



## BAWB Federation Behaviour Policy

Date of review:	October 2019
Reviewed by:	Headteacher
Date adopted by the Governing Board:	09.10.19
Governing Board Committee:	School Improvement
Link Governor (if appropriate):	N/A
Publication status (e.g. on the website or available on request?):	On the website
Date next due for review:	September 2022

### Equality Statement:

At The BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

### Distinctive Christian Vision

This policy has been written and/or adopted with our distinctive Christian ethos in mind:

*Rooted in the message of the Good Samaritan, we provide an aspirational education for all. We flourish academically, spiritually, and socially.*

*Matthew 22v 37-39 (NEB): Love the Lord your God with all your heart, with all your soul, and with all your mind. Love your neighbour as yourself.*





**The Federation of Bainbridge, Askrigg and West Burton Primary Schools  
 Positive Behaviour Policy**

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**Mission Statement**

We aim to create a happy, caring environment in which children develop self-confidence and independence and are encouraged to be considerate, show respect for others, and make positive choices about their own behaviour. Our shared expectations are shared via a code of practice – our RESPECT code (see appendices):

- R = Responsibility
- E = Effort
- S = Smartness
- P = Please and Thank You
- E = Enjoyment
- C = Choices
- T = Talk

**Aims**

1. To ensure that our policy is upheld and adhered to by the whole school community: parents, teachers, children and governors - based on a sense of community, shared values, and high expectations.
2. To ensure that our policy is positive in nature, creating and nurturing a caring, family atmosphere in which high quality teaching and learning can take place in a safe and happy environment.
3. To teach moral values and positive attitudes in each class as part of the National Curriculum.
4. To promote responsible behaviour, encourage self-discipline and foster in children a respect for themselves, for other people and for property.
5. To encourage, promote and celebrate good behaviour for children of all ages and abilities through a consistent reward and sanction system.

**'RESPECT' Code – The Rationale**

- Our code has been developed in full consultation with all stakeholders (staff, pupils, parents, and governors).
- The acronym RESPECT was chosen to summarise the overarching behaviour which all stakeholders identified as our key driver.



- Our school council (made up of representatives from each year group in each school) led on the development of the wording of the code, carefully informed by:
  - Discussion with their peers
  - Discussion with staff
  - Feedback via survey for parents
  - Observations around school

### Expectations

- Every member of the school community feels valued and respected
- Every person is treated fairly and well
- Effective and considerate teamwork is promoted, strengthening the school community
- Children grow in a safe and secure environment
- Children become positive, responsible and increasingly independent members of the school community

The school follows 'The RESPECT Code' which is a means of promoting good relationships so that we can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way towards others by upholding and adhering to our RESPECT code. This includes:

- Pupils
- Teachers
- Teaching assistants
- Cooks
- Caretakers
- Cleaners
- Supply staff
- Visiting professionals

### RESPECT Ambassadors

Our RESPECT Ambassadors carry the code on their person at all times. They are expected to share our code with:

- Any new members of staff or visiting professionals who would not be expected to be familiar with the code.
- Any children, staff or other adults who may need reminding about the expectations set out in the code.

### Praise and Reward

The school recognises and rewards good behaviour as it believes that this will develop an ethos of kindness, co-operation and respect. We praise and reward in a variety of ways, including:

- Congratulating children
- Rewarding with stamps and stickers
- Celebration assembly (children from each class recognised and celebrated for excellent achievement or exemplary behaviour)
- Regular communication with parents about incidents of good behaviour
- Pupil of the Week certificate
- Headteacher's Award
- Individual, class-based strategies for rewarding good behaviour

(see appendix B)



## Sanctions

The school employs a number of sanctions to enforce 'The RESPECT Code' and to ensure a safe and positive learning environment. We apply each sanction appropriately and consistently to each individual situation.

According to the expectations set out in the behaviour code, children may receive one of the following sanctions, moving through the steps if poor behaviour continues (see appendix C):

1. Reminder / Warning
2. Time-out / Time paid back
3. Report to base-leader (which will be logged in behaviour book)
4. Report to Headteacher (which will be logged in behaviour book)
5. Parents contacted (which will be logged in behaviour book)

## Serious Behavioural Incidents

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child verbally taunts, threatens, hurts or bullies another pupil, the class teacher immediately reports the incident to the headteacher and an appropriate sanction is employed. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and an appointment is made in order to discuss the situation
- In the event of persistently poor behaviour where the above rewards and sanctions have not caused an improvement in behaviour, the headteacher may choose to monitor a child's behaviour and operate an 'improving behaviour' process which will involve a child being on report.

Robust systems are in place for recording serious incidents (within school) and major incidents which are externally reportable.

## Bullying and Intimidation

Our schools do not tolerate bullying or intimidation of any kind.

Bullying is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation
- often seeking a position of power or control

We do everything in our power to ensure that all children attend school free from fear and bullying and we take all incidences very seriously. Incidents of bullying are recorded and reported.

Intimidation may be the occurrence of any of the above, without an element of repetition.

If we discover that an act of intimidation has taken place we act immediately to stop any further occurrences of such behaviour.



In our schools we are mindful of circumstances which may have caused the perpetrator to act as (s)he did. Where bullying has occurred (or is deemed to have occurred), the school will also make provision for the needs of the bully to be explored and addressed. We will engage with other professional services where appropriate.

### Restorative Practice

We are a restorative practice organisation committed to dealing with the cause of incidents as well as dealing with the outcomes. We operate 'restorative practice' sessions where appropriate to give all parties the opportunity to understand what has happened, the impact it has had on others, and to consider what reparatory actions can be taken to move forwards. These sessions involve working through 6 key questions:

1. What happened?
2. What were you thinking at the time?
3. What have been your thoughts since?
4. What and who have been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen next?

### Racial/Sexual Harassment

The Commission for Racial Equality's definition (which is a working, not legal, definition) is "violence which may be verbal or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism".

All incidents of alleged racial, religious or sexual harassment will be taken seriously. It will be made clear to everyone that such practices are unacceptable and will not be tolerated. All incidents are logged. Sexual harassment will also not be tolerated and will be dealt with most seriously.

### Behaviour on School Transport

#### **Objectives:**

- Ensure operators meet minimum standards and do not compromise on safety
- Identify and reduce risks associated with transport, including use of seatbelts, drivers and escorts, boarding and alighting, breakdown, emergencies and accidents etc
- Ensuring complaints relating to safety are received and acted upon
- Extending the school's policy on behaviour to include home to school transport which tackles anti-social behaviour including bullying

#### **Legal Responsibility:**

There is no clear definition of responsibility for dealing with anti-social behaviour on transport to school, which means that all partners have a role to play.

- Pupils and parents are primarily responsible for behaviour of pupils travelling, and should co-operate with the school in matters relating to discipline and reinforce the school's efforts to encourage responsible and considerate behaviour.
- Drivers and Operators are responsible for the safety and well-being of passengers
- The LA is responsible for ensuring that transport commissioned is safe and stress free.



Reports or complaints of unacceptable behaviour will be investigated by the School and dealt with using sanctions in the school's behaviour policy. Behaviour which is dangerous or persistently unacceptable may lead to a child being banned from a vehicle for a fixed period or permanently.

**Managing Behaviour:**

Within the guidelines produced by NYCC, various strategies are identified to help schools manage behaviour on transport to school, such as:

- Regular consultation with operators by a named teacher
- Reward schemes for pupils
- Senior pupils as 'bus prefects' to report incidents
- Addressing anti-social behaviour through the curriculum

**Operators and drivers will be obliged to:**

- report all incidents to the Headteacher in school
- attend training courses
- complete periodic returns
- liaise with the school to improve communication, where necessary, on key issues such as behaviour.

Incidences of unacceptable behaviour reported by operators, schools, or parents through the complaints procedure, will be recorded and shared with schools with an explanation of action taken to resolve difficulties.

**Restraint**

Members of staff undertake 'Physical Intervention Training' where appropriate and are aware of the regulations regarding the use of physical restraint by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. The actions that we take are in line with government guidelines.

**Personalised Provision**

In certain circumstances it may be appropriate to adopt and personalise a particular behaviour management strategy for individuals or small groups of children (e.g. develop a 'traffic-light' or warning/reward system) depending on individual needs. In these circumstances systems will be developed by the Headteacher, class teacher and SENCo in liaison with parents and any specialist advice service where appropriate (e.g. EMS or Education Psychology).

**The Role of the Headteacher**

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher will:

- support the staff by setting the standards of behaviour and by ensuring the implementation of the policy
- keep a record of all reported serious incidents of bad behaviour
- assume responsibility for fixed-term exclusions for serious acts of misbehaviour\*
- assume responsibility for any permanent exclusions\*



\*These actions are only taken after the governors' pupil discipline committee has been consulted.

### The Role of Parents

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning and to work cooperatively with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to employ reasonable sanctions, parents should be expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern continues, they should contact the base-leader or the headteacher who may choose to report the matter to the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### The Role of Governors

Members of the governing body will:

- assume the responsibility of ratifying this policy and reviewing its effectiveness
- support the headteacher in implementing the policy
- advise on disciplinary issues at the request of the headteacher

### Fixed-term and permanent exclusions (NYCC exclusion policy)

- Only the headteacher (or the acting headteacher) has the jurisdiction to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- The governing body has a discipline committee which considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.
- The headteacher reports to NYCC, and keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded



### Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.





Appendices

A. Our RESPECT Code:





## B. Rewards



We have three main reward systems in our schools:

### **1. Pupil of the Week Award**

- one per class, per week
- chosen by the class teacher

### **2. Headteacher's Award**

- one or two per school, per week
- chosen by the headteacher

### **3. House Points**

- given by any member of staff, at any time
- can be recommended by the councillors

Whenever any of these is earned, the adult will make it clear which part of the RESPECT code has been followed particularly well. These rewards will be given directly in line with the RESPECT code.



### C. Sanctions



- 1. Reminder: An adult will give us a reminder (a warning)**
  - Adults will be specific about which part of our RESPECT code has been broken.
- 2. Time-Out**
  - If we continue to break part of the code, we will be asked to 'pay back' wasted time.
  - This may vary depending on the age of the children.
  - We may miss some of break time to 'make-right' what we have done.
  - We might be asked to take work home to complete, or to do it in our own time.
- 3. Report to Base-Leader**
  - If the behaviour continues, we will be reported by an adult to the base-leader.
  - The base leader will talk to us about steps 1 and 2 to make sure we understand.
  - The base-leader will record this in our 'behaviour book'.
- 4. Report to Headteacher**
  - If the behaviour continues, we will be reported to Miss Harper by our base-leader.
- 5. Parents Contacted**
  - If the behaviour continues, Miss Harper will contact our parents.



D. Our RESPECT Code, for younger learners:






E. Rewards, for younger learners:



We have three main reward systems in our schools:

1. Pupil of the Week Award 
2. Headteacher's Award 
3. House Points  




F. Sanctions, for younger learners:

1. Reminder 

2. Time-Out 

3. Report to Base-Leader 

4. Report to Headteacher 

5. Parents Contacted 