



Learning Together,  
Growing Together



Bywell CE (C) Junior School

# Behaviour Policy

2024-25



## E (C) Junior School Positive Behaviour Policy Autumn 2024

Bywell C.E. (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/carers 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):

- 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/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items

- Tobacco, cigarettes and vapes
- 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, name-calling, teasing specifically with regards to race/ethnicity
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, unreciprocated 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 C.E. (C) Junior School is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1)

The Governing Body of Bywell C.E. (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 adults 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 behaviour 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
- Seek support from others including colleagues, SLT, Learning Mentors where necessary to put personal positive behaviour plans or charts in place.
- Record negative behaviour incidents on INTEGRIS system or personalised records as needed
- Communicate with Parents/Carers

**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
- Communicating with parents/carers for more serious incidents or persistent issues
- Engaging pastoral support if required

**Members of staff who manage behaviour well:**

- Know their classes well and develop positive relationships with all children
- Apply clear and consistent expectations
- Remind students of the expectations and reward good behaviour
- Try to focus on the relationship with the student rather than just the behaviour
- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Relentlessly work to build mutual respect
- Remain calm
- Demonstrate care and compassion
- Ensure a wide variety of strategies are in place to support more vulnerable pupils
- Ensure parents/carers are engaged at an early opportunity and updated regularly if needed
- Model responsible behaviour and explicitly teach students how to be responsible.
- Encourage students to work together with a variety of peers
- Use restorative languages and practices to help students learn from their behaviour

**Children want teachers to:**

- Give them a 'fresh start' every day (sanctions for previous incidents would 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 ETAs 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.

Parents/Carers will:

- Agree to and follow 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. myHappyMind

At Bywell we are proud to be a **myHappyMind** school which means that we are using an award winning, whole school curriculum supported and funded by the NHS that teaches children preventative habits to support positive mental health, resilience and self-esteem.



**myHappyMind** lessons are taught by Class Teachers each Monday via an innovative, technology platform that makes learning easy and fun. All of the concepts are based on science and research and grounded in neuroscience and positive psychology. It supports teacher wellbeing too as all staff using the program have access to a teacher wellbeing program. The program also supports parents and carers via a free app to continue the learning at home.

**myHappyMind** aims to teach children about 5 different areas that help them cope with their feelings and build resilience so they are calm and ready to learn.

1. **Meet the brain** – introduces scientific vocabulary about the brain to help pupils understand why people do things and react in certain ways. Happy Breathing techniques based around mindfulness and meditation provide strategies to support pupils.

2. **Celebrate** - builds self-esteem by developing and understanding character strengths

3. **Appreciate** – builds a gratitude habit called the **Attitude of Gratitude** which focuses on gratitude for experiences, others and ourselves rather than for material possessions. Research shows that people with an attitude of gratitude are generally able to cope with the hard times better.

4. **Relate** – focuses on building positive relationships, taking into account the different ways that young people communicate with a reliance on socialising via technology, games and Apps. This module looks at **Active Listening** and **Understanding others' perspectives**

**5. Engage** – covers dreams, aspirations and setting goals encouraging pupils to set goals for themselves to foster perseverance and resilience

As part of this program, all pupils are given a myHappyMind personal journal which can be used to supplement the lessons, as a planner to set goals and as a way of recording personal thoughts, feelings and goals. Also, the modules are brought to life through characters that support pupils and engage interest.

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 how the brain works and strategies based on mindfulness and meditation
- Increase their emotional vocabulary so they can explain how they are feeling.
- Identify and understand their own character strengths and build self-esteem
- Build an Attitude of Gratitude for themselves, others and experiences
- Focus on building positive relationships, actively listening and understanding others' perspectives.
- Engage in setting their own goals and striving to achieve them, showing perseverance and resilience to achieve.

## 6. Pupil Code of Conduct

At Bywell C.E. (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 adults raising one hand silently and copy this as a whole school approach to gaining their attention.

## **7. Rewards**

Our main reward systems 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 reward system enables 'Always' pupils to role model and encourage others. 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:

- Showing Endurance by trying hard and attempting activities and tasks.
- Displaying good manners
- Displaying a caring attitude towards others, being kind, helpful and polite
- 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. Once awarded a Marble can never be deducted.**

### **7.2 Personal Reward System – Learning**

Bywell uses Dojos within the classroom to reward pupils specifically linked to learning. This could be achieving full marks on a spelling test or showing improved scores on the test, also for engagement in learning, asking and answering questions, editing, presentation and at home, reading and accessing TT Rockstars. 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, we have reduced the number of Dojos earned to achieve an award is as follows.**

<b>50 Dojos</b>	-	<b>Bronze Award</b>
<b>100 Dojos</b>	-	<b>Silver Award</b>
<b>150 Dojos</b>	-	<b>Gold Award</b>
<b>200 Dojos</b>	-	<b>Platinum Award</b>

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 and Platinum Awards.

### **7.3 Attendance and Punctuality**

At Bywell, attendance and punctuality are expected and celebrated. Our banner on the gate shares how much learning can be lost with absences or lateness. Our attendance is themed around Attendance Heroes – **Here, Every day, Ready to Learn, On Time**

The school gates open at 8:20am with pupils waiting at the designated door for their class or year-group in the playground. At least 2 members of the Leadership or Pastoral Teams are on duty in each playground, with the Headteacher and Learning Mentor at the main gate.

Teaching staff will meet and greet pupils who line up in their classes from 8:25am for an 8:30am start with the outdoor duty team closing the doors at 8:32 prompt. Year 3 & 4 children must be supported by an adult or older sibling with Year 5 & 6 pupils able to come into school independently with parents/carers permission. All pupils are expected to behave in accordance with the behaviour policy and parents may be asked to accompany children who struggle with this.

Displayed in the main hall is our Attendance Hero game, with each class having a different hero who climbs the numbered floors of buildings. Each week a class target is set for example 97% and all classes achieving this target roll a dice in one of our collective worships or assemblies. This moves their class super-hero up the board with the super-heroes moving towards prize points that earn rewards for the class. These prizes are chosen by the class and can range from extra playtime, treats, ice cream,

to films and extra art/craft sessions. In addition, challenge weeks will be set throughout the year and children attending 100% in that week are entered into a prize draw where lucky winners may experience an additional treat

At the end of the year all children with attendance of 97% or more will have the opportunity for an attendance trip. The final decision is made by the Headteacher.

#### **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.
- Attendance Heroes Treats
- 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 for TT Rockstars, Timestable Ladders

### **8. Behaviour for Learning**

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

We recognise that a 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 behaviour 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, bespoke, positive behaviour plans which may include rewards to reinforce positive behaviour will be created.

## **9. 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 if necessary
5. Be proportionate to the action

*Should it be felt that 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)

Meeting arranged with a member of the SLT – Headteacher, Deputy Headteacher, Assistant Headteacher, parents and Class Teacher

### **9.1 Adult Strategies to Develop Excellent Behaviour**

IDENITIFY the behaviour we expect

Explicitly TEACH the behaviour we expect

MODEL the behaviour we expect

PRACTISE the behaviour we expect

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

### **9.2 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 will remain professional and calm at all times. Conversations should follow a script where possible.

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. BEHAVIOUR PATHWAY

<b>Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message</b>	
1. REMINDER	<p>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  <i>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</i></p>
2. SECOND REMINDER	<p>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  <i>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</i></p>
3. WARNING	<p>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.            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 behaviour 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  <i>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.'</i>  <b>Class teacher to notify Parent/Carer and update INTEGRIS as appropriate</b></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  <i>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.'</i></p> <p>*WE DO NOT describe child's behaviour to other adults in front of the child*</p> <p><b>Class teacher to notify Parent/Carer and update INTEGRIS as appropriate</b>  <b>This sanction can include time out in another class for up to 1 session.</b></p>
5. FOLLOW UP – REPAIR & RESTORE	<ol style="list-style-type: none"> <li>1. What happened? (neutral, dispassionate language.)</li> <li>2. What were you feeling at the time?</li> <li>3. What have you felt since?</li> <li>4. How did this make people feel?</li> <li>5. Who has been affected? What should we do to put things right? How can we do things differently?</li> </ol>



	<b>Class teacher to notify Parent/Carer and update INTEGRIS as appropriate</b>
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

## 10. Extreme Behaviours

Some children exhibit particular 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.

## 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

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)
- 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 always undertaken with the underpinning legal knowledge and practical training.

See Appendix 2 – Physical Intervention & Use of Reasonable Force Policy

## **12. Physical Attacks on Adults**

At Bywell C.E. (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. Only staff who have been trained in physical restraint should positively handle a child.

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.

## **13. Suspension and Permanent Exclusion**

Suspensions occur following extreme incidents or a serious breach of the school behaviour policy at the discretion of the Headteacher. A fixed-term suspension 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 to parents and carers what is happening and why it is happening and arrange meetings including a reintegration meeting.

Suspension will only happen once we have explored several options and have created a plan around a child or there has been a serious breach of the school policy.

### **13.1 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 risk to staff and other children is too high
- The impact on staff, children and learning is too high
- There is an extreme incident or a serious or persistent breach of the school behaviour policy

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.

#### **14. 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
- are travelling to or from school
- are wearing school uniform
- are in some way identifiable as a pupil from our school
- pose 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.

##### **14.1 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.

##### **14.2 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 or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term suspension or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- 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.

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 learning offsite, but the same principles of promoting good behaviour through the policy will always apply.

## **15. 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 understand 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 from support at the less structured times, 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.

## **16. 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 and those pupils transitioning to us.

## **17. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and the Governing Body

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

## **18. 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, volunteers, visitors and families 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, staff and parents/carers

Suspensions and Permanent 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
- leaves the classroom where this would risk their safety or disrupt others
- from attacking someone
- 
- 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 Headteacher's office.