



Slingsby Community Primary School

Behaviour Policy & Statement of Written Principles

Approved by: FGB

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1. Rationale & Values

Slingsby Community Primary School is a place where staff, governors, parents/carers, children and the wider community work together to provide an education, which is inclusive and nurturing for all.

Our work is rooted in providing children with a positive, happy, safe and inspiring environment to learn and develop as individuals. We strive for excellence.

We recognise every child as an individual - promoting self-esteem, independence, respect and responsibility.

We aim to work in partnership with parents/carers and the wider community, as we understand that this is effective in helping children to learn and develop.

We encourage children to be pro-active in their learning by helping them to understand what they are good at and what they can do to get better. We promote a 'can-do' culture, and teach children that making mistakes is a natural part of the learning process.

We have high expectations of ourselves and we encourage high standards in all that we do at our school we value:

- Honesty, fairness and trust
- Kindness, compassion, empathy, tolerance and consideration for others
- Politeness and good manners
- Trying our best at all times and being resilient learners

At Slingsby Community Primary School we want our children to develop into caring and respectful learners with high self-esteem. We will treat everyone as an individual and aim to develop the whole person so that they are equipped to take his/her place in the modern world.

- We aim to create a positive culture that promotes outstanding behaviour through a culture of mutual respect; ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment. We also aim to increase an understanding of poor behaviour choices affect others and their own mental well-being.
- PSHE & RSE lessons, assemblies, class rules/ charters and learning provide opportunities within the classroom for outstanding behaviour to be discussed and promoted.
- We aim to have a consistent approach to behaviour; providing clear boundaries for all children in our care; and that all adults who work within our setting are consistent in their approach – using positive behaviour management strategies at all times.

- We aim to ensure that every member of the school behaves in a considerate way toward others.
- We aim to provide additional and bespoke support guidance for pupils with specific needs.
- We believe that the school should be a calm, orderly place at all times; therefore, the children are taught and encouraged to show respect in everything they do.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Encouraging Outstanding Behaviour in Slingsby CP School:

- Children are expected to walk quietly around the school; ensuring a peaceful environment.
- When attending events and assemblies, children are expected to remain quiet and sit without disruption for specific lengths of time.
- Children are not left unaccompanied in any room at any time.
- Children are expected to always use good manners. Saying 'Please' or 'Thank you' does not take a lot of effort but means everything.
- Children are expected to respond to adults in a clear and respectful manner – both verbally and physically (stand/sit smartly, make eye contact and speak in a calm voice)
- When an adult is speaking, children should never interrupt them, but instead 'wait their turn.' There should be no occasion when a child should reply with 'but Mrssays' 'but I'm just.....' Instead, children are encouraged to reply with respect: 'Yes Mr Smith' / 'No Miss/Mrs...' to show they have listened carefully and understood what they have been asked to do.
- Children should not damage/vandalise anyone's property or equipment – including school resources.
- Children should not touch their peers unless consent is given; and should keep their hands and feet to themselves at playtimes; therefore should not hit, kick, grab or push another pupil.

Classrooms:

At the beginning of the school year, each class draws up a class charter/list of rules with direct input from the children. This charter is developed with behaviour in mind and is a set of routines and conducts that the whole class agrees to adhere to. Their charter is displayed in the classroom. All statements are kept positive for the children, so these consist of 'do' statements rather than 'don't' statements.

In the general running of lessons, pupils are expected to:

- Be on task – not distracted by or distracting others.
- Strive and persevere to achieve the best results possible.
- Bring in the correct equipment (including PE clothes) each day.
- Help ensure that noise level is kept at an appropriate level.
- In and around school, show respect towards each other.

In order to ensure a consistent approach to expectations across our school, the following rules apply for all staff to consider:

- Children should be taught not to interrupt someone else whilst they are talking (both adults and children); always listen, then wait your turn to speak by raising your hand.
- Children should be taught to understand the importance of children staying in their seat unless they have permission to leave it to access classroom resources – they should be taught to never follow their teacher around the room (with the exception of Reception/Year 1). Whilst this is important, all children are encouraged to access their own resources – showing increasing independence – as they move up through the school.
- Children should be taught to tidy their place and tuck their chair in before leaving the classroom. No equipment or rubbish should be on the floor.
- Children are taught to use their 'inside voices' when talking in the classroom – there is no need to shout.
- Children should be taught to not take equipment/resources from others without asking politely first.
- Above all, children should always strive to be respectful, kind and share.

Lunchtimes:

Our behaviour policy supports the management of behaviour at lunchtimes. Midday supervisors (MSAs) are made aware of and understand the reward and consequences system. They too show mutual respect. Any concerns regarding behaviour will be brought to the teachers' attention and this will then be dealt with appropriately. Midday supervisors are able to use the reward systems in place, and record incidents directly to the class teacher.

In order to ensure a consistent approach to expectations across our school, the following rules apply for all staff to consider:

- Children are expected to say please and thank you to those who serve meals and the adults helping in the dining hall
- If a child needs something, they are encouraged to ask politely and clearly.
- Children are expected to use 'Restaurant' Manners:
 - Use cutlery, not fingers
 - Talk to people on their table, not other tables
 - Not talk with food in their mouth
 - Not eating whilst out of their seat: finish their food completely before taking their tray back.
- Line up for their meal quietly
- Respect Class 2's display boards
- Not 'save' seats

Playground:

Appropriate adults supervise the playground area during playtimes. Pupils report any accidents/ incidents to one of the adults on duty. Pupils should not enter the school building during playtime without first asking permission.

Pupils are encouraged and asked to:

- Play where they can be seen. No children should be behind sheds or equipment.
- Be sensitive to and aware of the needs of all pupils.
- Include other children in their games and ensure no child is excluded.
- Treat playground equipment with care and respect.

- At the end of playtime, stop immediately on hearing the whistle/bell and those children who have equipment are asked to return it safely. Children should then **walk** to their line, ready to enter the school quietly, ready to learn.
- To only enter the sports resource shed after receiving permission from a member of staff who is on duty.
- Keep their hands and feet to themselves at all times – no grabbing, pushing, hitting or kicking
- Toys are not permitted in school, as they can be easily broken or lost.

In order to ensure a consistent approach to expectations across our school, the following rules apply for all staff to consider:

- Children should not run up the ramp or in the nature area.
- Children should not climb through or on any fence or wall.
- If a child is eating a snack, they should consume this in the outdoor classroom (choking risk)
- Children should be encouraged not to line up early – they should continue having fun, be busy and wait for the whistle/bell.
- Children should line up quietly and listen carefully for instructions.

Wet playtimes:

During wet play the children stay in their classrooms with adult supervision. They are expected to:

- Behave in a responsible and safe way.
- Follow the class charter.
- Use equipment from the selection available for wet play.
- Respond positively to adults other than their own class teacher.

NB: No child is allowed to stay in a classroom unless accompanied by an adult. Pupils are aware that this is for their own safety.

Lavatories:

Children are expected to behave appropriately, respect the privacy of others and maintain a high standard of hygiene. Pupils must ask permission before going to the lavatories.

Behaviour outside school (trips, clubs etc):

We expect all pupils to uphold the high standards of the school when taking part in an off-site activity. These are carefully planned by the staff and will extend the curriculum for the children.

However, the welfare and safety of all the children in a group is our prime concern. If a child is known to demonstrate negative behaviour in school, it is possible that this could pose a problem for the group as a whole whilst off-site, and the teacher will work with the Headteacher and SENDCo to ensure risk management is considered carefully. On rare occasions, the school may need to consider exclusion from off-site visits if the risks of the child cannot be managed.

In certain circumstances, it may be possible to include a child if the parent/carer accompanies the child. For clear guidelines and expectations of behaviour, please see the School Educational Trips policy.

Clubs are extracurricular activities; therefore, we reserve the right to exclude a child if their behaviour disrupts the group as a whole. School reward and consequence systems will be used throughout extra-curricular activities.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Inappropriate Behaviour Includes:

Behaviour considered unacceptable may be determined by the Governing Body, where the Headteacher feels necessary to bring their attention to any behaviour that does not fit into an already listed category:

- Disobedience to a reasonable instruction – for example, shouting out
- Biting, hitting, spitting & kicking
- Swearing, foul language and sexualised language
- Making unkind remarks (this includes the use of social media)
- Damaging property deliberately

- Answering back, rudeness or aggression towards adults and children
- Stealing
- Carrying knives, drugs, alcohol or any other offensive weapon into school
- Truancy
- Racist comments of behaviour that causes offence
- Fighting or encouraging others to fight
- Forming gangs for the purpose of intimidating others
- Bullying
- Putting themselves, other children or adults at risk
- Leaving the classroom or school premises without permission
- Bringing non-age appropriate materials into school i.e. DVDs/games/magazines
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage to the property of any person (including the pupil.)

4. Responding to good behaviour – How positive behaviour is recognised and encouraged

Staff will use positive behaviour management strategies to encourage good behaviour in all areas of school. Rewards are an integral means of achieving positive behaviour. They have a motivational role in helping pupils to realise that desirable behaviour, self-awareness and responsibility to self and others is valued; and are clearly defined in the procedures.

Integral to the system of rewards is an emphasis on praise – both informal and formal – to individuals and groups. Alongside this, parents/carers are informed regularly on their child's behaviour.

Systems in place at Slingsby School:

- Verbal praise: One of the most impactful ways of encouraging positive behaviour habits is to praise pupils for making the right choices i.e: 'Well done, you're ready to listen and learn' directed at a child who has made a positive behaviour choice, rather than giving attention to less positive behaviour ie: a child who is not listening.
- Class Dojo Rewards: Children can earn Class Dojo points for demonstrating positive behaviour which adheres to the Slingsby School Values for Life: Respect, Honesty, Resilience, Expectations & Caring for Others. Dojo points collected by each child are then tallied into house points at the end of each week.
- House points: The winning house at the end of each term will receive a special medal at the final celebration assembly of each term. The house point tally is viewable to the children on a display in the main entrance hall.
- Celebration Assembly: Each week, a celebration assembly is held, during which awards are given out to children who have received nominations by their class teacher: Worker of the Week, Teacher's Special Award & Behaviour Award. Furthermore, the Headteacher selects pupils who have particularly impressed staff with their positive behaviour – or improvement in behaviour – to receive the Headteacher award. Children who are nominated for awards receive a special certificate, sticker & pencil. Parents/carers of children who will be receiving an award are invited to attend the celebration assembly via text message from the school admin team.
- Sending children to the Headteacher to celebrate & praise work: Pupils meet with the Headteacher to receive a sticker & certificate.
- Rewards cards from playground supervisory staff: All staff at Slingsby School can award further Dojo points for positive behaviour which they see on the playground. The child will receive a reward card to take to their class teacher to trade for Dojo points.

5. Proactivity & Dealing with Wrong Choices & Challenging Behaviour

Encouraging good behaviour through positive reinforcement within class and around school is the responsibility of all staff. To encourage positive behaviour, all teachers and support staff are encouraged to explain and set out their expectations before every learning task. Minimising opportunities for poor behaviour choices or 'fuss' is crucial to maintaining high standards of behaviour and staff should ensure resources are well-prepared in advance to avoid opportunities for 'fussing.' When planning and resourcing lessons, staff should consider:

- Layout and seating arrangement (including groupings)
- Suitability and differentiation for all pupils to access activities
- Have the correct resources available and ready in advance
- Share the learning objective and expectations for the lesson with pupils and support staff
- Review previous knowledge and understanding
- Set clear expectations for noise level
- Set the expectation for the amount of work to be completed with the time allocated (this will be different for individual pupils/groups and is dependent on the year group and ability of each child)
- Make sure all pupils understand how to complete a set task by using a thumbs up, thumbs in the middle, or thumbs down response. This will then enable the teaching staff to target those who may be in need of further help/support in order to get started.
- During lessons, staff should use positive praise and also quickly recognise where expectations are not being met. This could be whole class or individual.

Teaching staff should be proactive in managing 'wrong choices' and challenging behaviour. They should seek to rectify and support pupils in regulating **before** the behaviour escalates and before warnings are needed.

Should a warning be required, staff should always explain clearly to the child why their current behavioural choices are wrong. *i.e.*: 'At the moment, I do not feel you are concentrating on the task I have set you. Is this because you do not understand instructions and expectations or are you finding the task challenging and need help? I expect you to follow expectations from now on because I know how good you are – let's try to get a Dojo.'

In the playground, staff should be proactive and move to stop poor behaviour/rough play immediately. Staff should assume that the child/children do not know which element of their play is 'rough' and explain this clearly *i.e.*: 'I saw that you were grabbing each others' hoods and pulling each other quite hard. You could both get hurt and also this sets a poor example to younger children in school.'

Teaching and support staff should be aware of individual needs and have a good understanding of behaviour plans in place for individuals. For supply teachers, the Headteacher (or, in his absence, the SENDCo) will go through behaviour plans to ensure that a consistent approach is adhered to.

Staff working with a class may decide that a pupil needs time out of class to regulate and this is detailed on the child's individual behaviour plan. It is important to recognise that this is a means of support; not a consequence (detailed below) and the aim will always be to return the child to class as soon as possible. Good communication between teaching staff and pupils plays a key role in managing behaviour, and it is important that reasons for 'regulation' time are explained clearly to the pupil.

On occasions where being proactive does not yield the expected response from pupils, staff should follow the warning and consequence systems detailed in the next section.

6. Warnings & Consequences

Through our positive behaviour management approach, we expect the vast majority of children to respond in a timely and positive way to quick discussions with staff about how they could make better choices and improve their behaviour. However, we recognise that there will be times when pupils do not respond to this approach and exhibit more challenging behaviour.

At all times, staff should ensure they are implementing strategies from section 5 of this policy.

Should a pupil not correct their behaviour, it is important that staff explain clearly - using language which is consistent – when addressing wrong choices and consequences as privately as possible with the individual pupil. Should the pupil apologise or begin to correct their behaviour after being given reminders, the consequence remains. This demonstrates to the child that there will be a consequence for the choices that they make. Understanding that their choices have led to the consequence – not that the consequence has been inflicted on them – is important for the child to understand that they are in control over any rewards or consequences received in school.

Staff should record the reminders given and consequences in their confidential class behaviour book which is reviewed weekly by the Headteacher. Pupils' names should never be publicly displayed, as this can lead to feelings of embarrassment, shame and – in some cases – escalate poor behaviour choices further.

In class, pupils should be given a warning when their behaviour contravenes the expectations for the lesson. Staff should follow an 'Acknowledge, Remind, Explain' approach as detailed below:

1. First response to low-level behaviour:

Acknowledge: I can see you are not focused on your work and you are turning around to those behind you.

Remind: You are **choosing** to break the school rules of not disturbing others and being ready to work.

Explain: I expect you to start your work and complete it as I have explained. If you are finding things difficult, you need to ask me how I can help. If you understand the task, you need to do it as I have explained.

2. Reminder if behaviour choice continues unchanged:

Acknowledge: I have noticed you are still turning around to those behind you.

Remind: You are still **choosing** to break the school rule of not disturbing others while they work.

Explain: If you choose not to complete your work, without disturbing others, **you will be choosing** to complete it at playtime.

3. Consequence:

Acknowledge: I have noticed that **you have chosen** not to complete your work during lesson time.

Remind: **You have chosen** to break the school rule of not disturbing others/completing your work.

Explain: **You have now chosen** to complete your work at playtime.

Should a pupil repeatedly disrupt a lesson or activity which affects the learning of their peers and does not allow the class to learn in an effective environment, a call will be placed to the Headteacher (or, in his absence, the SENDCo) who will speak to the child to ascertain how they can be supported to complete the work set following behaviour expectations. In these cases, parents/carers will be informed at the end of the day.

Staff in all classes should begin to record warnings in their class behaviour log record when a child has received a reminder (part 2 – see above), whereby they have not positively responded to the initial conversation (part 1 – see above). Staff then record all incidences of consequences, detailing the date and reason. These will be collected by the Headteacher each Friday to monitor any low-level disruption that does not meet the threshold of a more formal report of concern via the CPOMS digital safeguarding and monitoring platform.

All high-level behaviour should be recorded in the class behaviour log from the first conversation and recorded on CPOMS as soon as is reasonably practical.

Should a pupil not respond to the warnings and consequences detailed above and modify their behaviour in a more positive way, further actions may be considered:

- Exclusion from the right to represent the school.
- The establishment of a home/school communication book.
- Implementation of a personalised behaviour plan
- Other sanctions following discussion between parents/carers, class teacher and Headteacher.
- Exclusion from school (following NYorks LA guidelines)

Table of Consequences & Communication with Parents/Carers

| Low level Behaviours 5-minute consequence | Mid-level Behaviours – 10-minute consequence | High level Behaviours – Immediate referral to the Headteacher/senior member of staff. Consequence and support mechanisms put in place following discussions with parents/carers of child. |
|---|--|---|
| Chatting to classmates during independent work tasks/chatting about something unrelated to the task during paired/group work. This includes turning around to talk to or disturb others on another table. | Not following a request made by a member of staff. | Persistent refusal to comply with a staff-member's request. |
| Swinging on chair/chair on two legs instead of four. | Name-calling & making fun of others. | Unprovoked violence to anyone in school. |
| Moving around the classroom at an inappropriate time. | Hitting, kicking or pushing another pupil in response to being hit, kicked or pushed. | Swearing/foul or abusive language. |
| Pushing in front of classmates whilst lining up. | Disruption to a lesson/task or game to the extent that others cannot work or play. | Deliberate destruction of school property or the property of another child or member of staff. |
| Running in school. | Deliberately misusing classroom or playground equipment. | Using discriminatory language i.e: racist, homophobic or language related to disabilities. |
| Snatching/taking equipment from another pupil without permission. | Persistent breach of playground rules i.e: 'Keep your hands and feet to yourself.' | |
| Not returning equipment to the correct place. | Refusal to engage with staff attempts to resolve a problem or argument between pupils. | |

In isolation, the **low-level** behaviours detailed in the table above are not communicated to parents/carers. However, the Headteacher will review class behaviour books on each Friday to judge whether patterns of behaviour are of concern. When a pupil regularly exhibits low-level behaviours, the class teacher will communicate this to parents/carers. Staff would not be expected to record a low-level behaviour on the CPOMS digital safeguarding platform, unless this is due to an unexpected change in behaviour; or has become a more regular occurrence.

Should a pupil receive more than one low-level consequence in one school day, they will be referred to the Headteacher (or a senior member of staff in his absence) to discuss the choices they have made and to further understand any triggers and support which could be provided; or spend time completing their work away from the class, should their behaviour be disruptive to the learning of their peers. In this case, parents/carers will be informed at the end of the school day. The same pathway will be followed if a child has received three or more low-level consequences during one school week. Their behaviour will then be closely monitored and should three or more low-level consequences be recorded in the following week, a home-school communication book will be put in place. This will record both positive and negative behaviour during the school week at home and at school; and achievable targets which are drafted in partnership with parents/carers.

Following the introduction of the home-school communication book, if there are continuing concerns about pupil behaviour and the strategies within the behaviour policy are not working, a meeting will be held to discuss further strategies and the possibility of a personalised behaviour plan to support the pupil.

Mid-level behaviours will be recorded on the CPOMS digital Safeguarding platform as soon as can be reasonably expected. Should a pupil receive a mid-level consequence, they will be referred to the Headteacher (or a member of the SLT in his absence) to discuss the choices they have made and to further understand any triggers and support which could be provided; or spend time completing their work away

from the class, should their behaviour be disruptive to the learning of their peers. These behaviours will be reported to the parent/carer by the class teacher. In some cases, if this is a repeat of similar behaviour choices, parents/carers are invited into school for a more formal discussion about how school and home can support more positive behaviour choices, through the introduction of consistent home/school strategies and language used during behaviour discussion. Their behaviour will then be closely monitored and should two or more mid-level consequences be recorded in the following week, a home-school communication book will be put in place. This will record both positive and negative behaviour during the school week at home and at school; and achievable targets which are drafted in partnership with parents/carers.

Following the introduction of the home-school communication book, if there are continuing concerns about pupil behaviour and the strategies within the behaviour policy are not working, a meeting will be held to discuss further strategies and the possibility of a personalised behaviour plan to support the pupil. School may also consider a pupil referral form at this point to source external strategies to support more positive behaviour choices.

High-level behaviours will be recorded on the CPOMS digital Safeguarding platform as soon as can be reasonably expected. The parent/carer will be contacted by the Headteacher, or – in his absence – the SENDCo and invited to attend a formal meeting in school. The Headteacher will inform the Chair of Governors about any behaviours which are high-level.

Dependent on the seriousness of the incident and frequency; and taking into account strategies that have already been put in place to support more positive behaviour choices, at this point school may need to consider applying the Suspension and Permanent Exclusion Policy.

Please also refer to section 8 of this policy.

Adapting consequences for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

7. Behaviour Conversations – Our Restorative Approach

Alongside the school warning and consequence approach, school staff use restorative questioning when investigating and following up behaviour incidents between pupils. It is critical that the perceived 'offender' and 'victim' feels that the incident has been resolved fairly, with all parties listened to. This conversation may precede or follow given consequences depending on the nature of the incident and what has been witnessed by staff.

At Slingsby CP School, staff use the following restorative approach to resolving issues and conflict:

To respond to the challenging behaviour:

- What happened?
- What were you thinking at the time?
- What have you thought about it since?
- Who has been affected by what you have done?
- In what way?
- What do you think you need to do to make things right?

To help those harmed by other's actions:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?

- What do you think needs to happen to make things right?

Restorative conversations with younger children and pupils with SEND

In some cases, staff will need to adapt questions for children who are in Reception and Year One or with SEND. This may mean that questions need to be adapted in order to be understood or children drawing their responses. Further information in regard to communicating during conversations can be found in the SEND policy.

8. Management of more challenging behaviour in school

It is recognised that, at times, there will be pupils who continue to struggle with managing their behaviour choices in school. In all situations, staff must remain calm at all times and understand that behaviour is often a way that children communicate how they are feeling. Remaining calm and not responding to dysregulated behaviour with conflict will mean that escalation in behaviour will be avoided. When a child does not respond to the agreed strategies detailed in this policy, i.e: continued ignoring of teacher's warnings or continuing to act in a rude or disrespectful manner, they should contact the Headteacher, or – in his absence – a further member of staff and remove themselves from the situation.

When faced with a challenging situation, staff should:

- Call for the Headteacher or other available member of staff on the school walkie-talkie system i.e: 'Is there a member of staff that can help out in Class 4 for a moment please?'
- Remain calm – remembering that meeting conflict with conflict will often lead to further escalation.
- Focus on the primary behaviour and ignore (unless unsafe) secondary behaviours i.e: rudeness as a result of further dysregulation, as these can be addressed when the situation has calmed.
- Attempt conversation, but do not push for a response. Instead, use language such as: 'I can see that you are not ready to talk yet.'
- Offer a designated 'safe-space' for the pupil to dysregulate (these are detailed on pupil behaviour plans for all staff to follow.)
- Distract and de-escalate using general conversation or asking if the pupil could help out with a job.

9. Individual Behaviour Plans, Pupil Referrals & SEND

Where a pupil continually repeats negative behaviour choices, a meeting is arranged with their parents/carers to discuss ways forward and complete a Pupil Referral Form which will, with parental consent, be submitted to the NYC SEND hub. This will detail the behaviours being demonstrated and the strategies that have been used to support the pupil in making better behaviour choices. The referral form is submitted by the school SENDCo, or – in her absence – the Headteacher. At this meeting, a Personalised Behaviour Plan will be drafted.

The teacher, the SENDCo and parents/carers (where appropriate) will agree on personalised targets and support strategies. This is shared with all staff in school and regularly reviewed to ensure the strategies and targets in place are effective. Any necessary changes are then agreed and parents/carers informed.

Individual Behaviour Plans will usually include the implementation of a home/school communication log. This will focus on reporting positive behaviour seen by staff during each day and weekly, achievable targets.

Slingsby School recognises and supports the individual need of every child. Therefore, behaviour warnings, consequences and strategies for improving/regulating behaviour will be adapted to meet the needs of all children in school. At Slingsby School, all teachers are teachers of SEND.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour may include the following approaches:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for too long
- 'Standing' workspaces
- Adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of designated 'safe spaces' where pupils can regulate their emotions during moments of sensory overload.

10. Use of Physical Restraint & Reasonable Force

On occasions when a pupil's behaviour escalates to a point which they are deemed at risk of endangering themselves or other people in school, and they refuse to respond to instructions given by staff, escorting/guiding/restrictive intervention may be necessary.

What is reasonable force? (DFE – July 2013)

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

1. All members of school staff have a legal power to use reasonable force.

2. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents/carers accompanying students on a school organised visit.

When can reasonable force be used?

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

2. In a school, force is used for two main purposes – to control pupils or to restrain them.

3. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom in instances when allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

On any occasion when use of physical restraint and/or reasonable force is used in Slingsby School, the staff involved will record a detailed account of the incident on the CPOMs digital safeguarding platform. The Headteacher or SENDCo will inform the parent/carer of the pupil at the earliest opportunity.

11. Roles and responsibilities

The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour

- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with lessons and assemblies wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

12. Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Headteacher and Chair of Governors.



Behaviour Principles

A statement of behaviour principles written by Governors is required by all maintained schools. These principles guide our Behaviour Policy and procedures at Slingsby CP School.

- At Slingsby CP School it is our intention to ensure that all children, staff and visitors have the right to feel safe, valued and respected and to learn and work free from the disruption of others. All children, staff and visitors should be free from any form of discrimination.
- Our policies and principles consider and reflect the Education Act 2022 and the Equality Act 2010 in relation to safeguarding and promoting the welfare of children. They promote the core British Values of Democracy, the Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Different Faiths & Beliefs.
- Staff and volunteers demonstrate our behaviour principles at all times and set an exemplary example to pupils. They respond to behaviour in a calm manner following a restorative approach to behaviour, which has been adopted by the school in order to identify the root cause of the behaviour; and to enable the school to further support the pupil in making the correct choices.
- Our Behaviour Policy is rooted in our values 'Respect, Honesty, Resilience, Expectations & Caring for Others.'
- Positive relationships between staff and pupils are at the centre of our behaviour policy and help staff to support pupils in making the right choices and rectifying misbehaviour. This is achieved through fostering a culture of mutual respect between staff and pupils.
- Through using the language of 'choice', pupils are supported in taking responsibility for their actions and choices).
- A focus on self-discipline and positive behaviour choices runs throughout school with House Team points and rewards which focus on praising pupils for the correct choices at every opportunity.
- Rewards and consequences (sanctions) are used consistently by staff, in line with our Behaviour Policy.
- The Behaviour Policy is shared with staff, governors, pupils and parents/carers and is readily available on the school website.
- Bullying is not tolerated and school will actively seek to prevent and tackle any incidents of bullying to create a safe, disciplined environment where pupils are able to learn and fulfil their potential.
- The school actively involves families when a behaviour incident takes place to foster positive relationships between the school and a pupil's home life.
- Fixed term and permanent exclusions will only be used as a last resort.
- The Governing Body of Slingsby CP School emphasises that violence or threatening behaviour will not be tolerated under any circumstances. Violence or threatening behaviour or abuse by pupils and parents/carers towards school staff will not be tolerated. If an adult does not conduct themselves properly, the school may ban them from the school premises and, if they continue to cause a disturbance or display threatening behaviours on school site, the matter could be referred to the police.