



**POSITIVE BEHAVIOUR POLICY / PASTORAL CARE AT SETTLE CE (VC) PRIMARY
AND KIRKBY-IN-MALHAMDALE UNITED (VA) PRIMARY SCHOOL**

Updated November 2020



Timescale for consultation with staff/governors/parents	Start Date	Person Responsible
Feb – June 2019	September 2019 (to be reviewed annually)	Executive Head Teacher and Leadership Team

This Policy has been developed within the context of current legislation, policy and guidelines;

- Health and Safety at Work (NI) Order (1974)
- Children (NI) Order (1995)
- The Education (NI) Order (1998)- Articles 3&4
- Human rights Act (1998)- came into force in NI in 2000
- Education (NI) Order (2003)
- Special Educational Needs & Disability (NI) Order (2005)
- Northern Ireland Anti Bullying Forum www.NIABF.org.uk

Mission Statement

"Learning, Caring, Growing Stronger Together"

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 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 in school is:

- Polite and Friendly
- Respectful and Tolerant
- Fair and Considerate
- Helpful to each other
- Hardworking and does 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 Federation 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.

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- 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 the 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.

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

and

Line up quickly and quietly when the bell rings

*The above Code of Conduct will be displayed prominently around the school.
In the Foundation Stage the Code of Conduct is articulated in a more suitable language
according to the age of the children.*

The School Council is to be consulted when revising this Code.

The Rights and Responsibilities of Everyone at Settle CE Primary and Kirkby Malham Primary Federation of schools

PUPIL RIGHTS AND RESPONSIBILITIES

Pupil Rights	Pupil Responsibilities
<ul style="list-style-type: none"> ☺ Be valued as members of the school community; ☺ Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns; ☺ To know that we all make mistakes, the important thing is to learn from them; ☺ Be treated fairly, consistently and with respect; ☺ Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon; ☺ Be taught in a pleasant, well-managed and safe environment; ☺ Work and play within clearly defined and fairly administered codes of conduct; ☺ Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met; ☺ Develop and extend their interests, talents and abilities. 	<ul style="list-style-type: none"> ☺ Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead; ☺ Respect the views, rights and property of others, and behave safely in and out of class; ☺ Co-operate in class with the teacher and with their peers; ☺ Work as hard as they can in class; ☺ Conform to the conventions of good behaviour and abide by school rules; ☺ Seek help if they do not understand or are in difficulties; ☺ Accept ownership for their own behaviour and learning, and to develop the skill of working independently. ☺ Use Zones of Regulation to self-monitor, regulate and communicate personal needs and feelings

The Rights and Responsibilities of Everyone at Settle CE Primary and Kirkby Malham Primary Federation of schools

STAFF RIGHTS AND RESPONSIBILITIES

Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> ☺ Work in an environment where common courtesies and social conventions are respected; ☺ Express their views and to contribute to policies which they are required to reflect in their work; ☺ A suitable career structure and opportunities for professional development; ☺ Access to support and advice from senior colleagues and external bodies; ☺ Adequate and appropriate accommodation and resources; ☺ To be treated with care and dignity from all members of our school community; 	<ul style="list-style-type: none"> ☺ Behave in a professional manner at all times treating all children consistently and fairly and to follow and respect the agreed systems and policies of the school ☺ Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked; ☺ Show interest and enthusiasm in the work in hand and in their pupils' learning; ☺ Listen to the pupils, value their contributions and respect their views; ☺ Be sympathetic, approachable and alert to pupils in difficulty or falling behind; ☺ Identify and seek to meet pupils' special educational needs through the SEN Code of Practice; ☺ Share with the parents any concerns they have about their child's progress or development; ☺ Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development; ☺ Report suspected cases of bullying to the Executive Head teacher /Deputy or Assistant Head ☺ Report any safeguarding to the Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection. ☺ Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken. ☺ Understand, use and support Zones of Regulation principles in school and apply a strategic and tactical approach to managing any potential conflict situations.

PARENTS RIGHTS AND RESPONSIBILITIES

Parents/ Carers Rights	Parents/ Carers Responsibilities
<ul style="list-style-type: none"> ☺ To have a safe, well-managed and stimulating environment for their child's education; ☺ To have reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently; ☺ To be informed promptly if their child is ill or has an accident, or if the school has concerns about their child; ☺ To be well informed about their child's progress and prospects; ☺ To be well informed about school rules and procedures; ☺ To receive a broad, balanced and appropriate curriculum for their child; ☺ To be involved in key decisions about their child's education; ☺ To have a suitably resourced school with adequate and well-maintained accommodation. 	<ul style="list-style-type: none"> ☺ ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead; ☺ be aware of school rules and procedures, and encourage their child to abide by them; ☺ show interest in their child's class work and homework, where possible, provide suitable facilities for studying at home; ☺ 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; ☺ attend planned meetings with teachers and support school functions; ☺ 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.

Rewards

We at Settle CE Primary and Kirkby Malham Primary not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Each teacher will have their own system of class rewards.

Rewards may include the following:

- Verbal praise and smiling at children
- 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
- Star Charts
- Individual or Group Prizes
- Captain's Table (at Kirkby Malham Primary)
- Class Trophy (e.g. the KiM Award)
- House Points

Star of the Week

Every week each teacher will choose a pupil to be the class's Star of the Week. This award will be given right through all classes from Nursery to Year 6 .

The weekly areas of reward are rotated as follows:

- Literacy
- Numeracy
- Behaviour
- Endeavour

The class teacher will choose a pupil, who in their opinion has made a significant contribution in the chosen area. The awardees will be presented with a certificate in our Praise Assembly and their photograph will be displayed on our Social Media platform.

Worker of the Week!

At Settle CE Primary and Kirkby Malham Primary we wish every child to aspire to achieve their very best and make excellent progress with their learning. Teachers are encouraged to send pupils who have made good progress or produced outstanding work to the Executive Head Teacher. This opportunity is used to praise the pupil and post home a Wonderful Work letter. This letter celebrates the achievements of the pupil and thanks parents/ carers at home for their continued support in ensuring their child makes good progress.

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 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.

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 reward is given in a Celebration Assembly.

Children apply for the position of House Captains and Vice Captains. Interviews are conducted by the class teacher and Executive/Assistant Head. These positions are seen as very important and special in our school which come with 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*.
- **Class Plan for Learning**

We believe that children respond well if our expectations are made clear to them and at a level which they understand with a strong emphasis on pupil 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 also 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."

Class Plan for Learning...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;

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 Sheet</i> at playtime
Fifth time a pupil breaks a rule...	Contact with parents/carer*

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

Class Plan for Learning...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 <i>Behaviour Sheet</i> at playtime
Fifth time a pupil breaks a rule...	Contact with parents/ carer*

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

Table 2, Out of school factors which influence pupil behaviour

Out of school factors

Family Circumstances

- ❖ 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

The Neighbourhood

- ❖ 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 (see Appendix 5) 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.

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).

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.

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 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. Be aware of **what** we mean by 'reasonable force' and **when** it is appropriate to use reasonable force (e.g. for instances when a child is a danger to self or others or committing an offence or is engaged in behaviour that is prejudicial to the maintenance of good order and discipline at the school).
3. If force is absolutely necessary because of your **duty of care to act and it is legally justified to do so**, then be fully aware of the approved handling techniques and equipment (e.g. Safe Pods) and other staff that may be used and always keep actions child friendly and age appropriate. Approved techniques will be shared by a trained instructor and only these approved techniques may be used when safe handling and reasonable force is required. Handling techniques that require minimal or reasonable force are only appropriate as a last resort and must always accompanied by appropriate record keeping and ideally in the presence of a witness (see Safe handling techniques).

Good discipline and Coronavirus Management

It is vital that the school is able to honour its duty of care under the Health and Safety at Work Act 1974 and is able to stringently follow current government guidelines on Coronavirus to keep pupils, staff and visitors safe in school.

During these difficult times of pandemic infection there is a vital need for pupils to follow school behaviour rules and to not act in a manner that endangers themselves, or others, or disrupts the good running of the school.

The Executive Headteacher reserves the right to refuse a child entry into school if he believes:

- the child is unable to cope with the routines put in place to manage coronavirus (maintaining social distance/class bubbles)
- their behaviour breaches the school risk assessment measures put in place for the safety of all
- their behaviour makes them a potential danger to themselves and others and increases the coronavirus risk to all
- the school is not equipped in terms of suitable staffing and resources/space to closely monitor a challenging pupil and keep them and others safe (this may occur when significant staff are in self isolation or absent and the Executive Headteacher or Senior Management believes it is not safe to have a child in school)

The important duty of the school is to keep people safe, as outlined in the Health and Safety at Work Act 1974 and fulfil the school's responsibility to manage coronavirus, as outlined in its current school risk assessment. These responsibilities will always take priority in any decision making concerned with school provision and the needs of a child.

Any reintegration plan or phased return, during the coronavirus period, requires regular review by staff/parents. A reintegration or phased return period will continue until the school believes it is safe and appropriate for a child to return to normal class routines. Access to home support materials and remote learning options will be provided if a child is not in school and are on a reduced timetable or participating in a phased return/reintegration plan.

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.

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 the 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 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:

- ❖ 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

Richard Wright

Executive Headteacher/SENDCo

Updated November 2020

Notes: