# BEHAVIOUR POLICY

| | | | |
|---|---|---|---|
| Date of last review | May 2024 | Review period | Two Years |
| Date of next review | May 2026 | Committee | School Improvement |
| Policy type | Statutory | | |

**Jesus said, 'I am the Good Shepherd... I know my sheep and my sheep know me.' John 10.14**

# Contents

1) Behaviour principles written statement 2

2) Behaviour policy 4

3) Exclusions policy 16

## Behaviour principles written statement

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

Our vision is that our school will be a vibrant, joyful community in which we all know and love one another, and in which all members of the community, including pupils, can share in leadership and experience growth. This vision is focused through five aims and six values, and expressed in every policy we agree. Our aim is that our school will be a place where everyone is known and everyone matters. We try to be a school which feels like an extended family in which the atmosphere, the quality of relationships, and the love and respect people have for one another is really important. We believe that people learn best where they feel safe, welcomed, and heard.

At the heart of our school are a set of core Christian values. These underpin our whole ethos, curriculum and school life and aim to ensure our pupils leave Bayford C of E Primary School as happy, secure, caring and responsible citizens. The values we promote are important within the school community and are values which will be important throughout life. In all that we do, we strive to share, encourage and demonstrate positive values with our children; in order that they understand them and strive to live by them. Our school behaviour code is for the whole school community and embraces our values; these are set out in the Behaviour Policy.

As a school we aspire to deliver the highest possible standards of education. For this to be effective, we know we must also create an environment where both our children, staff and parents feel safe, nurtured and respected. The Governors at Bayford C of E Primary School aspire to be sensitive to the needs of every child, reducing barriers to learning and making the curriculum accessible to every pupil. Our aim is to enrich the lives of all our pupils by creating an inclusive policy which celebrates diversity, understands the importance of common identity and reflects our Christian values. We are a caring Christian community where everyone feels valued, safe and adopts a positive attitude. What we do is underpinned by our Christian values which means we celebrate individuality and achievements through mutual respect and high aspirations. We believe that each one of us has the ability to achieve our highest potential. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

Governors expect any policy or actions to be in accordance with their responsibility under equality legislation. We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included. We have high expectations of everyone and we will actively promote equality of value whether of race, gender, age, sexuality, religion or disability, and we seek to eliminate all forms of discrimination, harassment and bullying.

The Behaviour Policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging pro-social behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes. When children do not meet the expectations, either through consistent low-level disruption or more severe incidents, we will always try to teach the child what is expected, without humiliation and out of public view. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible. On occasions, sanctions may be necessary to demonstrate that anti-social behaviour is not acceptable; to provide boundaries and make our expectations clear. Sanctions should be known and understood by all staff and pupils and applied fairly, consistently, proportionately and reasonably. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student, and should be aimed at educating the child as to how their behaviour could change to become pro-social.

The Governors expect the Headteacher to use discretion in the use of sanctions and to balance the needs of staff, children and parents when considering measures to manage anti-social/challenging behaviour. Those children with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions, the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. The Governing body support the school's authority to consider exclusions, particularly those that are permanent, as the very last resort and expect pupils and parents to cooperate to maintain an orderly climate for learning.

Given the overriding need to keep children safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect towards all the individuals involved and within Government/DfE guidelines. The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils, parents, or others towards the school's staff will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school may ban them from the school premises and, if the threatening behaviour continues to cause disturbance, outside assistance may be called upon. We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community. Similarly, given our duty of care to the pupils, this written statement, and the policies that both stem from it and are influenced by it, applies to all pupils.

This statement will be reviewed in conjunction with the Behaviour Policy and the Exclusion Policy at least every two years.

# Behaviour Policy

### 1. Our School Vision

We are inspired to be a vibrant, joyful community in which we know and love one another, leading together and growing together by:

- Appreciating everyone and everything around us
- Making one another feel safe
- Sharing, so no one feels left out
- Living well together in love
- Moving forward together in hope

### 2. Aims

It is a primary aim of Bayford School that every member of the school community feels valued and respected and that each person is treated fairly and well. We teach and model pro-social behaviour through our vision and our core Christian values and behaviour code.

### 2.1 Our Christian Values

- Courage
- Appreciation
- Respect
- Peace
- Responsibility
- Love

### 2.2 Our Behaviour Code

| Ready | Respectful | Safe |
|---|---|---|
| We are ready to learn, ready to help others and ready to do our best. | We are respectful to others, we are respectful of our environment and we are respectful to ourselves. | We are safe in the way we learn, we are safe in the way we play and we are safe in the way we treat others. |

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

The purpose of this policy is to create a happy, pleasant, secure and stimulating learning environment where everyone will be encouraged and inspired to do their very best. We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all children feel valued. We will teach children to take responsibility for their own actions, to understand the consequences of their choices and to become responsible citizens for the future. We will adopt a zero-tolerance approach to bullying, racism and all other forms of discrimination by adults or children, and any such incidents will be dealt with promptly and firmly.

There are two basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child.
- We believe it is our duty to promote and encourage positive behaviour, not just react to that which is unacceptable.

Everyone at Bayford School has a part to play in the promotion of high standards of behaviour and teaching positive behaviour.

**3. Hertfordshire Therapeutic Thinking & Paul Dix**

Hertfordshire Therapeutic Thinking is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Therapeutic Thinking approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer. This approach is based on the following principles:

- Shared focus on inclusion of all children and young people within their educational setting
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

The headteacher has attended the full 3 days Therapeutic Thinking tutor training. The training emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm. Our behaviour policy supports these principles.

In addition to Therapeutic Thinking, our approach to behaviour management and the creation of this policy has been influenced by Paul Dix, author of "When the Adults Change, Everything Changes". Paul Dix advocates consistent calm adult behaviour.

**3.1 Staff and Other Adults in School will:**

- be aware of, understand and support the policies and procedures that help our school work effectively
- model good manners and the behaviour and actions expected of our children
- build calm, constructive and genuine relationships based on mutual respect
- use praise and encouragement
- use a consistent approach when dealing with children
- ensure that they are aware of specific needs and requirements of children in their care
- ensure that everyone is safe and secure within the school environment and on educational visits
- use positive phrasing when speaking with children
- being 'deliberately bothered' (showing children they care about them)
- conclude the day positively and start the next day afresh

- use positive reinforcement
- follow the Herts 'Therapeutic Thinking' principles when dealing with children's behaviour

### 3.2 How the Adults at Bayford Teach Pro-Social Behaviour

We help children to be enthusiastic and focussed about learning by:

- recognising and rewarding pro-social behaviour and achievements
- providing high quality learning and varied experiences in a stimulating environment
- promoting a 'can do' attitude
- displaying children's work in a variety of ways and celebrating their achievements
- providing reflection time to help the children learn from their behaviour

## 4. Pro-Social Behaviour

We will plan responses to specified pro-social behaviour that the individual is capable of displaying. By spending equal time planning responses to pro-social behaviour, the pro-social behaviour is recognised and celebrated which gives it value to the child, promoting growth of the pro-social behaviour. For example, staff will say thank you and use the child's name if they have demonstrated pro-social behaviour such as holding a door open for them or walking sensibly in the corridors. When a child demonstrates pro-social behaviour during lessons, staff will praise the behaviour by thanking them.

We believe that working with children's experiences and feelings creates an internal discipline. This results in long term change. The move from external discipline to internal discipline is the journey from child to adult. As a community, we will help children on this journey.

### 4.1 Creating and Maintaining a Positive Playground Environment

- Staff will engage and lead children in play activities
- Staff will engage children in sociable conversation and avoid becoming engaged with other adults while supervising children
- Staff ensure children only play in the designated areas
- Staff position themselves to ensure they can monitor the playground effectively
- Disputes are dealt with consistently, calmly and in a timely manner
- At the end of break times, the playground bell will be rung twice. On the first bell, children stop what they are doing, come off the play equipment and stand still and silent. On the second bell, children walk sensibly to their lining up positions and line up silently, ready to walk back into class. Staff will walk with their class back to the classroom ensuring they are walking quietly and sensibly.

### 4.2 Recognition Boards

Each class will have a recognition board to encourage pro-social behaviours. The teacher will display the behaviour they are focussing on e.g. "One Voice" for classes who constantly talk over each other, "Kind Words", "Speak Politely", "Ready to Learn" etc.

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does" **Paul Dix**

### 4.3 Responses to Pro-Social Behaviour

| Pro-social Behaviour Examples | Positive Response |
|---|---|
| • Displaying good manners<br>• Lining up sensibly<br>• Tidying up<br>• Listening carefully<br>• Sitting properly<br>• Working hard<br>• Being ready to work<br>• Being kind<br>• Walking round school sensibly<br>• Holding doors open to adults/peers | • Verbal praise<br>• Inform child's class teacher<br>• A nod, smile or thumbs up<br>• A positive word<br>• Name on recognition board |
| • Assisting others<br>• Seeking out challenge<br>• Demonstrating resilience<br>• Producing high quality work<br>• Going over and above | • Visit another teacher to celebrate work<br>• Parents informed verbally or through Class Dojo<br>• Opportunity to share work with other children or adults<br>• Name on recognition board |
| • Outstanding behaviour<br>• Outstanding effort with a piece of work<br>• Demonstrating trustworthiness or mature and responsible behaviour<br>• Going over and above | • Visit headteacher or assistant headteacher for recognition and/or sticker<br>• Parents informed via email or Class Dojo<br>• Name on recognition board |
| • Exceptional effort<br>• Going over and above<br>• Going significantly above and beyond expectations in effort and behaviour | • Headteacher contacts parents<br>• Recognition from whole class or whole school e.g. at end of school day or during collective worship |

### 5. Anti-Social Behaviour

When something goes wrong, we will employ a range of interventions and consider the feelings that such interventions will have on the child in question. Wherever possible, we will create a learning opportunity by directly relating the behaviour to the harm that has been caused. It should contribute to a solution or put limits on freedom that prevents the opportunity to behave in an anti-social way in the future. We will consider what the child needs to learn and how we are going to teach this.

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 is very disruptive, it may be appropriate to remove the other children. An adult who is a safe person for the child can then help to regulate their behaviour. If they are on their own, teachers should ask another child in the classroom to alert another member of staff to help.

Having assessed the risk of harm to the child or others, teachers may choose to deliberately ignore some behaviours as a way of disempowering the behaviour and to then praise the child when they are doing the right thing, e.g. if a child is hiding under a desk, the teacher may say 'Come out when you are ready.' The child would then be expected to catch up on the work they have missed at an appropriate time.

If a child walks out of a classroom, a member of staff (often a teaching assistant), would follow at a distance, keeping the child in sight but not approaching them. The member of staff should occasionally say 'Are you ready to join me yet.' Once the child chooses to return, they will be praised for making a good decision 'Well done for making a good choice'. At an appropriate time, which may not be until the following day, the class teacher will speak to the child to ascertain why the child felt uncomfortable and support them with better ways of expressing their feelings. The child will be asked to complete the work they have missed at a later time, e.g. at home.

We do not use methods of tracking behaviour that risk creating negative feelings e.g. there are no public displays such as thunder clouds, traffic lights etc. This ensures that children do not compare themselves to their peers and everyone is on a level playing field. Children are praised for their efforts and achievements on an individual basis and staff acknowledge positive efforts, achievements and behaviour from children without using the sort of systems that announce to the rest of the class and school how that child is doing. For example, a child may be given individual verbal feedback, non-verbal signals like a thumbs up, emails or messages on Class Dojo may be sent home or a phone call home may be made.

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does" **Paul Dix**

The school does not tolerate bullying of any kind. Anti-bullying is a subject discussed regularly as part of PSHE lessons and 'circle time'. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. All incidents are logged on CPOMS. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see Anti-Bullying Policy).

**5.1 In dealing with anti-social behaviour, staff should:**

- Take concerns raised seriously
- Act promptly
- Be consistent and assertive
- Demonstrate that they dislike the behaviour, not the child
- Listen to what the child has to say
- Not jump to any conclusions because a child may have a history of anti-social behaviour
- Avoid making threats but take clear and decisive action when necessary, ensuring that it is possible to follow through on described consequences
- Ensure appropriate consequences are given with the view to teaching pro-social behaviour
- Act as role models and deal with incidents in a consistently calm, professional and reasoned manner
- Intervene swiftly if any adult, dealing with any conflict, responds inappropriately or with a lack of control
- Make decisions based on evidence pertaining to the incident in question

- Take ownership of incidents themselves and only pass on to higher authority as guided by policy
- Record incidents on CPOMS if necessary

**5.2 Steps to dealing with anti-social behaviour**

| | Steps | Actions |
|---|---|---|
| 1 | Reminder | • A reminder of RRS (Ready, Respectful, Safe)<br>• Delivered privately or one to one where possible<br>• Repeat if necessary |
| 2 | Caution | • Clear verbal caution delivered privately<br>• Outline consequences<br>• Use the phrase "Think carefully about your next step" |
| 3 | Last Chance | • Speak to the student privately and give them a final opportunity to engage<br>• Offer a positive choice and refer to previous examples of good behaviour<br>• Use 30 second script<br>• Could say "Stay behind for two minutes after class to discuss". This cannot be removed, reduced or substituted |
| 4 | Time Out | • A few minutes at the side of the class to calm down, breathe and compose themselves |
| 5 | Repair | • Can be a quick informal chat at playtime or a more formal meeting |

**5.3 Responses to anti-social behaviour**

| Anti-social Behaviour Examples | Response: consequences |
|---|---|
| • Calling out inappropriately<br>• Making disruptive or silly noises<br>• Not listening<br>• Talking in class while the teacher is talking<br>• Shouting in the dining hall at lunchtime<br>• Not lining up sensibly<br>• Making a noise in the corridors<br>• Not walking quietly to class after breaks<br>• Teasing/name-calling<br>• Pushing/pushing in line<br>• Interrupting or calling out<br>• Messing around<br>• Distracting others<br>• Avoiding work/wasting time<br>• Inappropriate use of school equipment<br>• Running inside<br>• Arguing with other children | • A look or verbal warning<br>• A reminder of the school behaviour code (Ready, Respectful, Safe) delivered privately when possible<br>• Repeat reminders if reasonable<br>• Caution – a clear verbal caution, delivered privately when possible, making the child aware of their behaviour and clearly outlining the consequences if they continue<br>• 30 second script used if appropriate<br>• Two minutes of playtime to be missed to briefly discuss the behaviour away from the lesson. If this step is reached, this cannot be removed or reduced with further better behaviour<br>• Completing or re-doing learning tasks at home<br>• Assisting with repairs<br>• A helpful school based task e.g. litter picking, tidying, weeding etc. |

| | |
|---|---|
| | • Removal from play areas and given 'time out' to calm down<br>• Time in a safe space to reflect<br>• Seating arrangement changed<br>• Inform parents at playtime |
| • Persistently distracting others<br>• Behaving inappropriately during collective worship/assemblies<br>• Being unkind to other children<br>• Name calling<br>• Excluding others<br>• Repeated ignoring of adults' instructions<br>• Poor attitude to learning<br>• Being uncooperative<br>• Spoiling other childrens' games<br>• One-off incident of swearing | • Use any of the strategies from previous stage above<br>• Use of 30 second script if appropriate<br>• Child may complete unfinished work at playtime/lunchtime supervised by an adult<br>• Completing or re-doing learning tasks to a suitable standard at home<br>• Opportunity to resolve with another child<br>• Conversation to explain, repair and resolve<br>• A contract or plan to remind of boundaries and expectations |
| • Repeated swearing – verbal and/or gestures<br>• Answering and adult back<br>• Throwing food<br>• Disruption in lessons<br>• Unsafe or risky behaviour<br>• Low level physical incidents e.g. pushing, shoving, nudging<br>• Persistently not telling the truth<br>• Persistent behaviours from previous stages above<br>• Arguing back or rudeness to adults<br>• Spitting<br>• Lying<br>• Biting, hitting, kicking, punching<br>• Defacement e.g. scribbling on desk or other work<br>• Fighting<br>• Provocation – 'winding up'<br>• Inappropriate use of ICT including internet and email | • Use any of the strategies from previous stages above<br>• Class teacher speaks to parent/carer at the end of the school day<br>• Short period of playtime/lunchtime is missed and child is supervised by an adult<br>• Restorative discussion – child and adult discuss behaviour, consequences and how to make reparation<br>• Use of de-escalation script if appropriate<br>• Protective consequences – removal of freedom to manage harm e.g. increased staff ratio, limited access to outside space, escorted in social situations, differentiated teaching space<br>• Educational consequences – learning, rehearsing or teaching so freedom can be returned e.g. completing tasks, assisting with repairs, research, conversation<br>• Involve leadership team e.g. assistant headteacher and speak to child together<br>• Agreed contract or plan |

| | |
|---|---|
| | • Additional protective/educational consequences including withdrawal from school trips, sports events<br>• Record on CPOMS |
| • Unsafe behaviour with malicious intent<br>• Violent behaviour e.g. punch in the face with intent to injure<br>• Bullying<br>• Racist, sexist or homophobic/discriminatory behaviour<br>• Abusive swearing at a person<br>• Fighting<br>• Stealing<br>• Graffiti<br>• Deliberate damage to property<br>• Intimidation<br>• Bullying behaviour<br>• Malicious allegations<br>• Assault/violence (serious or unprovoked)<br>• Running out of school<br><br>Some forms of misconduct must be reported immediately to the assistant headteacher or headteacher. These include:<br>• Physical violence<br>• Physical or verbal aggression, including threats, towards others<br>• Deliberate and significant damage to property<br>• Bullying, including cyberbullying<br>• Racist, homophobic or sexist conduct<br>• Refusal to obey members of staff<br>• Repeated disruption of lessons | • Class teacher and SLT to deal with behaviour together<br>• Child to be taken to the headteacher or assistant headteacher to deal with the incident alongside the class teacher<br>• Parents invited to discuss behaviour<br>• Removal from place of incident<br>• Playtime or lunchtime break may be missed<br>• Not allowed to join school trips if behaviour is potentially unsafe<br>• Parent/carer notified of both victim and perpetrator<br>• Incident recorded on CPOMS<br>• An internal, fixed term or permanent exclusion<br>• Referral to or advice sought from Children's Services or other suitable external agency<br>• An individual risk reduction plan put in place<br>• If necessary, police involved if criminal behaviour<br><br>The headteacher has the right to take immediate action in the case of any serious incident.<br><br>A meeting with parents/carers will be arranged and consequences of future misconduct clearly communicated, including possible exclusion. |

Unforeseeable behaviours are behaviours not covered by policy, not previously experienced or so historic we believed that they would not reoccur. In this instance of unforeseeable behaviours, we would follow policy as far as appropriate and use our best judgement to resolve and respond to the situation.

### 5.4 Using Scripts

| 30 Second Script | De-escalation Script |
|---|---|
| I noticed you are...<br>It was the ... part of our behaviour code that you broke<br>Will you choose to... (limited choice)<br>Do you remember last week when you... (positive event)<br>That is who I need to see today<br>Thank you for listening | Child's name<br>I can see something has happened<br>I am here to help you<br>Talk and I will listen<br>Come with me and... |
| Other useful phrases: | |
| • I am going to speak to you later about what will happen next.<br>• I am going to walk away to give you a chance to calm down.<br>• I don't have enough information to make a decision now, I will come back to you later.<br>• No, that is not what we mean by ready. I need you to calmly collect your equipment so we can find a better place for you to work.<br>• That choice is not ok. You can speak to me in a kinder/calmer/more respectful way.<br>• Eyes on me. Thank you. | |

## 6. Roles and Responsibilities

### 6.1 Governors

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles.
- Reviewing this behaviour policy in conjunction with the headteacher and monitoring the policy's effectiveness, holding the headteacher to account for its implementation.

### 6.2 Headteacher

The headteacher is responsible for:

- Reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages pro-social behaviour and that staff deal effectively with unsocial or anti-social behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently

### 6.3 Staff

Teachers, teaching assistants and other support staff are responsible for:

- Implementing the behaviour policy consistently
- Intervening at the first opportunity to support/deal with behaviour incidents
- Having high expectations of children's behaviour in school

- Modelling pro-social behaviour
- Treating all children fairly and consistently
- Providing a personalised approach to the specific needs of particular children
- Recording behaviour incident on CPOMS when necessary

**6.4 Parents**

Parents and carers are responsible for:

- Modelling appropriate behaviour and language when on school grounds
- Supporting their child in adhering to the school behaviour code
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behaviour concerns with the class teacher promptly

**7. Educational Visits**

We believe that educational visits are an integral part of the entitlement of every child to an effective and balanced curriculum. Such visits are known to enhance learning and improve attainment.

Every child will be offered the opportunity to participate in school visits. However, for children where there is evidence of previous difficult and dangerous behaviours, extra measures may need to be put in place to ensure the safety of the children and others. This will be done through thorough risk assessment and to see if reasonable adjustments can be put into place to ensure safety. In some cases, it may be reasonable and necessary to prevent a child from attending a trip to protect their safety and the safety of the other children attending.

| Possible Behaviours | Possible Responses |
|---|---|
| • History of difficult and dangerous behaviours<br>• History of non-compliance with members of staff<br>• Potential safeguarding risk | • Meeting with staff to discuss and plan individual risk assessment<br>• Meeting with parents<br>• Additional adults to support<br>• In some cases parents may be invited to join the trip<br>• Child may only access part of the trip<br>• Parents agree to collect child from trip if difficult/dangerous behaviours or non-compliance becomes an issue<br>• In some circumstances the headteacher may decide that the child cannot attend the trip. In this instance the child should attend school and will be taught in another class for the duration of the trip |

**8. Reflect, Restore, Repair Approach**

For all incidents where harm has occurred, we adopt the Therapeutic Thinking *Reflect, Restore, Repair* approach which puts repairing harm done to relationships and people above the need to assign blame and dispense punishment. We recognise that shortly after an incident has occurred, emotions may be high among those involved. Therefore, we wait until feelings have changed before carrying out the reflect, restore, repair process. Where possible, this will be completed on the same day but it will be done no later than by the end of the next day. All people affected by the incident will re-visit the experience by re-telling and exploring what happened with a changed set of feelings.

Staff carrying out the process will focus on the harm that has been done and how the harm can be repaired and agree a plan that will ensure harm is less likely to occur in the future.

Staff will use questions such as:

- What happened? (tell the story)
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so we can make a different choice next time?
- What would you like to happen next?
- How can we make things better for *child's name/you*?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to go back to school/the playground etc?
- What do you think *child's name* might need?

In order to use the restore, reflect, repair process effectively, we will make a commitment to consider:

- Physical space – setup of the room, sit side by side, no desk between, walk and talk if more appropriate
- Focus on the outcome – what does the child need to learn from this?
- Time – ensure sufficient time is given (10-15 minutes)
- Be present – do not take too many notes
- Language – speak calmly, factually and fairly
- Resist any interruptions
- Stick to the behaviour being dealt with and no other behaviours
- End the meeting well

**9. Risk Reduction Plan**

For a few children, whose behavioural needs are exceptional, a risk reduction plan may be required to formalise strategies for all staff and provide a consistent response to difficult or dangerous behaviour. For these children, a risk reduction plan may work outside the normal parameters of this behaviour policy and the risk reduction plan will take precedence.

Typically, these plans will include specific forms of intervention to maintain a child's own safety and that of others and to ensure learning takes place for all. When writing the plan, the following will be considered:

- The risk of dangerous behaviour towards themselves, peers, adults or property
- The child's completed Therapeutic Thinking 'Roots & Fruits' and 'Anxiety Map' to identify areas of difficulty
- A child's pro-social behaviours and how these can be utilised to develop self-esteem and reduce anxiety
- From anxiety mapping: predict and prevent planning to reduce the triggers of anxiety
- Listing difficult behaviour and planned scripted response to manage this behaviour
- Naming logical consequences (to teach children how to cope with triggers and help to ensure the safety of themselves/others)
- The involvement of parents/carers and the child concerned to ensure all parties understand the actions and expectations of the school and what specific action the school may take

**10. Reporting Behaviour Incidents**

All staff have a duty to report behaviour incidents appropriately. In most cases, the key person to be informed of an incident is the child's class teacher. The class teacher will usually decide whether parents/carers need to be informed at the end of the day, either in person or by telephone.

All serious or repeated behaviour should be recorded using CPOMS. Where a serious incident occurs, attempts should be made to obtain corroboration from other children and adults where possible. Repeated misconduct should be reported to SLT who may need to take further action based on information already received from other staff such as midday supervisory assistants. Staff should inform SLT should misconduct persist. In addition, the headteacher could consult with colleagues as to whether a referral should be made to an external agency e.g. Behaviour Support Team, Educational Psychologist, Social Services, Educational Support Centre, CAMHS, School Nurse or other agencies as necessary.

Children are encouraged, and expected, to report cases of misconduct to an adult as soon as possible.

**11. Monitoring and Review**

The effectiveness of the Behaviour Policy, and that of the Exclusions Policy, will be monitored by the Headteacher and, if necessary, further improvements will be made to both policies.

The Headteacher will keep records of serious incidents of misbehaviour of both children and parents/carers.

It is the responsibility of the Governing Body to monitor suspensions and exclusions and to ensure that the school policies are administered fairly and consistently.

This policy will be reviewed in conjunction with the Behaviour Statement and the Exclusions Policy at least every two years. However, an earlier policy review may take place if the Government

introduces new regulations or if the Governing Body receives recommendations on how the policies may be improved.

## Exclusions policy

We do not wish to exclude any child from school but sometimes this may be necessary. The school would always refer to current DfE guidelines for guidance in any decision to exclude a child from school.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Headteacher can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

The Headteacher could lawfully exclude a pupil, if that pupil:

- repeatedly failed to follow academic instruction;
- repeatedly and persistently breached the school's behaviour policy. Even if the offence that has immediately led to the exclusion would not have normally constituted a serious enough breach on its own, a child can still be excluded if it is part of a wider pattern of anti-social behaviour.

When considering whether to exclude, the Headteacher would take account of any contributing factors identified after an incident of anti-social behaviour has occurred – for example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subjected to bullying.

An 'informal' exclusion involves a child being sent off the school premises, without this being officially recorded as exclusion (e.g. where a child is sent home for a 'cooling off' period). It is unlawful for a child to be informally excluded from school, even where the child's parents/carers agree to the exclusion. The Headteacher at Bayford C of E School would not agree to an illegal exclusion.

There are certain groups of pupils with additional needs who are particularly vulnerable to exclusion. This includes pupils with an Education, Health & Care Plan (EHCP) and 'looked after' children.

The Headteacher would, as far as possible, avoid permanently excluding any pupil with an EHCP or a 'looked after' child. Bayford School would engage proactively with parents in supporting the behaviour of pupils with additional needs. In relation to 'looked after' children we would co-operate proactively with foster carers or children's home workers and the Local Authority that looks after the child.

Where Bayford School has concerns about behaviour, or risk of exclusion, of a child in one of these vulnerable groups, the Headteacher would, in partnership with others (including the Local Authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of support for a pupil's SEN. Where a pupil has a statement of SEN or EHCP, we would consider requesting an early annual review or interim/emergency review.

In the unfortunate event of an exclusion being necessary the school will let the parents/carers of the pupil know about the exclusion as soon as possible and will follow up with a letter stating why, and for how long, the child is excluded. The parents/carers should also be told how to challenge the exclusion if they wanted to. Exclusions would start at the discretion of the Headteacher and may start on the same day as the 'offense' but it is unlikely that the school would insist on the pupil being collected straight away.

The exclusion may only be for a fixed term, or it may be permanent (expulsion). In all cases parents/carers have the right to appeal and if this is the case they should contact the local education authority. The Governing Body can select a discipline committee made up of between three and five members; this committee would consider any exclusion appeals by parents/carers on behalf of the Governors. When an appeals panel meet to consider an exclusion they consider the circumstances under which the child was excluded, consider any representation by parents and the LA and consider whether the child should be reinstated. If the Governors' appeals panel decide that a child should be reinstated the Headteacher must comply with the ruling. The Governing Body has a duty to consider parents' representations about exclusion and will do so in strict accordance with DfE guidelines on the procedure to be followed. The Department for Education publishes up-to-date guidance on exclusion and the Governors at Bayford School would always adhere to this.

This Policy will be reviewed in conjunction with the Behaviour Statement and the Behaviour Policy at least every two years.