

Positive Behaviour Policy
The Federation of
Rawcliffe Bridge and Rawcliffe Primary Schools

September 2022



The Federation of Rawcliffe Bridge and Rawcliffe Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The Special Educational Needs Coordinator (SENCO) will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the senior leadership team (SLT), to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.

- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism

- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Managing Behaviour

Be **Ready**, Be **Responsible** and Be **Safe**

We have 3 simple rules that are further explored and explicitly taught in class, assemblies and other school experiences. Rules are further discussed and developed at a class level. Anti-social behaviour is not condoned. Examples of this include:

Be ready

- I will work to the best of my ability
- I will have the right equipment out and arrive at lessons on time

Be responsible

- I will listen and talk politely to adults and other pupils
- I will look after school equipment

Be safe

- I will be kind and look after myself and others
- I will follow instructions from adults

Visible Adult Consistencies

It is widely recognised that if children have clear and consistent approaches to behaviour, then they are more likely to behave in a more consistent manner. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private wherever possible.

Children are greeted both on the school gates and when they enter the classroom daily by their teacher and/or teaching assistants – this sets the tone for the rest of the day and enables everyone to start the day positively and with a smile. Members of the Leadership Team will also meet and greet children and families at the gate or in other areas around school.

Staff will deliberately and persistently catch children ‘doing the right thing’ to praise and recognise desired behaviour.

Staff will **remain calm** and keep their emotion for when it is most appreciated by children. Adults in school will avoid shouting at children and **deal with all children fairly**.

Staff will **maximise opportunities for children to take responsibility for themselves** in their behaviour by providing choices wherever possible

When adults in school require the full attention of a class or group of children, they will use key phrases such as ‘3, 2, 1...’ Pupils are taught to stop what they are doing, turn to face the adult and *Be Ready* to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.

For further consistencies see Appendix B

Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g.

wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Encouraging Good Behaviour

We recognise and reward children who adhere to our expectations

At the Federation of Rawcliffe Bridge and Rawcliffe Primary School, children's good behaviour is noticed, encouraged, and rewarded. All staff recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. The way in which the praise is given is varied and related to effort, rather than only to work produced. Perseverance and independence are encouraged.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

Daily

- Verbal praise
- Communicating praise to parents
- Dojos
- Stickers

Weekly/Termly

- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Class Dojo rewards for child who receive...

As a Federation, we understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Managing Incidents

Sanctions:

Sanctions should always:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
- Avoid being applied to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.

Sanctions need to be in proportion to the offence.

Our behaviour pathway

- Verbal Reminder
- Warning (Name on board)
- Loss of privilege / space to cool off /calming time out
- Time away in another classroom / designated space
- Follow up / reparative conversation

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up/Reparative Conversation then the following guidelines should be used:

- Pupil is taken to a member of the Leadership Team (SLT), Deputy Headteacher or the Headteacher (usually in that order)
- Parents contacted and called to school
- Internal Exclusion
- Short Fixed Term Exclusion (1-2 days)
- Longer Fixed Term Exclusion (3-5 days)
- Permanent Exclusion

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged on CPOMS (our school's management information system), at the staff member's discretion.

See Appendix A for further detail on Stepped Sanctions

Extreme Behaviours

Some children exhibit behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Positive Handling Plans' that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on CPOMS.

Exclusions will occur following extreme incidents at the discretion of SLT. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT or the Wellbeing Team. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened.

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Wellbeing Team will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- A member of the wellbeing team investigates the incident and decides whether it constitutes unacceptable behaviour.
- If a member of the wellbeing team deems the incident to be unacceptable behaviour, they will record the incident, and record it on the pupil's Behaviour Plan if they have one. The behaviour will also be recorded on the pupil's permanent record on CPOMS
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom
- A member of staff will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour. Referrals to for further support may be made.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Prevention strategies and intervention for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities with the Emotional Literacy Support Assistant. A system will be in place to ensure relevant members of the SLT and Wellbeing Team are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Providing mentoring, coaching or social stories
- Short-term behaviour charts
- Long-term behaviour plans
- Referral to Behaviour Support
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the Local Authority to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

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

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- 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, accepting body language, e.g. not standing with their 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 lessened.
- Rephrasing requests made up of negative words 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".

Appendix E has further support on non-verbal communication.

Use of Reasonable Force

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Use of Physical Restraint

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 and reported to parents

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed (in Appendix D), in line with the school's Physical Intervention Policy. Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

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.

Pupil Code of Conduct

The Federation of Rawcliffe Bridge and Rawcliffe Primary Schools have three rules:

Be **Ready**, Be **Responsible** and Be **Safe**

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.

- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Breakfast club

All children are invited to attend breakfast club, and although children are free to choose from the range of activities available we expect them to abide by the school rules at all times. In the case of severe breaches of these rules, the offer of a place may be withdrawn.

Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

The next scheduled review date for this policy is **September 2023**.

Appendix A: Stepped Sanctions

Stepped Sanctions

- gentle approach
- use the child's name
- down to the child's level
- make eye contact if possible, for the child
 - deliver message
 - walk away

1. **Reminder** (reinforce the 3 rules, privately if possible).

- I noticed you chose to ... (state the noticed behaviour) or I needed you to... (state the requirement)
- This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe).
- You now have the chance to make a better choice.
- Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. **Warning** (a clear verbal caution and name moved on to the 'warning' card).

- I noticed you chose to ... (state the noticed behaviour).
- This is the second time I have spoken to you. (Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to miss... / move to ... / go to the quiet area / thinking mat / etc.
- Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully about your next step. I know that you can make good choices.
- Thank you for listening. (Give child 'take up time' and DO NOT respond.)

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. (Name) if you choose not to do your work now then you leave me no choice but to ask you to miss part of your playtime to do it then.'

3. **Sanction** (This is at the discretion of the class teacher. Following a private discussion and the type of behaviour being demonstrated one of the following sanctions to be put in place).

A. **Loss of privilege**

- I noticed you have continued to... you choose to break our school rule of being ready again, you leave me no choice but to ask you to miss...

B. **Space to cool off in the classroom / playground / quiet area**

- I noticed you chose to ... (state the noticed behaviour).
- You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes.

Example A: I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

Example B- 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

Child sent to designated area of the classroom.

- 5-10 minutes sitting alone to reflect, calm down, etc. without causing further disturbance.
- Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.
- If behaviour improves, return to class. If not or if child refuses, move to Step 4.

For regular occurrences:

Discussion with Senior Teacher and/or SENCO: consider Behaviour Intervention

4. Space to cool off...

A. In another class

- I noticed you chose to ... (state the noticed behaviour).
- You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson.

DO NOT describe the child's behaviour to other adults in front of the child

Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in XXX's classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'

- Child escorted to designated colleague / follow up to check child has arrived.
- Remainder of lesson working alone without causing further disturbance.
- Possible removal of privilege / playtime.
- Teacher must provide work / activity for the child to complete and communicate this to colleague.
- If behaviour improves, return to class. If not or if child refuses, move to Step 5.
- Record on CPOMS.

For regular occurrences:

Discussion with Phase Lead and/or SENCO: consider Behaviour Intervention and/or additional support.

Begin monitoring to identify areas of concern / possible causes/ appropriate targets.

Parents contacted by teacher to inform them that behaviour is a cause for concern.

B. Somewhere else

- I noticed you chose to ... (state the noticed behaviour).
- I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged)).
- I will come and speak to you at the end of the lesson / next break / end of the day.

DO NOT describe the child's behaviour to other adults in front of the child

Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Mr Jones and you will need to complete your learning outside his office. I will come and speak to you at the end of the day. Thank you.'

- Child escorted to / collected by appropriate adult.
- From remainder of lesson through to a half day working alone without causing further disturbance.
- Possible removal of a privilege / playtime.
- Teacher must provide work / activity for child to complete as soon as possible after removal.
- Record on CPOMS.

For regular occurrences:

Discussion with Phase Lead / SENCO / Head Teacher as appropriate.

Parents informed of withdrawal by teacher or SLT depending on nature of incident.

Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.

Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc

Specific Playground Sanctions

Adults MUST follow the stepped sanctions above, adapting with steps 3 – 5 as below.

3. Stand by other staff member

4. Go stand / sit...

5. Go inside to...

I will come and speak to you in 2/5 minutes. ENSURE YOU DO!

Additional Information about Stage 4 Time Out:

A time out may be initiated by an adult or by a child when that has been worked on.

Child should only be positioned outside a classroom if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

Once a child has calmed down, the child is asked to speak to the teacher away from others

Boundaries are reset

Child is asked to reflect on their next step. Again, they are reminded of their previous good conduct / attitude/ learning.

Child is given a final opportunity to reengage with the learning / follow instructions

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

5. Follow up & Repair - The restorative meeting

The meeting can be formal or informal and will be held once events have settled and the child is calm. This might be a quick chat at break time or a more formal meeting e.g. held at lunch time. The Restorative Meeting will explore the reasons for the poor choices, the impact on other people and how to make better choices in the future. Staff will always speak to more than one individual.

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

- **What happened?** (Neutral, dispassionate language.)
- What were you feeling/thinking at the time?
- What have you felt since?
- How did this make people feel?
- **Who has been affected?** (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)
- How have they been affected?
- **What should we do to put things right?**
- How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.

*Remember that it is not the severity of the sanction that is important; it's the certainty that this follow-up will take place.

6. Individual Behaviour Plan & Intervention

A bespoke package for children deemed to be at risk of exclusion. The child will work with trained members of staff to address issues of concern. This stage may involve seeking the advice of other professionals.

7. Exclusion

This is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The child will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.
- Permanent exclusion will be a last resort and the school will endeavour to work with the family to avoid this step wherever possible.

Exclusion Process:

Parents informed firstly by telephone and then confirmed by letter.

Internal exclusion

Child has no contact with own class or classmates.

No access to playground, lunch taken with a member of staff.

Fixed Short Term Exclusion (up to 5 days per term)

Followed by a reintegration meeting on the child's return.

Fixed Long Term Exclusion (up to 45 days per year).

Followed by a reintegration meeting on the child's return.

Permanent Exclusion

Child is removed from the school role

Additional consistency guidelines for staff

Movement in and around School

Fantastic Walking - All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Children are expected to behave appropriately whether with an adult or not.

At Rawcliffe Bridge, children should always be escorted down to the hall and dining hall ensuring that they are walking down the concrete steps/the ramp.

Infant children will be escorted **to** and **from** the playground by an adult.

Junior children will be escorted **to** the playground by an adult.

Adults in school will supervise older children in the corridors as they return from the playground.

At the end of playtime, the member of staff on duty will begin to send children in to school with a quiet word.

Class teachers must be in cloakroom areas / classrooms at the end of playtimes to receive the children.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should consider their own positioning to maximise levels of visual supervision.

Coming in from Breaks and Lunches

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn.

At the end of break and lunch the bell is rung / whistle is blown – all children stop what they are doing and stand still.

Once all the children are still the bell/whistle sounds again and all children come and line up, bringing the equipment in that they have been using.

Once the children are in lines and ready to come into school, year groups are escorted in.

Infant age children will be escorted to and from the playground by an adult.

Junior age children will be escorted to the playground by an adult.

Adults in school will supervise older children in the corridors as they return from the playground.

Appendix C
Rights and Responsibilities

Pupils' Rights	Pupils' Responsibilities
<ul style="list-style-type: none"> • To be able to learn to the best of their ability. • To be treated with consideration and respect. • To be listened to by the adults in the school. • To know what is expected of them. • To feel safe. • To be treated fairly. 	<ul style="list-style-type: none"> • To treat others with consideration and respect. • To do their best and let others learn. • To follow instructions from teachers and other staff. • To support and encourage each other. • To take responsibility for their own actions. • To care for and take pride in the environment of the school. • To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> • To be treated with respect by pupils, parents and colleagues. • To be able to teach without unnecessary interruption. • To work in a supportive and understanding environment. • To feel safe. 	<ul style="list-style-type: none"> • To create a safe and stimulating environment in which all children can learn. • To treat pupils with consistency and respect at all times. • To foster good relationships, leading by example. • To involve parents when children are consistently finding it difficult to meet expectations of behaviour. • To work as a team, supporting and encouraging each other.
Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> • To be sure their children are treated fairly and with respect. • To know their children are safe. • To be able to raise concerns with staff and be told when their child is experiencing difficulties. consideration for others. 	<ul style="list-style-type: none"> • Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. • Ensure children attend regularly and on time. • Be aware of the strategies of the school and reinforce these at home. • Promote good behaviour, politeness, courtesy and consideration for others. • Inform the school of any concerns that may affect the behaviour of the child.

Prohibited items, searching pupils and confiscation

The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Other banned items which may be searched for (under the schools' statutory power) by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

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

Non-verbal skills/attitudes that work with more challenging behaviours

- Showing humility
- Changing anger to shades of disappointment
- Being cold rather than confrontational
- Give clear cues when switching from the formal to the informal, from relaxed to business like
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
- Patiently giving without ever expecting to receive
- Showing empathy balanced with a determination to help the learner succeed
- Earning respect not expecting it
- Never laying your relationship on the line on a behaviour issue
- Keeping your promises
- At times ignoring defensive behaviours in the moment but not forgetting
- Commitment to building an appropriate relationship
- Refusing to listen to the doubters and moaners; refusing to give up on any learner

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

- **'Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- **'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.
- **'Reasonable in the circumstances'** means using no more force than is needed.
- **'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom.
- **'Restraint'** means to hold back physically or to bring a pupil under control.

THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

Remove disruptive pupils if they have refused to follow an instruction to leave

- Prevent a pupil:
 - who disrupts a school event, trip or visit
 - leaving the classroom where this would risk their safety or disrupt others
 - from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

Appendix G

Assessment Criteria for Attitude

Code	Impaired	Unacceptable	Borderline	Acceptable	V. Good	Excellent
Mark	0	1	2	3	4	5
Attendance	Below 90%	90.1- 95%	95.1- 96%	96.1- 97%	97.1- 98.9%	99-100%

Attendance	
Attendance exceeds 97%.	G
Attendance exceeds 95.1%.	Y
Attendance is below 95%.	R
Punctuality	
Always arrives on time.	G
Usually arrives on time. When late offers an explanation	Y
Usually /often late for school / class.	R
Readiness to learn	
Is consistently ready to start, has all equipment ready.	G
Pupil usually ready to start, may need some reminders e.g. to get equipment needed.	Y
Disorganised, not ready to learn, compulsive delayer	R
Behaviour	
Excellent behaviour, trustworthy and responsible. Always friendly and helpful with peers. Respectful of authority.	G
Acceptable behaviour, pays attention and concentrates. Few reminders required. Rarely red	Y
Poor/unacceptable behaviour. May require high of staff input and reminders. Persistent low-level disruption, answers back, distracts others, disrespectful & any more serious behaviour	R
Effort	
Consistently good effort, self-motivated, pays attention, concentrates, stays on task, works independently, tasks completed. Contributes in lessons, active children .	G
Usually good effort, sometimes needs reminders to stay on task but completes most tasks to an acceptable standard.	Y
Refusal, often off task, easily distracted and will distract others, tasks left incomplete even with staff input. Task completion doesn't reflect ability, inattentive, doesn't try hard enough.	R