



Learning Together,
Growing Together



Bywell CE (C) Junior School

Behaviour Policy

2023-2024

Bywell CE (C) Junior School is 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 self-discipline not blind compliance. It echoes our Core Values of Friendship, Compassion, Endurance, Peace, and Justice. As members of our community, we adhere to the behaviour principles of being:

'Respectful, Ready, and Safe.'

At Bywell we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff, and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour and use restorative approaches.
- Ensure Parents/Carers are informed of major incidents.
- Make reasonable adjustments for pupils with additional needs and provide a personalised alternative.

Purpose of the behaviour policy

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

- Foster the belief that there are no 'bad' children, just 'bad choices'.
- Encourage children to recognise that they can and should make 'good' choices.
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

1. Legislation and statutory requirements

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

- Behaviour in schools – Advice for headteachers and school staff – July 2022
- The Equality Act 2010
- Use of reasonable force in schools 2013
- Supporting pupils with medical conditions at school 2017
- Special Educational Needs and Disability (SEND) Code of Practice 2014

In addition, this policy takes into account:

- 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.

2. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes, before and after school.
- Non-completion of classwork.
- Unacceptable attitude.
- Refusal to follow instructions.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Inappropriate use of social media both inside and outside of school.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism.
- Theft.
- Fighting.
- Harassment.
- Verbal/Physical assault on staff.
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- 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).

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence/unwanted physical contact
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Verbal – direct or indirect	Name-calling, sarcasm, spreading rumours, teasing
HBT bullying	Name-calling, sarcasm, spreading rumours, teasing specifically around a person's sexual orientation
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

4. Roles and responsibilities

4.1 The Governing Body

The Governing Body of Bywell CE (C) Junior School is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1)

The Governing Body of Bywell CE (C) Junior School will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (Appendix 1)

The 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.

4.3 Teaching and non-teaching staff

All staff must:

- Take time to welcome children at the start of the day (both in the playground and in the classroom) and throughout the day (in corridors, the main entrance, cloakrooms and playground as appropriate).
- Collect pupils from the playground in the morning, after morning break and lunchtimes.
- Always encourage and act when children are failing to meet expectations.
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'
- Implement the behaviour policy consistently.
- Model the behaviour and social skills they want pupils and staff to use.
- Plan lessons/activities that engage, challenge and meet the needs of all learners.
- Use visible recognition mechanisms throughout every lesson that show behaviours that represent our Core Values and behaviour principles of being Ready, Respectful and Safe.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions need to be applied.

- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are not behaving in accordance with school expectations.
- Provide a personalised approach to the specific behavioural needs of particular pupils.
- Record negative behaviour incidents in INTEGRIS or personalised records as needed (the personalised records need to be agreed with SLT)
- Communicate with Parents/Carers (see sanctions)

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

- Ensuring the policy is being adhered to
- Ensuring that teachers have additional plans, support in place for specific pupils if needed.
- Supporting staff with more complex incidents
- Communicate with parents/carers for more serious incidents or persistent issues.

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.
- Ensure a wide variety of strategies are in place to support more vulnerable pupils.
- Ensure parents/carers are informed at an early opportunity to work in partnership and updated regularly if needed.

Children want teachers to:

- Give them a 'fresh start' every lesson (sanctions for previous incidents still need to be followed through).
- Help them learn and feel confident.
- Keep them safe.
- Be just and fair.
- Have a sense of humour.

4.4 Experienced Teachers/TLR Holders

Experienced Teachers/TLR Holders will not deal with behaviour referrals in isolation. Rather, they will stand alongside colleagues to support, guide, model and show unified consistency to the learners.

Experienced Teachers/TLR Holders will:

- Meet and Greet learners at the beginning and end of the school day.
- Be a visible presence in shared areas to encourage/support school expectations.
- Model the behaviour and social skills they want pupils and staff to use.
- Support staff in returning learners to learning.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of positive notes and positive phone calls.
- Ensure Parents/Carers are involved in any longer-term issues.

4.5 Senior Leaders

Senior leaders will not deal with behaviour referrals in isolation. Rather, they will stand alongside colleagues to support, guide, model and show unified consistency to the learners.

Senior leaders will:

- Meet and Greet learners at the start and end of the school day (including in the playground when appropriate).
- Be a visible presence around school, especially at changeover time.
- Celebrate staff, leaders and learners whose efforts goes above and beyond expectations.
- Regularly share good practice.
- Support class teachers and ETA's in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Be a daily visible presence around corridors, cloakrooms, and the site, particularly at times of mass movement.
- Support class teachers if needed to fully engage Parents/Carers.

4.6 Parents

On admission to school, Parents/Carers sign a Home/School Agreement which clearly sets out expectations of behaviour. The Parent/Carers Home/School Agreement is sent out annually to all families at the start of each academic year.

Parents will:

- Agree to the school Behaviour Policy and 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.
- Support their child with accepting responsibility for their actions and associated sanctions.
- Trust the school staff to act in the best interests of all pupils to ensure the safety of all learners and the school community.

5. Zones of Regulation

The Zones of Regulation aims to teach children strategies to help them cope with their feelings, so they are calm and ready to learn. These coping strategies are called 'self-regulation'.

We want to teach **all** of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. Teaching them how to cope with these feelings might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty.

We want children at Bywell to grow into successful teenagers then adults. Teaching children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in a Zone
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.

- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

Specific lessons have taken place to teach children The Zones of Regulation and displays in every classroom support this. As part of this learning pupils are aware that people experience all Zones at different points which is natural but that they are also working towards self-regulation.

6. Pupil Code of Conduct

At Bywell CE (C) Junior School, we are all 'Learning Together and Growing Together.' Our core values of Friendship, Compassion, Peace, Justice and Endurance underpin everything that we do, including the pupil code of conduct.

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Try their best with everything they do.
- Follow instructions from all adults in school.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Cooperate with the school's Acceptable Use of ICT Policy

Children use Focus Fingers as a way of stilling and refocusing. Focus Fingers are also used when there is adult led movement of children around school.

All children need to understand and respond to 'Hands Up' as a whole school approach to gaining their attention.

7. Rewards

We have updated our reward systems to make a distinction between rewarding positive behaviours and rewarding learning.

7.1 Whole Class Reward System: Marbles for Class or Learning Group – Core Values

Pupils in each class or learning group contribute collectively adding marbles to a whole class jar, which when full enables them to take part in a whole class or learning group reward. This can be decided as a class and could include; additional play, extra games/PE, extra Art or another treat discussed and agreed as a class.

The jar can be filled as many times as possible and all adults in school including lunchtime and support staff can reward pupils. To ensure safety, lunchtime and non-class-based adults have personal bags with Marble tokens that can be exchanged for real ones by the child to add to the jar.

This system enables 'Always' pupils to role model and new pupils to our school are not disadvantaged which may have held back a class reward previously.

Pupils can be awarded a Marble for actions, deeds or attitudes which demonstrate our school's Core Values and the Behaviour Principles – Ready, Respectful and Safe. and may include the following:

- Particularly good work/effort - Endurance
- Displaying good manners
- Displaying a caring attitude towards others, being kind and helpful
- Showing they are Ready, Respectful and Safe
- Modelling the expected behaviours for a Bywell Pupil.

When awarding a Marble the member of staff will reinforce the good behaviour shown and corresponding Core Value/Ready, Respectful/Safe principles. Once awarded a Marble can never be deducted.

7.2 Personal Reward System – Learning

Bywell has amended the reward system to use Dojos within the classroom to reward pupils specifically linked to learning. This could be achieving full marks on for example a spelling test or showing improved scores on the test, also for engagement in learning, asking and answering questions, editing, presentation. All pupils will have equal access to achieving Dojos for learning as work is scaffolded to support those who need it. Awarding Dojos for learning takes into account pupil ability to ensure it is accessible for all.

As pupils will only earn Dojos linked to learning (other positive behaviours being rewarded by Marbles) we have reduced the number of Dojos earned to achieve an award. This year in recognition that the new system started in Autumn 2 these are as follows:

50 Dojos - Bronze Award

150 Dojos	-	Silver Award
250 Dojos	-	Gold Award
350 Dojos	-	Platinum Award

When a child earns their Awards, Parents/Carers are informed of their achievements and are invited to see their child awarded the certificate in a whole school Praise Assembly.

Dojos can be awarded by any member of staff – all Senior Leaders have access to all classes and ETAs are part of their own class. This reinforces our philosophy that the care of our pupils is the responsibility of all adults in school.

In some instances, it may be necessary for a pupil to use an individual reward plan which sits outside of the whole school arrangement. This is to ensure that the pupil is able to achieve personalised rewards for more specific areas of success whilst also enabling them the opportunity to receive Bronze, Silver and Gold Awards.

7.3 Attendance and Punctuality Awards

The school offers a variety of rewards for punctuality and strong attendance. These include certificates, parties, and trips.

7.4 Additional Rewards

In addition to the whole school systems of Dojos and Marbles we also celebrate positive behaviours and learning experiences in the following ways either as a whole school or as an individual class or year group.

- Praise Assemblies – these assemblies are dedicated for the praise and recognition of children who have achieved Bronze, Silver, Gold and Platinum Certificates.
- Achievements outside school by our children are overtly celebrated in whole school assemblies.
- Thanking pupils for making good choices.
- Phone calls home to parents.
- Special responsibilities/privileges.
- ‘Hot Spot’ prizes (when needed).
- Praise notes.
- Stickers.
- Other class specific individualised approaches.
- Famous for a fortnight.
- Always Child.
- Table points.

- Raffle prizes.
- Leader Boards.

8. Behaviour for Learning

Bywell CE (C) Junior School behaviour principles: ‘Be Ready, Be Respectful and Be Safe’.

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book ‘When the adults change, everything changes’. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”

Paul Dix, Pivotal Education

The school has 3 simple behavior principles ‘**Be Ready, Be Respectful and Be Safe**’ which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules/Principles	Visible Consistencies	Over and Above Recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Encouraging and supporting children who are failing to meet expectations 4. Collecting children from the playground in the morning, after break and lunchtime. 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language	1. Marbles 2. Certificates 3. Stickers 4. Phone call/text home 5. Verbal praise 6. Notes home 7. SLT praise 8. Class Rewards 9. Show work to another adults 10. Well done book/ HT award

	7. Thanking pupils for expected behaviours	11. Recommendation to HT
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10. Sanctions

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.
4. Be notified to the parent/carer by the class teacher or other adult.

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect
 Explicitly TEACH behaviour
 MODEL the behaviour we expect
 PRACTISE behaviour
 NOTICE excellent behaviour
 CREATE conditions for excellent behaviour


10.1 Language around Behaviour

At Bywell C.E (C) Junior School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

Incidents are logged on the school system, INTEGRIS by the Class Teacher or staff member taking the class/group in the first instance. Lunchtime incidents and playtime incidents to also be recorded by the adult who has supported the investigation and resolution of the incident.

10.2 BEHAVIOUR PATHWAY

- 
- Reminder
 - Second Reminder
 - Warning
 - Time Out
 - Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

Inform SLT/AHT/DHT/HT
 Parents contacted by phone (by CT)
 Parents called to school (by CT)
 Seclusion
 Meeting arranged with SLT – Headteacher, Deputy Headteacher, Assistant Headteacher, parents and Class Teacher

Fixed Term Exclusion

10.3 Extreme Behaviours

Some children exhibit behaviours based on early childhood experiences and family circumstances or complex learning needs. 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 other staff to build relationships with each individual child. **It is important to note that the KEY relationships for each child are those held with their class teacher and additional adult support in their class.**

These children may have bespoke 'Positive Handling Plans' which are created in partnership with the class teacher, Parents and SLT.

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'
2. SECOND REMINDER	I noticed you chose to continue to (noticed behaviour) This is a second REMINDER that we need to be (Ready, Respectful, Safe) You now have another chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'
3. WARNING	I noticed you chose to (noticed behaviour) This is the third time I have spoken to you. You need to speak to me for two minutes after the lesson.

	<p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behavior I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p>Example - '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 home. 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.'</p> <p>Class teacher to notify Parent/Carer and update class book/INTEGRIS as appropriate</p>
4. TIME OUT	<p>I noticed you chose to (noticed behaviour) You need to.....(go to quiet area, go to another table etc. in their own classroom) Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now need to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to other adults in front of the child*</p> <p>Class teacher to notify Parent/Carer and update class book/INTEGRIS as appropriate This sanction can last up to 10 minutes.</p>
5. FOLLOW UP – REPAIR & RESTORE	<ol style="list-style-type: none"> 1. What happened? (neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently? <p>Class teacher to notify Parent/Carer and update class book/INTEGRIS as appropriate</p>
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	

11. Positive Handling

When dealing with an episode of extreme behaviour, a child may need to be positively handled if they or another person is unsafe. This will only be used as last resort. It is our preferred option to enable pupils who are dysregulated to access our secure outdoors environment supported by an adult.

All members of staff at Bywell C E (C) Junior School have a legal right to use Reasonable Force as outlined in Section 3(1) Criminal Law Act 1967, Common Law, Section 93 of the Education and Inspections Act 2006. Staff have completed Level 2 Positive Handling training in November 2022 which also covers de-escalation techniques.

Power of members of staff to use force

1. A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely –
 - Committing an offence
 - Causing personal injury to, or damage to the property of, any person (including the pupil himself), or
 - Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Positive Handling should not be used to remove a child who refuses to complete learning, or comply with adult instructions from a classroom unless they or others are in danger. As a school we would prefer to remove other pupils if possible.

Whenever Positive Handling is used, it is recorded in the Kirklees Children and Young People Service Incident Book. Positive Handling is undertaken with the underpinning legal knowledge and practical training.

Appendix 2 - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

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

- 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 seclusion with a member of the SLT or Headteacher or within another classroom.

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.

12. Physical Attacks on Adults

At Bywell CE (C) Junior School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention and Use of Reasonable Force Policy* and should call for support if needed.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on the school Management Information System and in the green behaviour log. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom

to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions.

Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out Of School Transfer

Exclusion 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 pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND 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 and other agencies to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

13. Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

13.1 Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.

- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

13.2 Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

14. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a formally identified Special Education Need 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 in conjunction with the Class Teacher and others who have an understanding of the child.

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 to create the plan and review it on a regular basis.

For pupils that would benefit, school provides Assisted Play as a playtime and lunchtime intervention. The format of this is personalised to meet the needs of pupils/groups of pupils.

15. 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.

Pupils with formally identified SEND and others that would benefit will have a bespoke transition programme designed for them in partnership with receiving schools.

16. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the Governing Body as per Government Guidelines

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Governing Body every year.

17. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Staff Code of Conduct Policy
- Acceptable Use of ICT Policies for pupils

Appendix 1: Written Statement of Behaviour Principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

Exclusions will only be used as a last resort

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils'

home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body every year.

Appendix 2 - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. Definitions

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

2. 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 children 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.

3. 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.

The school will record all serious behaviour incidents on INTEGRIS and any restraints using a Serious Incident Report (SIR form) in the green behaviour log, which is locked in the filing cabinet in the school office.