



"At the federation of Beckwithshaw, Kettlesing Felliscliffe and Ripley Primary schools we aim to provide an environment of mutual respect and love where all children flourish and who grow together, guided by love."

RBK Behaviour Policy

The vision across our federation permeates all that we do. It encourages the whole federation 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 rooted in Christian teaching.

We recognise that some children, particularly those with disabilities or neurodivergence, can be distressed and can experience meltdowns or shutdowns. We also recognise that some behaviours are just part of childhood development stages.

As a whole federation community, we impact one another, and we use this as a basis for a relational, compassion-based approach to understanding and supporting the behaviour needs of all children.

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 federation community has a responsibility to ensure that our children are Ready, Respectful and Safe.

Our Aims

- To create a culture of safety and being ready for learning: for community, for life.
- Through the Federation Curriculum, to teach moral Christian 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. Fairness being about every pupil receiving what they need in order to learn in a culture of safety for all.

- To get to the heart of why a child is behaving in a particular way, and to support all children to communicate their needs in a safe, appropriate way.
- To help children develop the skills to self-regulate and express their needs through a calm, positive, relational approach whilst recognising that some children may need a personalised approach to support them to manage their behaviour.
- To understand that behaviour that challenges is often the result of gaps in emotional development. Neurodivergent children may also be at a different stage of emotional and social understanding - the stage of emotional development of any child will determine their ability to self-regulate and their readiness for learning.
- To build a federation community which values compassion and kindness, good humour, respect, wisdom and empathy for others rooted in Christian teaching.
- To remove barriers to enable all children to achieve success, to be safe and understood, and to demonstrate this through their behaviours.

Purpose of the Policy

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

- Recognise behaviour expectations and teaching these explicitly with compassion, and an understanding of why some children may have difficulty meeting these expectations, depending on their emotional development.
- Promote self-esteem and the development of emotional/self-regulation skills through coregulation with familiar adults.
- Teach safe and respectful behaviour through positive interactions.
- To help all members of the federation community to understand the impact of their behaviour and develop empathy for one another.

At the Federation of Beckwithshaw, Kettlesing and Ripley Endowed CE Primary Federation we aim for all of our children to be the best they can be within a positive federation 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 and writing personalised behaviour plans in liaison with other, external professionals. We encourage safe and respectful behaviour through positive praise. Praise and encouragement are used verbally and children are rewarded for showing compassionate, kind and forgiving behaviour with the weekly class award.

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

Ready for learning throughout the federation 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 safe and secure relationships are at the heart of productive learning.

We have high expectations of children. Our expectations relating to their behaviour is always understood according to their individual strengths and needs. Behaviour is a means of communication and adults support children to communicate their needs safely and appropriately; with consistency and patience and acknowledging that new skills take time and repetition to embed.

As an inclusive federation we have some children who, if they become anxious or overwhelmed, may become significantly dysregulated and present with behaviour which challenges. Through collaboration between staff, caregivers and the child themselves, we are aware of particular children's 'triggers' and understand the individual strategies that may help to calm the child and help them to become re-regulated.

Having an inclusive and informed approach to behaviour does not mean having lower expectations, or less structure or routine. On the contrary, for children to feel safe, their educational environment needs to be high in both nurture and structure. However, a high level of flexibility is needed to manage these expectations for those children who become dysregulated. In all circumstances, the safety of themselves and others is the priority.

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 or, from a mismatch between the child's emotional and cognitive development and level of security, and the expectations set before them therefore individual behaviour strategies, plans and approaches ensure that individual's needs are met.

Consistency of all staff

All staff will provide children with consistent language and a consistent response. 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	A step taken as a result of disruption or an unsafe environment.
Caution	A reminder that something is causing disruption or an unsafe environment.
Check-in	Curiosity shown about why a particular behaviour is being demonstrated
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:

- Each child is considered individually. When a child is communicating through their behaviour that they are having difficulty meeting an expectation, this is explored. Any un-met needs or under-developed skills are then targeted and supported.
- 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
- Adults model consistent levels of emotional control and emotional restraint
- Adults acting as consistent role models provides our children with secure, relational learning opportunities.
- Adults are consistent in their understanding that part of learning good behaviour involves making mistakes and that learning a new behaviour is a skill that requires time, encouragement and practice but that the safety of all is the priority.
- Adults will consistently reinforce routines for behaviour in the classrooms and around the federation sites.

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 and supporting children to achieve this, according to their need.
- Follow up a child's behaviour every time a sanction is given and engage in reflective dialogue with children.
- Use de-escalation techniques such as proactive distraction and redirection, sensory breaks, movement, emotional co-regulation, change of environment, provision of a 'safe space'.
- Be calm throughout

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 federation
- Children wear the correct federation uniform (any adjustments according to sensory needs are discussed on an individual basis)
- 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 federation 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 praise throughout the day
- House points, certificates and rewards.

Children are supported to develop responsibility for their behaviour in a way that reflects their individual needs and level of emotional development. Problems are solved collaboratively, with curiosity and compassion.

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 and in accordance with the classroom behaviour charts. *Behaviour chart steps adapted as per individual's behaviour place where necessary.*

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 - move to amber on the behaviour chart.

A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue.

Last chance - move to red on the behaviour chart.

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

At this point, the learner may be referred internally, with work, to another room for the remainder of the lesson. A short restorative conversation and Building Better Behaviour form will be completed as soon as possible afterwards.

If the incident finishes here, the teacher must log the incident and a sanction should be imposed.

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 collaborative and developmentally appropriate conversation about potential solutions will take place accompanied by a discussion about how to move forward positively.

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.

SLT Sanction

This only applies if either:

- a. The learner is having persistent difficulty meeting an expectation, despite additional support and opportunities for de-escalation and co-regulation with an internal referral or
- b. A serious breach is committed by a learner that may result in a fixed-term suspension.

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.

Procedures for Dealing with Major Breaches of Discipline

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

- A phone call/email to parents informing them of their child's difficulty meeting behaviour expectations, with an overview of strategies and processes used and in accordance to individual plans.
- A meeting with parents to create the opportunity for an open, solution-focused, collaborative discussion about why the child is consistently struggling to meet expectations.
- Daily report to member of SLT to confirm that the child and those around them are safe and regulated.
- For continued, serious incidents at breaktimes/lunchtimes, the child may need alternative access to lunch and play opportunities to ensure safety for all.
- The child may have their place withdrawn from an 'out-of-federation' club or federation 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 federations - Advice for head teachers and federation staff' (February 2024) states that "When children do misbehave, federations 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.”

Please see Appendix 1 for examples of behaviours that would be considered as Major Breaches of Discipline.

Use of CPOMs in the Federation

The federation uses CPOMs to record all incidents that need to be communicated to senior staff in the federation. The federation 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 children:

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

Each federation 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 federation'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 federation will take all reasonable steps to ensure that children have an opportunity to fully understand the consequences of their actions with a restorative approach and to give pay back to the federation community or individual when/if appropriate. A serious breach is an incident that may lead to a fixed term suspension. Alternatives to suspension, where appropriate, will be used.

Written in accordance with the:

- SEND Code of Practice 0-12 – September 2024
- Suspension and permanent exclusion from maintained schools, academies and PRU in England – August 2024

Policy Written: June 2026

Policy Review Date: June 2028

Date Agreed: July 2026

Signed: 

Appendix 1 – Major Breaches of Discipline

All decisions to exclude or suspend a pupil are serious and only taken as a last resort or where the breach of the Federation expectations or rules are serious.

The following are given as examples:

- Repeated failure to comply with a reasonable request from a member of staff.

- Physical and/or verbal abuse of staff, other adults or pupils.
- Wilful damage to property.
- Homophobic or racist bullying. • Harassment of any kind
- Bullying.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the Federation.
- Persistent defiance or disruption.
- Breaches of health and safety rules.
- Fighting.
- Other serious breaches of behaviour expectations.

Please be aware these are examples and this list is not exhaustive.