- **Align with a values-led ethos**
This approach reflects a commitment to respect, forgiveness and understanding, recognising that mistakes are opportunities for learning and growth.

When should a restorative conversation take place?

Recent research and guidance suggest that restorative conversations should happen as soon as possible after the incident, but only when everyone involved is **calm** enough to engage constructively. Holding the conversation while a student is still angry, dysregulated, or defensive is generally less effective because reflection and empathy are reduced. Restorative practice is not intended to replace accountability; it is intended to help students understand the impact of their actions and repair harm. Staff should follow up behaviour incidents with a restorative conversation using the structured questions and picture prompts (See Appendix 2). The children's responses should be recorded on CPOMS along with the other information about the behaviour incident.

Recording Behaviour incidents

The school uses CPOMS to record all incidents that need to be communicated to senior staff/(Deputy) Designated Safeguarding leads in the school. The school employs different codes to indicate the level of concern.

Suspension and exclusion must always be recorded.

CPOMS records will contain a summary of relevant information and where appropriate will be formed around a STAR analysis approach.

S – Setting – The context, environment or personal state where the behaviour occurred (e.g. loud, tired, hungry, change in routine, usual classroom practice)

T – Trigger – The specific event, signal or prompt immediately preceding the behaviour (e.g. being asked to stop a preferred activity, a specific noise, a social interaction)

A – Action – The specific, observable behaviour or ‘action’ taken by the

pupil R – Result/Response – What happened immediately after the action

All staff must record behaviour incidents on CPOMS in a timely manner, in line with the nature and severity of the incident. Wherever possible, records should be completed as soon as practicable after the incident and, at the latest, by the end of the working day.

The member of staff who witnesses or is directly involved in the incident is responsible for recording it. In some cases, more than one member of staff may record the same incident; this is preferable to an incident not being recorded at all. Staff should not assume that another colleague will record the incident on their behalf. Each member of staff should ensure that they log their own accurate and factual account of events.

Procedures for dealing with serious misbehaviour

The following procedures may be used for misbehaviour:

- An oral warning by the Executive Headteacher/SLT concerning future conduct
- A phone call or meeting with parents
- A letter to parents informing them of their child’s unacceptable behaviour
- Daily report to a member of the SLT or designated teacher to confirm that behaviour has been satisfactory
- Removal from the classroom (See below for more details)
- The child may have their place withdrawn from an ‘out-of-school’ club or school visit
- A case conference with parents and support agencies
- Fixed term exclusion (see Suspension Exclusion Policy)
- Permanent exclusion (see Suspension Exclusion Policy)

The school can use fixed term exclusion and permanent exclusion in response to serious incidents or in response to consistent breaches of the school’s behaviour policy. The decision to suspend or exclude will be made by the Executive Headteacher and only as a last resort

Please refer to our Exclusions Policy for more information

Removal from the classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time (This is different to an internal referral). Removal from the classroom is a serious disciplinary measure and distinct from seclusion (See below), which is strictly non-disciplinary.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Senior leaders will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the senior leadership team or designated member of staff. Decision regarding the length of time will be made by the Senior Leadership Team.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Executive Headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with designated members of staff
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment
- Executive Headteacher to consider short term move to another classroom/room at an alternative Federation school

Staff will record all incidents of removal from the classroom in the behaviour log (CPOMS), along with details of the incident that led to the removal, and any protected characteristics of the pupil.

These procedures should not be read as an exhaustive list or seen to be used only in

the order in which they are listed.

Fixed term exclusion and permanent exclusions

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, or threat of use, of an offensive weapon or prohibited item; that has been prohibited by a school's behaviour policy
- bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse related to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

(Taken from "Suspension and Permanent Exclusion from maintained schools, academies and pupils referral units in England including pupil movement" DfE August 2024)

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.

Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, **so we always avoid using these measures where possible.**

Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see our Restrictive Intervention Policy for more information

Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour. Staff would use their professional judgement regarding whether the seclusion would be more appropriate in the room where the pupil begins to experience high levels of emotional or behavioural dysregulation to avoid further distress to the pupil if they were moved. If necessary other pupils in close proximity to the distressed pupil would be removed to another room so that the seclusion could take place in the room where the pupil was based.

During seclusion:

- The pupil will be secluded in an appropriate place within the constraints of the building that does not feel threatening or intimidating to them.

- The pupil will be supervised at all times, by at least 2 member of staff
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

The school will use CPOMS to record any of the above incidents.

Please refer to our restrictive intervention policy for more information on this legal duty

Searching, screening and confiscation

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

Confiscation

Any prohibited items (as detailed on this policy) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the executive headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section in this policy, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in this policy) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in this policy
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in the policy), including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMS).

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in this policy). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

For further information and guidance see: DfE's [latest guidance on searching, screening and confiscation](#)

Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school

- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or member of the senior leadership team make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate

- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

-Manage the incident internally

-Refer to Early Help

-Refer to Children's Social Care

-Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy and Managing Allegations and Low Level Concerns Policy.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a Special Educational Need or Disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used
- We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples of preventive measures that may be used include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of now and next board and visual timetables

- Use of ear defenders
- Specific resources approved by the SENCO such as concentration aids
- The use of the 'incredible 5-point scale'
- Social stories

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

The school will assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. For most misbehaviour sanctions this will be done through a restorative conversation (See appendix 2)

For serious misbehaviour which has resulted in removal from the classroom, removal to a different Federation school or a fixed-term exclusion, the following measures may be considered:

- Reintegration meeting
- Part time timetable
- Daily contact with designated person
- A report card with personalised goals
- Alternative provision (If appropriate and available)

- Early help referral
- Referral to CAHMs
- Consider referral to Healthy child practitioner
- Advice and support from the Educational Psychologists
- The locality SEND hub referral process
- Consider whether pupil has a SEND behaviour need and consider using the graduated response framework (Ladder of intervention framework).
- Consider Educational Health care plan process (ECAR/EHCP)
- Managed move

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy/curriculum and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s).

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year including transition to the local high schools.

Mobile Phones

Please refer to the mobile phone and smart technology policy.

Roles and responsibilities

The Governing Board

The Governing Board is responsible for:

- Reviewing this behaviour policy in conjunction with the Executive Headteacher
- Monitoring the policy's effectiveness
- Holding the Executive Headteacher to account for its implementation

The Executive Headteacher

The Executive Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Board
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the behaviour curriculum documents and safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log (CPOMS) is reviewed regularly.

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy and behaviour curriculum consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recognising hidden stressors for vulnerable pupils, such as pupils with SEND, young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly
- Encouraging pupils to meet the school's expectations
- The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's Behaviour Policy and Behaviour Curriculum and reinforce it at home where appropriate
- Support their child in adhering to the school's Behaviour Policy and Behaviour Curriculum
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and support its vision, values and culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy and behaviour curriculum
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards through the Behaviour Curriculum which will be implemented and reinforced at regular points during the school year.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Extra support and tailored bespoke strategies will be provided for as approved by the Senior leadership team and inclusion leader/SENDCO.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The Ribblesdale Way curriculum
- Regular training on the Federation behaviour policy
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management
- Any other areas as identified as CPD priorities

Behaviour management will also form part of Continuing Professional Development.

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the Executive Headteacher and Federation Governing board at least annually. At each review, the policy will be approved by the Chair of Governors on behalf of the Federation board of governors.

Links with other policies

This behaviour policy is linked to the following policies:

- Behaviour Curriculum Document
- Suspensions and Exclusions Policy
- Managing Allegations and Low-Level Concerns Policy
- Anti-bullying Policy
- SEND Policy
- Child Protection and Safeguarding Policy
- Restrictive Interventions Policy
- Mobile Phone and Smart Technology Policy

Appendix 1- Scripts and supports for talking to children about behaviour.

Reminders / Assertive Structures

- “I’d like to see you...” – listening straight away
- “I know you can...” – help Stephen clean the table box
- “I need you to impress me by...” – following the routines
- “You can impress me by...” – walking quietly and safely in the line
- “Show me you can...” – listen carefully
- “I know you (enjoyed reading your book) yesterday because (you were talking to Sophie about ...).

Walk away, be busy. Assume closure.

Fogging techniques

Student	Adult
‘It wasn’t me’	‘I hear what you are saying....’
‘But they were doing the same thing’	‘I understand.....’
‘I was only.....’	‘Maybe you were....and yet....’
‘You are not being fair’	‘Yes sometimes I may appear unfair...’
‘It’s boring’	‘Be that as it may...’
‘You are a (name calling)’	‘There may be some truth in that....’ (with follow up served cold!) or ‘I am sorry that you are having a bad day’.

Appendix 2- Restorative conversation questions and prompts

Restorative Meetings

These are the questions you will be asking the child:

1. What's happened?
2. What was each person thinking?
3. Who feels harmed and why?
4. What has each person thought since?
5. What behaviours will each person show next time?

Reaffirm your commitment to building a trusting relationship

Restorative Conversation- picture prompts



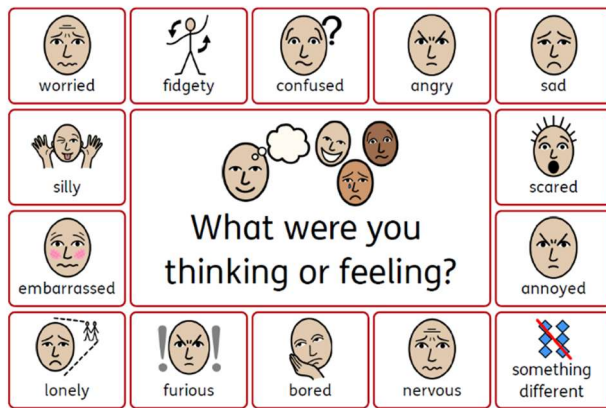
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Appendix 3- Example of CPOMs behaviour log using the STAR approach-

Setting- The class had just transitioned from carpet input to independent writing. The classroom was calm but the pupil had appeared tired and had found the previous task challenging. This was a change from the earlier, more supported group activity.

Trigger- The pupil was asked to begin their independent writing task and was reminded to work quietly. A peer nearby began writing quickly, which appeared to increase the pupil's frustration.

Action- The pupil put their head down, refused to start the task and said, "I can't do this." When prompted again, the pupil pushed their book away and knocked their pencil onto the floor.

Response/Result

- Adult gave the pupil time and space, then spoke calmly at their level.
- The task was broken down and reassurance provided.
- The pupil agreed to complete one sentence with support.
- After support, the pupil engaged with the task and completed some work.
- Restorative conversation held about managing frustration and asking for help.
- No further disruption occurred.