



Pupil Behaviour Policy

Date adopted by the governing body: Autumn 2024

Date for review: Autumn 2025

The vision across our federation permeates all that we do. It encourages the whole school community to demonstrate exceptional personal development and achievement across the whole curriculum taking a holistic approach to our children, as well as the overall wellbeing of everyone. Our federation focusses on community, compassion and courage and these are the core of our curriculum.

Our aims

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- Through the School Curriculum, to teach moral values and attitudes, as well as knowledge and skills that promote responsible behaviour, self-discipline, self-respect, tolerance and respect for other people and property
- To provide a curriculum that exposes children to a wide variety of social contexts where different behaviour codes are required
- To ensure that all children are treated fairly, shown respect and promote good relationships
- To refuse to give children attention and importance for poor behaviour choices
- To help children take control over their behaviour and be responsible for the consequences of it
- To build a community which values compassion and kindness, good humour, respect, wisdom and empathy for others
- To ensure that excellent behaviour is a minimum expectation for all

Purpose of the policy

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

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

At The Federation of Beckwithshaw, Kettlesing Felliscliffe and Ripley Endowed CE Primary School we aim for all of our children to be the best they can be within a positive school climate underpinned by three core principles: **ready, respectful, safe**. Our children's safety and their engagement in their learning is always our primary aim. Steps are taken, with care and consideration, considering individual needs where necessary. We encourage positive behaviour choices through explicit praise.

The Federation Behaviour Code is centered on three key expectations and these are displayed around the school:

Ready for learning throughout the school day

Respect for self, each other and our learning environment

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

We are committed to creating an environment where good behaviour choices are at the heart of productive learning. The highest standards of personal conduct is what is expected of everyone, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy supports staff to teach our children self-discipline. We want our children to understand their choices and not just blindly comply with what is expected of them. There is a focus on respectful behaviour and working together to manage incorrect behaviour choices with dynamic, individualised interventions that support both staff and pupils alike.

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

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

Praise and encouragement are used verbally and children are rewarded for showing compassionate, kind and forgiving behaviour with the weekly class Character Development Award.

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

Behaviour Strategies and Teaching Good Behaviour

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

Consistency of all staff

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

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

At our federation, the following principles are followed:

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

What we will do as a team

- Members of staff will meet and greet at the door; every child will be greeted.
- Model positive behaviours and build positive relationships with children
- Talk about expected behaviour explicitly, making it clear what is expected in different situations

- Personally follow up a child's behaviour every time a sanction is given and engage in reflective dialogue with children
- Be calm

Consistent Approach

Our federation expects children to be well-behaved, well-mannered and attentive.

Examples of such behaviours are:

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

Over and above behaviour

At our federation, we recognise children who go 'over and above' the expected standards. Although there is a range of rewards, we understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom and around the school cannot be underestimated. It is the key to developing positive relationships, including with those children that are hardest to reach. We will acknowledge 'a child a week' from each class who has gone over and above. They will have shown that they are ready, respectful and safe consistently. For this reward, they will receive Hot Chocolate Friday with the Headteacher.

The ways we praise and promote positive behaviours are:

- Verbal recognition and praise
- Recognition boards within the classroom
- Positive behaviour slip home
- Hot Chocolate Friday
- House points

Sanctions

Children are held responsible for their behaviour and staff will use five steps to manage incorrect behaviour choices. It is important that initially, all interactions regarding behaviours are delivered privately in order to support the pupil to be able to make the right choice without worrying about the perception of others.

Reminder	Gentle encouragement, a 'nudge' in the right direction, a small act of kindness; with a reminder of the expectations of Ready, Respectful, Safe will be delivered privately wherever possible. Repeat reminders if necessary. De-escalate where reasonable and possible and take the initiative to keep things at this stage
Caution	A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their previous good conduct to prove that they can make good choices.
Last chance	Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
Internal Referral	<p>At this point, the learner may be referred internally, with work, to another room for the remainder of the lesson. A short restorative conversation should take place as soon as possible afterwards.</p> <p>If the incident finishes here, the teacher must log the incident and a sanction should be imposed.</p> <p>In some instances, an internal referral may involve a request for a pupil to speak with an alternate colleague e.g., another teacher, senior teacher, during which a discussion about the seriousness of the incident will take place accompanied by a discussion about how to move forward positively.</p> <p>DHT will intervene if these incidents continue daily over the course of 3 days. EHT will intervene if this then continues following the intervention of the DHT.</p>
SLT Sanction	<p>This only applies if either:</p> <ul style="list-style-type: none"> a. The learner refuses to engage with an internal referral or b. A serious breach is committed by a learner that may result in a fixed-term suspension. <p>The member of staff on duty must be called to collect the learner. The teacher should provide work. A discussion to move forward from the incident should take place before the next lesson. If the learner does not attend or does not engage with the discussion an SLT sanction will be issued, assuming the procedure has been followed.</p>

Procedures for Dealing with Major Breaches of Discipline

The following procedures may be used for major breaches of discipline:

- An oral warning by the Deputy Head Teacher/ Executive Head Teacher concerning future conduct
- Withdrawal from the classroom for the rest of the day
- A phone call/email to parents informing them of their child's unacceptable behaviour
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour
- Daily report to member of SLT to confirm that behaviour has been satisfactory
- For continued, serious incidents at breaktimes/lunchtimes, the child may not be able to eat/play with the other children to ensure safety of all
- The child may have their place withdrawn from an 'out-of-school' club or school visit
- A meeting with parents and support agencies
- Fixed term suspension (see Exclusion Suspension Policy)
- Permanent exclusion (see Exclusion Suspension Policy)
- Parents have the right of appeal to the Governing Body against any decision to exclude their child (see Exclusion Suspension Policy).

These procedures should not be read as an exhaustive list or seen to be used only in the order in which they are listed.

The Department of Education's publication 'Behaviour in schools - Advice for head teachers and school staff' (February 2024) states that "When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring."

Use of CPOMs in the Federation

The school uses CPOMs to record all incidents that need to be communicated to senior staff in the school. The school employs different codes to indicate the level of concern.

Suspension and Exclusion must always be recorded.

Intervention

By law, members of staff and visitors authorised by the Headteacher have the power to use reasonable force to prevent pupils:

- committing an offence

- injuring themselves or others
- damaging property
- to maintain good order and discipline in the classroom.

Each school has a withdrawal room where children can be taken when incidents of this kind have taken place (see Positive Handling Policy).

A Positive Handling Incident entry is completed on CPOMs and the situation discussed with the Head Teacher/Deputy Head Teacher who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies.

All incidents of positive handling are reported to parents at the first opportunity.

Alternatives to exclusion

The school will take all reasonable steps to ensure that children have an opportunity to rectify their mistakes and learn from them with a restorative approach and to give pay back to the school community or individual dependent on the negative behaviour displayed. A serious breach is an incident that may lead to a fixed term suspension. Alternatives to suspension, where appropriate, will be used.

Pupil Mobile Phones in School

In line with the Department for Education guidance 'Mobile phones in schools' (February 2024), the school does not permit pupils to have their mobile phone with them during the school day. School leaders are able to exercise their legal power to confiscate mobile phones or similar devices for a length of time they deem appropriate.

The school is mindful that for children in Year 6 who may travel to school independently without a mobile phone, their parents/carers may feel this poses a risk or have a perception of increased risk to their children. As well as this, pupils who travel to school on the minibus may also need to be in contact with parents as they arrive/leave the school site. As such, the school will allow pupils in Year 6 or those travelling to school on the minibus to bring a mobile phone to school if the pupil is not collected from the classroom door. The expectation is that once a pupil is on the school premises, they will immediately visit the school office to leave their mobile phone securely for the duration of the school day. Pupils should not use their phones before or after school whilst on the school premises.

Reminders / Assertive Structures

- "I'd like to see you..."
- "I know you can..."
- "I need you to impress me by..."
- "You can impress me by..."
- "Show me you can..."

Then walk away and assume closure – allow the child to follow the structure.

Fogging techniques

The fogging technique is an assertive communication skill that involves agreeing with any truth in a statement, even if it's critical. The goal is to avoid responding in the expected way, such as defensively or argumentatively, to take away the other person's reason to continue being aggressive. When the other person doesn't get the desired reaction, they may change their approach and become calmer and more assertive.

Pupil	Adult
'It wasn't me'	'I hear what you are saying....'
'But they were doing the same thing'	'I understand.....'
'I was only.....'	'Maybe you were....and yet....'
'You are not being fair'	'Yes sometimes I may appear unfair...'
'It's boring'	'I understand you may feel like that...'
'You are a (name calling)'	'I am sorry that you are having a bad day'.

Restorative Meetings

The meetings are led by a person who is independent from the situation

These are the questions you will be asking the child:

1. What's happened?
2. What were you thinking at the time?
3. Who feels harmed and why?
4. What have you thought since?
5. What behaviours will you show next time?

Reaffirm your commitment to building a trusting relationship