



# SETTLE AND MALHAMDALE POSITIVE BEHAVIOUR POLICY

Updated November 2023



*This policy has been written in accordance with the guidelines: 'Behaviour & Discipline in Schools – Advice for Headteachers & School Staff' Department for Education January 2016 and has been reviewed and updated during the period July – October 2023. The Policy was further updated November 2023 to take into account new DfE Guidance on Suspension and Exclusion.*

## School Vision & Values - "Growing and learning Together!"

Settle Church of England Primary School and Kirkby Malham Primary School Partnership provide a place where all children are loved, valued and flourish to achieve their potential.

### Positive Behaviour

Staff and Governors of Settle CE Primary and Kirkby Malham Primary believe that positive behaviour is an essential condition for effective learning and teaching.

We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair.

Our Federation Partnership has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. We believe pupils learn best when they feel safe and happy in school.

At Settle CE Primary and Kirkby Malham Primary we believe that best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained.

Through the example set by all adults who care for them in school and through well developed, planned and stimulating learning opportunities, we believe that children will be best placed to readily accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means that EVERYONE who works or visits school should be:

- Polite and Friendly
- Respectful and Tolerant
- Fair and Considerate
- Helpful to each other
- And always try do their best

### Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of Settle CE and Kirkby Malham Primary School Partnership and ensuring the happiness and learning of every individual in our community.

It will do this through:

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence, self-discipline and self-regulation so that each child learns to accept responsibility for their own behaviour.

- A consistent approach to behaviour throughout the school with parental cooperation and involvement and all staff following an agreed school approach.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Working in partnership with parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfil their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

### The Philosophy of Positive Behaviour

In order for positive behaviour strategies to be effectively deployed by staff, there are a number of characteristics that need to be highlighted:

- Staff must be clear and specific about the behaviour wanted
- Staff need to notice and affirm good behaviour when it occurs, informally and formally
- Staff must establish predictable and fair consequences for inappropriate behaviour
- Staff should be ready to adapt their approach to support pupils who have difficulty in experiencing success
- Staff must ensure that approach and organisation are consistent with the policy.

The Positive Behaviour Policy does not require everybody to adopt exactly the same strategies but there is an expectation that the principles of practice in this policy to be consistent. Inconsistency or negative behaviour approaches not endorsed in this policy will adversely affect the general school atmosphere, leading to tension and confusion over what constitutes acceptable and unacceptable behaviour. Therefore, it is important staff implement a whole school approach, based on an agreed policy and use positive, fair strategies that can be consistently applied.

### The Principles for Encouraging Positive Behaviour

We aim to support positive behaviour and a positive environment through use of the following principles;

- Following a consistent approach with clear expectations
- A clear understanding of rights and responsibilities
- Proactive monitoring of pupil attendance
- Using a self-regulating strategic approach (Zones of Regulation) for pupils who struggle with their behaviour and emotions
- Developing the voice of the child, through for example the School and Class Councils.
- Appreciating and following the agreed Code of Conduct outlined in this policy
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this
- Developing skills of co-operation and discussion
- Encouraging everyone to take pride in the school environment
- Having a positive and consistent approach to playtimes and lunchtimes
- Creating a stimulating classroom environment
- Providing a clear and positive learning experiences fairly and consistently
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating

- Ensuring that the curriculum issues concerning organisation, methods of teaching and learning, content and differentiation are addressed.

At both Settle CE Primary and Kirkby Malham Primary, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and that any reward system is transparent to the pupils and applied consistently and fairly.

Below is a general code of conduct which can be used or adapted by the class teacher to ensure pupils are clear as to expectations regarding their code of conduct.

Please note that if the code below is adapted then it should be checked with the headteacher first. Consistency of approach is vital – if approaches differ or change without regard to whole school agreement then confusion will occur.

Note that behaviour strategies can be undermined if staff change certain agreed rules or put in new rules that have not been collectively agreed. The intention may be sincere but changing rules without proper consultation and agreement can undermine the process, and for some children absolute consistency is required if they are to flourish, feel safe and know what is expected of them.

# Pupil Code of Conduct

## **FOR A SAFE AND HAPPY SCHOOL WE ARE EXPECTED TO:**

Arrive at school on time

Wear the correct school uniform

Show respect to EVERYONE in school

Be truthful, well-mannered and kind

Take pride in our school building

Look after our books and school equipment

Walk sensibly and quietly in the corridors

Keep our school litter free

Set a good example to others

Exercise self-control and self-regulation

Follow school and class rules

## Rights and Responsibilities

An effective Positive Behaviour Policy will need to rely on some principle guidelines relating to rights and responsibilities. Below are some key rights and responsibilities for pupils and staff and visitors who work in school. Note that these are shared rights and responsibilities. A crucial aspect of our behavioural approach in terms of personal well-being is understanding our rights and what we should expect from others when we engage in teaching and learning at the school. It is equally important, however, that we honour our responsibilities to others. When behaviour becomes an issue, it is often because an individual is not honouring their wider responsibility to others.

### The Rights and Responsibilities of Pupils, Staff and Visitors

Every member of our school community has a number of key rights and each right has a commensurate responsibility.

<b>RIGHT</b>	<b>RESPONSIBILITY</b>
To be safe and secure	Not to threaten the safety and security of others
To be cared for	To care for others
To be respected	To respect others
To be treated with courtesy, by adults and children	To be courteous to adults and other children
To be heard	To listen to others
To be valued for what they can offer	To value the contribution of others
To receive praise, for every effort and success, so that they feel good about themselves	To praise the efforts and successes of others
To be in an environment where learning can take place	To avoid behaviour that will disrupt the learning environment for others
To be in a clean environment	To keep the school tidy
To be in an interesting and stimulating environment that is properly equipped	To help create and sustain an interesting and stimulating environment, and to look after the school and its equipment properly
To know what reasonable and consistent expectations are made of them by adults / Senior Leaders	To work hard to meet these reasonable and consistent expectations
To be dealt with fairly and consistently by others	To deal fairly and consistently with others
To have their own opinions and beliefs	To respect and tolerate the different opinions and beliefs of others
To develop independence and self-discipline	To exercise independence and self-discipline responsibly

## The Rights and Responsibilities of Parents

It is important that parents have an understanding and appreciation of the rights and responsibilities of pupils, staff and visitors and support the school if there are behavioural issues relating to their child which directly challenge these rights and responsibilities.

A very important consideration is that no individual should be allowed to disrupt the learning of others or pose as a danger to self, others or property because of their behaviour. Parents should be very clear that the school will need to take proactive action if such a situation occurs.

Parents should also be aware that as a member of our school community, they have a number of key rights themselves in terms of their role and that each right too, has a commensurate responsibility.

RIGHT	RESPONSIBILITY
To have a safe, well-managed and stimulating environment for their child's education	To ensure that their child attends school regularly and arrives in good time, with homework done, and that they are suitably equipped for the lessons in the day ahead
To be well informed about school rules and procedures	To be aware of school rules and procedures, and encourage their child to abide by them
To have reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently	To act as positive role models for their child in their relationship with the school and to work in support of the school if a personal behaviour plan is needed for their child. <u>Note:</u> If a parent has a grievance or concern then this should be taken up with the school directly, rather than through the use of social media.
To be informed promptly if their child is ill or has an accident, or if the school has concerns about their child	To contact the school directly if their child is ill or has a health issue that may affect others and to observe school rules for managing health needs to ensure that infectious illness is contained
To be involved in key decisions about their child's education	To attend planned meetings with teachers and support school functions
To receive a broad, balanced and appropriate curriculum for their child	To show interest in their child's class work and homework and provide suitable facilities for studying at home;
To be well informed about their child's progress and prospects	To provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances
To have a suitably resourced school with adequate and well-maintained accommodation	To support the school in fostering respect and care for the school premises and resources

## Reward Systems – tools for encouraging and rewarding good behaviour

At Settle CE Primary and Kirkby Malham Primary we not only promote and teach positive behaviour and attitudes with our children through adherence to equitable rights and responsibilities but seek to foster good habits and behaviour through various reward systems.

This policy advocates the positive and consistent reward of appropriate behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school and all members of staff are asked to actively seek out and recognise/ celebrate positive behaviour and attitudes when it is visible in school. This can often be achieved through informal praise but at other times more structured approaches might be particularly effective – such as the awarding of house points, stickers or certificates. Wherever appropriate, children’s best efforts will be celebrated through display and performance.

Each teacher is expected to follow reward systems that are consistent with the wider school and to develop their own system of class rewards. Rewards may include the following:

- Verbal praise
- Verbal or written praise to parents about their child
- A simple word of thanks
- Sticker, badges or stamps
- Star of the Week
- Headteacher/Teacher/Staff Certificates - including from kitchen and MSA staff praising good behaviour
- Written comments in books
- Sending the child to another teacher, the Executive Headteacher or Deputy/Assistant Headteacher for praise.
- Special responsibility jobs for pupils e.g. House Captains and Vice Captains, School Councillors etc
- Pupil of the Day Award
- Award of special privileges e.g. Golden Time / Well Being Time
- Star Charts
- Individual or Group Prizes
- Captain's Table (at Kirkby Malham Primary)
- Class Trophy (e.g. the KiM Award at Kirkby Malham)
- House Points

### **Playground Buddies**

In recognition of their senior position in school and to help foster self-discipline and a sense of responsibility, Year 5/6 pupils are encouraged to be a Playground Helper in the Playground and to help set up/tidy up during dinner times. As a Helper these pupils undertake various roles, playing positively with younger children.

### **Attendance Rewards**

Certificates at the end of the school year are provided to pupils for 98-100% attendance. Each class teacher will monitor attendance and ensure registers are completed correctly and on time, informing the office immediately if a child is absent. If a pattern of persistent absence is occurring then the Executive Headteacher **must** be informed. Good attendance at school is seen as a crucial key indicator for monitoring pupil well-being and

safeguarding and can directly affect behaviour and performance at school. Good attendance therefore is acknowledged and rewarded.

### House Points, House Captains and Vice Captains

Our schools run a house points system which fosters a sense of belonging and identity to our school. Children are divided in to one of up to three (Kirkby) or four (Settle) colour and named Houses.

House Points are awarded for range of behaviours including the following:

- Being Careful and kind
- Being polite and friendly
- Being helpful
- Being hardworking and trying our best
- Being respectful and tolerant

House Points are totalled each Half Term and a special rewards and commendation is given throughout the year through mediums such as Praise Assembly.

Children apply for the position of Head Boy and Head Girl, House Captains and Sport/Club Leaders. Roles such as these are designed to reward, motivate and inspire pupils to be the best version of themselves. These positions are seen as very important and special in our school come with their own particular roles and responsibilities.

### SANCTIONS & CONSEQUENCES

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment.

As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies:

- Be calm - all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken
- Make clear that it is the behaviour which is being punished and this is not a personal matter
- Logical consequences - a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- A **Three Step Approach** is advised (see Class Plan for Learning *below*). This approach allows the staff member to outline the misdemeanour to the child or children concerned and to be clear that if the offending behaviour continues after that point then a fair and appropriate sanction will then take place with any further occurrences reported to the school line manager (Deputy, Assistant or Executive Headteacher as appropriate)
- Make good choices - remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that *every day is a fresh start*. We are a forgiving school and understand that our prime role is to guide our pupils to make correct choices and to assist and support them in *doing the right thing*.

## Classroom Management Plan for Learning

Children respond well if expectations are made clear to them and at a level which they understand with a strong emphasis on pupil's being able to make the 'right choice'. We aim to be transparent with our rewards and consequences, therefore, with this in mind we have adopted in each year group a Classroom Management Plan. The Plan focuses on no more than 5 rules and clearly states the rewards if a pupil chooses to adhere to them. If a pupil chooses to break the rules the consequences are clearly stated.

For the plan to be effective all members of staff must follow the protocols outlined. The Classroom Management Plan aims to illicit a professional, thinking response from the adults in charge.

As a school we will;

- Teach the rules just as we would teach any curriculum area
- Emphasise the aspect of pupil choice in engaging in appropriate behaviours
- Share information with parents and carers with regards to the Classroom Management Plan
- Clarify with all stakeholders any areas of concern

The Classroom Management plan aims to help pupils to make good choices in terms of their behaviour.

### **A sample Script for use if using the three-step approach:**

**Step 1**, Teacher: "John, please remember one of our classroom rules is that we listen to the person who is talking, thank you." (Allow take up time and praise John if he complies)

**Step 2**, Teacher: "John, this is a verbal warning. I need you to listen to the person who is talking, please make a good choice, thank you." (Allow take up time and praise John if he complies)

**Step 3**, Teacher: "John, you have chosen not to follow my direction. I need you to work away from your group for a short time."

# Classroom Management Plan for Learning...

## An example for Key Stage 1

We believe that good behaviour is about making the right choices!

### Our Classroom Rules

1. We follow instructions carefully
2. We keep our hands and feet to ourselves
3. We only use nice words
4. We follow the signal for attention
5. We listen to the person who is talking

### Positive Recognition/ Rewards

**When we choose to keep to these rules we may receive the following rewards:**

*e.g. Praise, House Points, Stickers, Certificates, Stamps/ points, Special Activity, Special Class Reward, visit to see a Senior Leader or Executive Head for wider praise and a possible special award or sticker.*

### Consequences

**If I choose to break a rule the following steps will be taken;**

First time a pupil breaks a rule...	Reminder (attention drawn to rule)
Second time a pupil breaks a rule...	Verbal Warning
Third time a pupil breaks a rule...	Short 'Time Out' away from the group or task, the length of time from 5min - 15min
Fourth time a pupil breaks a rule...	Longer 'Time Out' resulting in minutes of play time or for sustained and similar inappropriate behaviour that week, a review of behaviour using a <i>Behaviour/Reflection Sheet</i> at playtime

Fifth time a pupil breaks a rule...

Contact with parents/carer\*

Severe Breach: Remove from class and to send to a Senior Teacher/Line Manager or the Executive Headteacher

## Class Plan for Learning...an example for Key Stage 2

We believe that good behaviour is about making the right choices!

### Our Classroom Rules

- We will keep hands, feet and impolite words to ourselves
- We will observe the signal for attention
- We will listen carefully to the person who is meant to be speaking
- We will respect all adults and pupils in school
- We will be positive and concentrate on our work

### Positive Recognition/ Rewards

When we choose to keep to these rules we will receive the following rewards;

1. Praise
2. Stickers
3. Stamps/ points
4. House Points
5. Golden Time
6. Visit of praise to see a Senior Leader/ Headteacher
7. Certificates
8. Positive Note/ call home
9. Worker of the Week
10. Special Class Rewards



### Consequences

If I choose to break a rule the following steps will be taken:

First time a pupil breaks a rule...

Reminder (attention drawn to rule)

Second time a pupil breaks a rule...

Verbal Warning

Third time a pupil breaks a rule...

Short 'Time Out' away from the group or task, the length of time from 5min - 15min

Fourth time a pupil breaks a rule...

Longer 'Time Out' resulting in minutes of play time or for sustained and similar inappropriate behaviour that week, a review of behaviour using a *Behaviour Sheet* at playtime

Fifth time a pupil breaks a rule...

Contact with parents/ carer\*

**Severe Breach** : Remove from class and to send or send to a Senior Teacher/Line Manager or the Executive Headteacher.

## Causes of Inappropriate Behaviour

There are a number of “in school factors” and “out of school factors” which can lead to inappropriate behaviour, these are presented in the tables below, Lehman, Hawkins and Catalan (1994).

Table 1, In School Factors which influence pupil behaviour

In school factors
<p><b><u>The Environment</u></b></p> <ul style="list-style-type: none"><li>❖ Lack of proper ventilation</li><li>❖ Physical problems of limited space</li><li>❖ Special occasions which cause excitement, e.g. Christmas, Fire Drills etc</li></ul>
<p><b><u>The Child</u></b></p> <ul style="list-style-type: none"><li>❖ Tired due to lack of proper rest</li><li>❖ Hungry due to insufficient or inappropriate food</li><li>❖ Poor or inappropriate social skills</li><li>❖ Need for attention from teacher or parent</li></ul>
<p><b><u>The Teacher</u></b></p> <ul style="list-style-type: none"><li>❖ Offering poorly differentiated curriculum leading to either frustration or boredom</li><li>❖ Lack of knowledge of pupils</li><li>❖ Inadequately developed pupil relationships and lack of empathy</li><li>❖ Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour</li><li>❖ Poor dictation</li><li>❖ Lack of clarity in explaining expectations for behaviour or subject</li><li>❖ Lack of or confusing instruction on subject matter</li><li>❖ Lack of professional development</li><li>❖ Teacher stress</li></ul>

Table 2, Out of school factors which influence pupil behaviour

Out of school factors	
<b><u>Family Circumstances</u></b>	
❖	Child's position in the family
❖	Child's relationship with parent/siblings/grandparents etc
❖	Divorce/ bereavement
❖	Mental health problems
❖	Family trauma and associated issues relating to home relationships
❖	Alcohol or drug addiction
<b><u>The Neighbourhood</u></b>	
❖	Child's popularity
❖	Peer relationships
❖	Bullying
❖	Social Problems
❖	Civic disturbance

## Levels of Misbehaviour

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed (see table on next page for examples).

Low Level	Moderate Level	Serious Level
Fidgeting/ Fighting Telling tales Late for school Dropping Litter Noisy e.g. talking/ shouting Failing to keep on task Leaving seats without permission Unkind remarks Bad language (one off)	Constantly shouting out Poor effort Distracting others Poor attendance Continuously unprepared for work Non-uniform/ jewellery Stealing Disregarding Supervisors Threatening/ aggressive behaviour	Serious assault Vandalism e.g. damage to school property/ graffiti Physical / verbal threats made to staff or peers Use of or in possession of drugs/ solvents Violent outbursts verbal or physical Leaving school without permission Presenting behaviour that makes one a danger to self or others. Damaging school property. Disrupting the good order and functioning of the school so that others are unable to learn and provision is significantly disrupted.
Time wasting Telling lies (one off) Running in corridors Pushing in line Chewing Gum Borrowing without permission Leaving work area untidy	Refusal to cooperate Telling lies (persistent)	

Sanctions for poor behaviour in class are agreed and outlined in the Classroom Management Plan. The Classroom Management Plan is clearly displayed in all classrooms.

## Positive Behaviour Management "Tools to Use"

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- ❖ **Positive Feedback**- Acknowledge/Approve/Affirm:  
Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- ❖ **Positive Correction**- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- ❖ **Positive Repetition**- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- ❖ **Non-verbal Cues**- hands up, finger on the lips, the "look".
- ❖ **Give take-up time**- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- ❖ **Re-direction**- repeat direction without being side tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- ❖ **Tactically ignore**- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- ❖ **Physical Proximity**- move closer to a disruptive pupil
- ❖ **Distraction/ Diversion**- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- ❖ **Clear Expectations**- e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- ❖ **Where/ What**- "Where should you be?" (In my seat) What should you be doing? (My work).
- ❖ **Choices**- "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- ❖ **Broken Record**- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- ❖ **Private Reprimand**- a quiet word rather than a public confrontation.
- ❖ **Repair & Rebuild**- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".
- ❖ **Depersonalise to avoid direct conflict** – target the group with you request rather than the individual. Instead of saying. "John you are talking loudly again" say "I can hear a loud noise coming from this particular group. Please will you talk in softer voices" and when done say, "Thank you" to reinforce the message. This is a useful strategy as it can prevent a child who struggles with fitting in with class routines being consistently mentioned and in some cases with children who have Emotional and Behavioural Special Needs it can prevent there being an outburst from a relatively minor behaviour modification request.
- ❖ **Choose your battles and your words carefully** – there needs to be an awareness that some 'battles' are just not worth fighting over and that there is little value in making promises or demands that cannot be kept or backed up. This is especially relevant for the child with Emotional and Behavioural

Special Needs. Some children because of their special needs or behavioural triggers struggle to sit on a carpet for a long duration/struggle to line up etc. just as some children struggle to read and write.

- ❖ **Know your children** - staff may have to tailor their strategies to fit in with a particular child. This is not *letting the child win* or letting the child *get away with something* – it just means that further adaptations may need to be in place (additional pastoral work such as Volcano in my tummy or zones of regulation may be required to get them to a place where they can better control their feelings or anger). When we make expectations of children we should consider their age, maturity, special need, mental health and ‘anxiety critical point’
- ❖ **Staff Mindset: Our role is to help the individual and to ensure a culture of personal respect and safety for everybody** – above all, as staff, our role is to help nurture the children and consider each child as a vulnerable, developing person who needs guidance, clear and reasonable expectations and a calm caring environment in which to flourish. This should be our mind set. Each child needs to know that if they make mistakes they can learn from them. However, these mistakes *must not be at the expense of other children*. There needs to be a balance between bespoke care and behavioural management of the individual in consideration of what is in the interests and safety of the wider class. If a child is a danger to self or others or is responsible for wilfully damaging school property then there is a duty of care for school staff to intervene and for the offending child to be withdrawn from the group/class/school as appropriate.

**REPORTING INCIDENTS** Staff are expected to log behaviour incidents using the school behaviour log (at Settle) and CPOMS (at KiM) and copies of these documents are to be kept by the Assistant Head/Deputy and will be shared with the Executive Headteacher on a weekly basis. There is a section on the behaviour log entitled ‘Anti Bullying Watch’ which requires any alleged bullying incident to be recorded and investigated. Please note that fall outs between pupils and between friends can be very upsetting but care as to accurate use of terminology is important. Though the school will take any allegation seriously a reported incident between friends may not in the first instance be classed as ‘bullying’ even though it might be initially reported as such. It may simply be a fall out. However, this policy states that there is a duty for staff to investigate the situation and for incidents to be logged so that they can be monitored by the Senior Leadership Team (SLT) to be absolutely sure it is not bullying /or in case they escalate to become ‘bullying’. Behaviour logs include reporting behaviour that is racist, homophobic or sexist and in these cases the behaviour must be drawn to the attention of the Executive Headteacher because in such proven situations an incident report will need to be made to the Local Authority in compliance with NYCC guidelines. It is the duty of all staff to record behaviour incidents using the correct forms and to provide the details necessary to ensure that poor behaviour is being fully recorded. The completion of a form needs to be complemented by good communication with relevant staff, and in severe cases with parents, so that the incident can be properly followed up. At some point the perpetrator of the incident needs follow up time to reflect on their behaviour with strategies put in place to minimise or stop the incident happening again. Pupils who are affected by poor behaviour needs to know that staff are proactive in managing it and that an incident will be properly followed up and dealt with in a fair and compassionate manner. Pupils and parents also need to be reassured that the school is proactive in tackling poor behaviour and are committed to keeping children. Incidents therefore are not purely to be recorded but must be acted upon. The Executive Headteacher will maintain a behaviour log and use this to monitor standards in both schools.

#### [Child on Child Abuse / Bullying/ Racist and Homophobic Behaviour](#)

There must be vigilance from staff regarding any behaviour that might be construed as Child on Child Abuse / Bullying/ Racist and Homophobic Behaviour. There is a duty for staff to immediately report any behaviour that befalls these categories to the headteacher/designated safeguarding lead in accordance with our Child Protection Policy. Pupils staff and parents need to be aware that behaviour matters relating to these categories may lead to formal action being taken that might include involvement and referral to the Local Authority or exclusion.

## Guidelines for Managing High -Needs SEN Pupils (including those with an EHCP)

At Settle and Malhamdale Partnership, we are committed to creating an inclusive and compassionate learning environment where all pupils, regardless of their abilities or conditions, have the opportunity to thrive.

It is important that pupils, staff and parents are aware that the school policy, guidelines and approach will need to be further personalised and adapted for those children who have diagnosed conditions of special needs, such as Autism, Attention Deficit Hyperactivity Disorder (ADHD) or Pathological Demand Avoidance (PDA).

Our approach is rooted in compassion, understanding, and positive behaviour support.

### Inclusivity and Understanding:

Every pupil is valued and respected for their unique qualities and abilities. We recognise that pupils with high needs such as Autism or conditions like PDA /ADHD have specific needs and challenges, and we are committed to providing tailored support to help them succeed. School staff have received training to establish a common framework of professional understanding for meeting the needs of high needs pupils.

### Compassionate and Positive Approach:

Staff, parents, and fellow pupils will be educated and encouraged to approach pupils with Autism or conditions such as PDA/ADHD with empathy and compassion. Our primary goal is to create a supportive environment that fosters growth, self-esteem, and a sense of belonging.

### Individualised Plans:

Each pupil with Autism or PDA/ADHD will have an Individualised Education Plan (IEP) that outlines their specific needs, goals, and strategies for support.

IEPs will be developed in collaboration with parents, carers, and external specialists. The personalised plans and advice from professionals in terms of organisation, provision, resources and strategies will need to be followed in order to best support pupils behaviourally and educationally.

It may mean that some strategies highlighted above in this policy might need to be further adapted to cater for high needs pupils, due to their special educational needs. It is important that all staff, whether they are directly working with the children or not, are aware of any special considerations.

The challenge of working with pupils who have Autism, ADHD, PDA or other similar conditions is that the approach that works most effectively for them will often contain strategies that are unique to them, and as such generalised guidelines for managing their behaviour must be complemented by the information contained within their individualised plans.

### Building Relationships:

Teachers and support staff will establish positive, trusting relationships with pupils, recognising their unique strengths and interests. Positive relationships are essential for any positive behaviour plan and especially so for high needs vulnerable children. Consistency and routine will be vital and will need to be maintained to help pupils feel secure.

### Communication:

Staff are encouraged to use clear and concise language, and provide visual supports when necessary (this should be identified in their individualised plans). Staff may need to encourage communication through preferred methods, such as Makaton or using assistive devices.

#### Sensory Support:

The school will need to recognise sensory sensitivities and provide appropriate accommodations or time out spaces such as the well-being room/Rainbow Room or Zen Den. It will be important to create and be aware of sensory-friendly spaces and offer sensory breaks when needed.

#### Flexibility and Choice:

An important consideration will be to allow pupils with Autism or PDA/ADHD to have a sense of control by offering choices within a structured framework. Staff should seek to minimise demands and ultimatums which the child is likely to struggle to meet and instead provide alternative activities/choices as an alternative.

#### Positive Reinforcement:

The reinforcement of positive behaviour through praise, rewards, and recognition is very important for pupils with SEND, including those with autism and conditions such as PDA and ADHD. Staff are encouraged to avoid punitive measures, and focus on teaching and modelling appropriate behaviour.

#### Social Skills Development:

Staff will need to plan and provide social skills training and opportunities for interaction in a supportive, structured setting. It will be important to foster understanding and acceptance among peers through awareness programs. An evaluation of the behavioural progress being made by pupils who have autism, ADHD, PDA or similar conditions will take into account the opportunities provided by the class teacher for social skills development. It is important that self-esteem is nurtured and peers are aware of the needs of vulnerable pupils and show understanding. The Zones of Regulation is an essential tool for developing compassion of peers as well as self-regulation of the individual.

#### Support from Specialists:

Teachers and staff will be expected to collaborate closely with specialists, such as speech therapists, occupational therapists, and behavioural therapists, to address specific needs. They will be expected to regularly review and update individualised plans to ensure ongoing progress.

#### Crisis Management:

Teachers will need to keep the Headteacher/SENDCo and Deputy SENDCo updated as to the progress of pupils, including a transparent feedback of behaviour management challenges, so that school staff can collectively develop and communicate clear crisis management plans in case of severe behavioural challenges, with a focus on de-escalation techniques. Training will be put in place across the year with the aim of equipping staff to handle crisis situations safely and effectively. It is a professional duty of all staff to attend training opportunities when provided.

#### Parent and Carer Involvement:

It is important to maintain open lines of communication with parents and carers to ensure a holistic and consistent approach. The school will offer resources, training, and support to families to help them understand and manage their child's needs. The school will regularly review the provision of pupils with special educational needs to ensure that the child is best suited to a mainstream environment and is able to cope. In some cases, a mainstream environment may not be appropriate. The school will be transparent and sensitive in its discussions if a child is struggling to cope and their needs cannot be met by the school.

#### Review and Evaluation:

This policy and the accompanying guidelines will be reviewed every two years. Feedback from staff, parents, carers, and external specialists will be integral to this process. At Settle and Mahamdale Partnership we are committed to fostering an inclusive, compassionate, and positive learning environment for all our pupils. This policy and guidelines reflect our

dedication to supporting high-needs primary school aged pupils with special needs and will take into account Autism or conditions such as PDA and ADHD, as necessary, helping all children to achieve their full potential.

## **MONITORING AND EVALUATION**

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Executive Headteacher/SENDCo in conjunction with the Deputy and Assistant Headteacher as appropriate and Deputy SENDCo.

This Positive Behaviour Policy will be reviewed annually by the Executive Headteacher with the whole staff and as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy.

It will be formally reviewed for approval every three years as a minimum with the governing body (or sooner if there is an amendment to the policy).

### **Staff and Volunteer Responsibility**

It is essential that all staff and volunteers who work in school have read and understood the school's positive behaviour policy. Staff and volunteers have a duty to follow the policy and to adhere to agreed school policies and procedures. There must not be any incidental changes or adaptations of the above school procedures without there being full consultation and agreement with the Executive Headteacher and Governing Board.

### **Link to Special Educational Needs Code of Practice**

Social Emotional and Mental Health (SEMH) is one of the categories of Special educational Needs in the 2014 SEN Code of Practice. A pupil may be placed on the SEMH Code of Practice for SEMH when a class teacher recognises a behaviour difficulty and where normal classroom management strategies are not effective.

### **Review of the Policy:**

The School Council play an active role in the delivery and future success of this Policy. The Policy will adapt and evolve in consultation with staff, parents and the Board of Governors and be updated to take into account new government/LA guidance.

## Procedures for Concerns Flow Chart

I have a concern about the behaviour of a child or the behaviour management of a child in school



I can refer to the staff handbook / this policy document  
or talk to the Class Teacher



If I am still concerned I can talk to Senior Leaders, Deputy Special Educational Needs Co-ordinator (SENDCO) or Deputy Head/Assistant Head as appropriate



If I am still concerned I can talk to the Executive Headteacher, who if required will raise the issue with the Chair of Governors for further support and awareness if this is deemed appropriate

### Links with other Policies/documents

This Policy is integral to all school policies. It has key links with policies such as:

- ❖ The Schools Vision Statement
- ❖ Special Educational Needs
- ❖ Child Protection
- ❖ Anti-Bullying
- ❖ Attendance Policy
- ❖ Collective Worship and Pastoral Care
- ❖ Attendance
- ❖ Staff Code of Conduct/handbook which is revised and updated annually

## Suspension and Exclusion of Pupils

The school reserves the right to Suspend or Exclude a pupil in compliance with North Yorkshire County Council set procedures (see guidance if considering a decision to exclude) and in accordance with the DfE Guidance (updated September 2023) whereby a decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

The school reserves the right to impose any listed sanction if an incident is serious enough to warrant it.

## Reasonable Force/ Safe Handling

The Education (NI) Order 1998 (part II Article 4 (1)) states;

"A member of the staff ... may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing any offence
- Causing and injury to, or damage to the property of, any person (including the person himself); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise."

Based on this legal framework the working definition of "reasonable force" is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under **Duty of Care**, staff may use a physical intervention and when they do so, they should be clear that the action was legally justified;

- In the child's best interest
- Necessary
- Reasonable and proportionate
- Last resort (where possible)

Teachers will use physical intervention if a child presents as a danger to self or others or is damaging school property. In such situations the restraint intervention will be logged and parents informed.

If school staff are required to physically intervene *regularly* or a child is regularly hurting others (staff/pupils) then the child may find themselves at risk of exclusion and there will be an urgent review of their provision at the school to determine whether we can continue to meet the child's needs.

**NOTE: At Settle and Malhamdale Partnership the health and safety of pupils, staff and visitors is paramount and is the chief priority of the headteacher and governing body. Matters of behaviour and discipline which compromise the health and safety of other staff and pupils or significantly disrupts the day to day running of the school will not be tolerated.**

If the Executive Headteacher is concerned that the school is unable to meet the needs of a child or requires additional funding or support then the Local Authority will be informed.

It may be that in order to safely reintegrate a child, the school timetable is significantly adapted to better meet the needs of the child and the wider school.

**Note:** staff may be seen to *fail in their duty of care* if they do not act when a child is acting in a manner that presents them as a danger to self or others or is in the process of wilfully damaging school property.

### **When required to administer Physical Restraint**

When required to manually move a pupil it is very important to adhere to the following guidelines:

1. Be aware as to what we mean by 'safe handling' and the range of strategies (e.g. diffusion /de-escalation/appropriate 'time out'/none force measures) that would likely negate the need for force to be applied.
2. Physical restraint should be a last resort. Staff should be aware of **what** we mean by 'reasonable force' (this will be updated annually via staff training sessions and bulletins) and **when** it is appropriate to use reasonable force (e.g. the only times permitted are for legal reasons such as when a child is a danger to self or others or committing an offence such as damaging school property).
3. If force is absolutely necessary because of your **duty of care to act and it is legally justified to do so**, then take care to use handling techniques that require minimal or reasonable force in accordance with training principles and such incidents must always be accompanied by appropriate record keeping and ideally in the presence of a witness. The Headteacher will need to be notified immediately if physical restraint has been used so as to determine next steps and to contact the parents of the child so that they are aware this has taken place.

## **Home- School Agreement**

The Partnership acknowledges the importance of fostering a collaborative and supportive educational environment, and to this end, has established a comprehensive Home-School Agreement. This document outlines the shared expectations and responsibilities of the school, parents, and children, emphasising the collective commitment to ensuring a smooth and equitable operation of the school.

The agreement serves as a vital tool in promoting good discipline and behaviour by delineating the roles each stakeholder plays in the educational journey.

Through mutual understanding and cooperation, the School, parents, and children aim to create a conducive atmosphere for learning, where respect, responsibility, and positive behaviour are upheld as fundamental values.

This Home-School Agreement reflects the shared commitment to cultivating a harmonious and nurturing educational experience for all members of the school community.

**Richard Wright**

Executive Headteacher/SENDCo

*Updated November 2023*

**Notes:**