

The Ribblesdale Federation of Schools



Behaviour Policy

Reviewed by: T Ward September 2021
Approved by governors: September 2021
Review date: September 2022
Executive Headteacher: T Ward
Chair of Governors: P Gibbons

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

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

Suspensions and Exclusions

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.

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.

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**
- 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 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.

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.

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 an individual support plan for that child (see Appendix 2). We will work with parents to create the plan and review it on a regular basis.

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 policy
- Anti-bullying policy
- Presentation 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.

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 hall.
We bring in toys from our classroom.
We eat our snack and put rubbish in the bin.
We share our toys.
We listen for the whistle and the '1,2,3' signal.
We tidy the toys quickly and quietly.
We line up with our classes.

Wet playtime – KS2 protocol

We have wet playtimes in the hall.
We bring in books, scrap paper and games from our classroom.
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 and leave when told quickly and quietly in our classes.

APPENDIX 2 – Individual Support Plan

Individual Support Plan for (pupil name)

Background Information

What is Working Well

Behaviours causing concern

Aims

Pupil Target

Agreed Rewards and Consequences

Rewards

Consequences

Strategies to support improvement

| | Behaviours seen | Adult response | Script |
|--------------------------------|-----------------|----------------|--------|
| Stage 1 – anxiety/trigger | | | |
| Stage 2 – Defensive/escalation | | | |
| Stage 3 - Crisis | | | |
| Stage 4 - Recovery | | | |
| Stage 5 - Depression | | | |
| Stage 6 – Follow up* | | | |

*Follow up needs to happen at least 90 minutes after the initial build up to allow time for stress levels in the brain to reduce fully. Follow up can happen the next day.

Arrangements for Monitoring

Date of Plan and Review