

Baildon Glen Primary School

Behaviour Policy

September 2024



Reviewed annually

Rationale

We want to encourage individuals and groups to understand what is commonly agreed as 'Ready', 'Respectful' and 'Safe'. These principles will underpin all parts of this policy and the practices within the school.

Pupils, Adults and other stakeholders will be expected to display these three principles throughout all interactions in the school. These will be shown through the school's 'Six Ways to Grow'.

The Five Pillars of Practice will underpin all interactions and celebrations.
These pillars are;



Relentless Routines



First Attention for Best Conduct



Consistent, Calm Adult Behaviour



Adult Assistance/Support



Restorative Follow-Up



Relentless Routines

Pupils, adults and other stakeholders will be expected to follow the Six Ways to Grow at all times. Application and engagement with the Six Ways To Grow will be celebrated in a variety of ways. The Six Ways to Grow link closely with the agreed principles of Ready, Respectful and Safe.

Respectful
& Safe

Respectful
& Ready

Ready



Respectful
& Safe

Ready

Ready &
Safe

Self-Help Strategies

Pupils will be taught self-help strategies as part of the PSHE curriculum, these will include; Happy or 7:11 Breathing

- Breathe in for a count of 7 and out for a count of 11

Mantras

- I can choose to walk away
- I am in control of myself
- I can stop myself
- I have a bigger goal than this
- I am okay
- I can choose to be calm



First Attention for Best Conduct

The Recognition Board

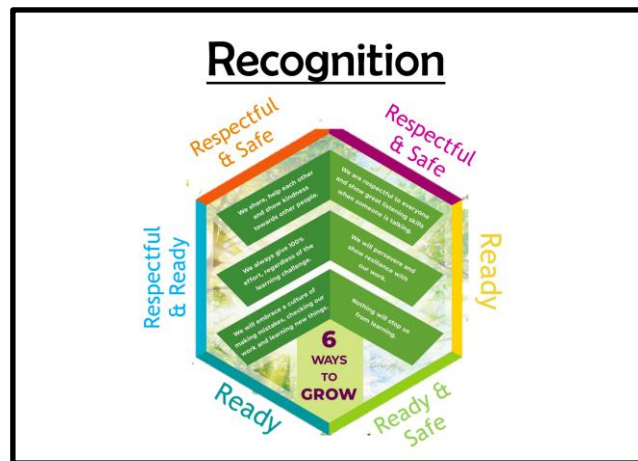
Pupils who go *over* and *above* expectations will be recognised for it.

The pupil name will be written near the 'Way to Grow' that has been recognised.

The Recognition Board will be displayed at the front of the classroom, so all pupils can celebrate the recognition.

Names remain on the recognition board throughout the week once they have been added, regardless of any display of dysregulation.

Pupils can have their name written in more than one place on the Recognition Board throughout the week.



All recognition will be linked to the 'Way to Grow' the pupil has gone *over* and *above* with. Every week, the first five pupils who are added to the Recognition Board in each class are named as 'Monitors' in their class for the following week. These names will be announced by class teachers and celebrated with parents/carers in Celebration Assembly on Friday each week. In some circumstances, pupils may be asked to take the piece of work that has shown one of their 'Six Ways to Grow' to either the Head of School or Executive Headteacher, who will discuss the 'Way to Grow' that has been shown and celebrate with the child.

Dojos

A maximum of six Dojos can be awarded per child, per week to celebrate and recognise *over* and *above* expected behaviour. A Sticker, highlighting which of the 'Six Ways to Grow' that has been shown can also be awarded at the same time. As pupils reach the below milestones, these will be celebrated in Celebration Assembly on Friday each week.

Agreed Milestones:

25, 50, 75, 100 (& every 50 Dojos beyond 100)

Prizes for Dojo Milestones are;

25: Bookmark

50: Pencil

75: Pencil Sharpener

100: Ruler

150: Pen

200: Pencil case

250: Mug

Golden Leaves on the class tree

When the whole class have managed to have their *over* and *above* expected behaviour recognised during the week, the class will add a Golden Leaf to the class tree. These will be added to the class tree and discussed as part of Monday's PSHE and Picture News Assembly. When the class have achieved 10 Golden Leaves on their class tree, the pupils in that class are given an extra reward, which will be decided on a term-by-term basis by the School Council Representatives.

Star of the Week

Pupils consistently showing the Six Ways to Grow may be awarded 'Star of the Week' by their teacher. Star of the Week certificates are presented in Celebration Assembly on Friday each week.

The teacher will type/write the reason for their choice and stick this on the back of the certificate.

Any work referred to, will be shared with the parents via class Dojo.

The Star of the Week in each class will have their photo displayed in the photo cabinet by the school office for the week after they have received their certificate.

Headteacher Award

A maximum of two children across school per week may be awarded a 'Headteacher Award', linking to the Six Ways to Grow. Headteacher Award certificates are presented in Celebration Assembly on Friday each week.

The Headteacher will type the reason for their choice and stick this on the back of the certificate.

Any work referred to, will be added as a QR code as part of this explanation.

Pupils who are awarded with a 'Headteacher Award' are given an extra reward of a snack and a drink with the Headteacher at the end of the half term in which they received the Headteacher Award.



Consistent, Calm Adult Behaviour (Agreed Consistencies)

Adults Will:

- Approach all reminders about Ready, Respectful and Safe (RRS) with Patience, Encouragement and Kindness (PEK)
- Allow time and space for them/their pupil to calm if needed
- Speak in a way that shows the *adult* is **respectful** of the *pupil* at all times and their interest is ensuring RRS.



Adult Assistance/Help

Adults May:

- Remind the pupil about the expectations of RRS
- Remind the pupil of a time it was seen before
- Ask the pupil to remain for 2 minutes at the end of the lesson to discuss further
- Offer or direct a calm zone to allow less public de-escalation
- Note down secondary behaviours to discuss later
- Escort a child to a calm zone for their own/others' safety
- Seek support from other adults in school if required

Adults May say (agreed scripts):

- I noticed you are... (*name the behaviour seen*)
- It was the Way to Grow about ... that you forgot (*insert Way to Grow*)
- You have chosen to (*name the behaviour seen*)
- Remember *last week/yesterday*, when you... (*something positive*)
- That is who/what I need to see today
- Thank you for listening

The adult will then move away from the pupil to give time and space to absorb, respond and correct the behaviour.

Reminders about being Ready, Respectful or Safe

Being Ready and Respectful

An adult will:

- Give themselves/the pupil time and space to calm if necessary
- Remind the pupil of the expectation/Way to Grow they need to see
- Remind the pupil of a time when they showed this Way to Grow/expectation before

- Note down any secondary behaviours to discuss later

An adult may:

- Request the child waits for 2 minutes at the end of the lesson to discuss in more detail
- Seek support from another adult if necessary

Being Safe

An adult will also:

- Offer or direct a calm zone as necessary
- Lower their stance, so they are at the pupil's level
- Allow the pupil to move further away if required

An adult may also:

- Seek support from/escalate to a member of the Senior Leadership Team if necessary

Any agreed consequences will be privately discussed with the child

Extremes of unsafe behaviour

If a child displays extremes of unsafe behaviour towards themselves, others or school property, in some cases, the Executive Headteacher may choose to suspend the pupil, or in extreme cases, permanently exclude the pupil. This may include internal suspension, lunchtime suspension or suspension at home. Where suspension at home is selected, parents/carers and the Local Authority will be informed of the decision.

Suspension or exclusion is always used as a last resort and only if the school have exhausted other means to support the pupil to regulate their emotions or modify their own behaviour.

These extreme behaviours might include (although not exhaustive):

- *Verbal abuse to adults - comments, swearing or suggestions which could cause deep offence
- *Physical abuse/violence towards other pupils or adults
- *Persistent racist or homophobic remarks or behaviour
- *Persistent and deliberate hurting of other pupils
- *Persistent defiance to adults, both verbally and non-verbally
- *Persistent disregard for other people's/school property
- *Continued unsafe behaviour, where themselves or other could be injured
- *Continued disruptive behaviour

Each case will be treated individually according to the circumstances and the action taken in one case will not set a precedent for any other.

Where the school is considering a permanent exclusion, the pupil's parent/carer will be informed and advice will be sought from the Local Authority. Appropriate action will be taken as a result of the advice sought.

Damages

Parents/carers will be expected to pay for any deliberate damage carried out by their child to either equipment or to the school building.



Restorative Follow-Up

After a reminder/period of dysregulation, adults will assist the pupils involved with a Restorative Follow-Up. In order to facilitate this conversation, the adult will ask the following Five Questions;

What happened?

How did you feel?

How did they feel? (if appropriate)

What do you feel needs to happen to repair this now?

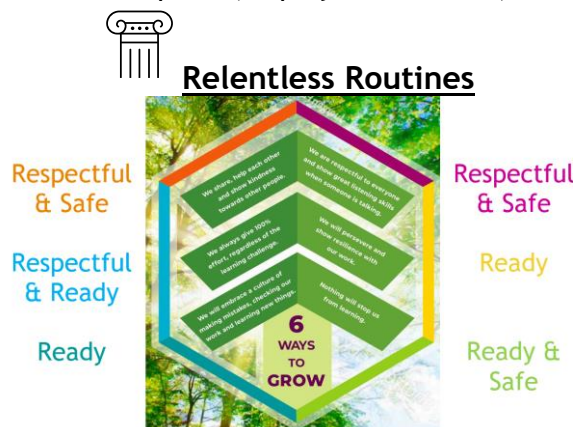
What do you feel needs to happen to avoid this happening in the future?

The member of staff will then record the outcome of the discussion and action taken as a result on CPOMS.

Stages of Crisis and Risk Assessments

Where appropriate, a child may be supported by a Stages of Crisis Document to help staff to see any triggers for unwanted behaviour and mitigate the risks of these. This may also be accompanied by a Risk Assessment. If either of these documents are produced to support a child, they will always be shared with parents/carers.

Appendix 1: Behaviour Blueprint (Displayed in classes)



'Happy' or 7:11 Breathing

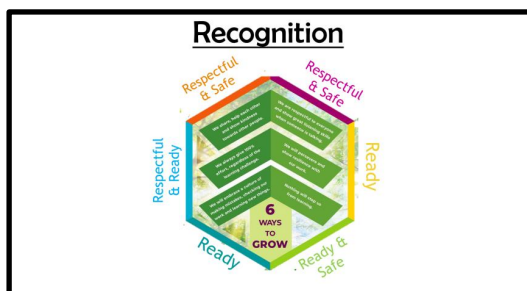
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Mantras

- I can choose to walk away
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First Attention for best conduct



Over and above expected behaviours will be celebrated through a 'Recognition Board', which will link directly to the Six Ways to Grow and feed into wider celebratory processes within school.



Consistent, Calm Adult Behaviour

Adults Will:

- Approach all reminders about Ready, Respectful and Safe (RRS) with Patience, Encouragement and Kindness (PEK)
- Allow time and space for them/their pupil to calm if needed
- Speak in a way that shows the *adult* is respectful of the *pupil* at all times and their interest is ensuring RRS



Adult Assistance/Support

Reminders about being Ready, Respectful or Safe

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- Give themselves/the pupil time and space to calm if necessary
- Remind the pupil of the expectation/Way to Grow they need to see
- Remind the pupil of a time when they showed this Way to Grow/expectation before
- Note down any secondary behaviours to discuss later

An adult may:

- Request the child waits for 2 minutes at the end of the lesson to discuss in more detail
- Seek support from another adult if necessary

Being Safe

An adult will also:

- Offer or direct a calm zone as necessary
- Lower their stance, so they are at the pupil's level
- Allow the pupil to move further away if required

An adult may also:

- Seek support from/escalate to a member of the Senior Leadership Team if necessary



Restorative Follow-Up

Adults will support pupils with restorative follow-up conversations after a period of dysregulation. They will ask these Five Questions;

What happened?

How did you feel?

How did they feel? (if appropriate)

What do you feel needs to happen to repair this now?

What do you feel needs to happen to avoid this happening in the future?

Appendix 2: Links to other policies and Legislative Practices (Including SEND)

SEND Pupils and Individual Behaviour Plans

For some children, the whole school behaviour system is inappropriate and alternative strategies will be employed. These will be discussed between the SENDCo, class teacher and parents/carers. In some cases, the SENDCo may seek support from Behaviour Support Services and the pupil will be placed on the SEND Register at 'Below age-related expectations' or at 'School Support' as a result. They will then have a Personal Learning Plan and/or Risk Assessment written for them, outlining their personal behaviour targets and strategies in place. (See SEND Policy for more details)

Reasonable adjustments

At certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social, Emotional and Mental Health Needs (SEMH);
- Adverse Childhood Experiences (ACEs);
- Special Educational Needs and Disabilities (SEND).

Leaders and teachers within the school, with the support of the Special Educational Needs Coordinator (SENDCo), will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the new behavioural norms.

They will be guided by the Education, Health and Care plans (EHCPs) for those pupils who hold them, or by personal learning plans (PLPs) for those with additional needs but without an EHCP.

Leaders will make their best endeavours to ensure that pupils with additional needs are supported to meet the expectations and behavioural norms.

Reasonable adjustments might include, but not limited to:

- preview of new behavioural norms and perhaps a visit to school
- additional support for the arrival and exit to school
- additional support to adhere to break and lunch time norms
- re-teaching behavioural norms
- adapted resources to teach behavioural norms
- adapted communication of reminders around Ready, Respectful and Safe

For pupils with special educational needs and/or disabilities, a risk assessment will be completed to ensure risks are mitigated in a safe way. Support plans will be updated as a result.

Mental Health and Wellbeing

Baildon Glen recognises the importance of supporting children with their mental health and wellbeing as this directly impacts on their behaviour and their ability to access their learning. As a result, children may access a range of interventions in school with our pastoral team in order to help them to regulate their behaviour and encourage better mental health. These include social skills groups and sessions to help them to manage difficult situations and emotions. We offer these in both a 1:1 or small group situation.

Baildon Glen Primary School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and Promoting Children's Welfare and this policy should be read in conjunction with the policies listed below:

- Whole school anti-bullying policy
- Child Protection Policy
- Care and Control policy
- SEND Policy

Legislation and statutory requirements

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

Behaviour and discipline in schools

Searching, screening and confiscation at school

The Equality Act 2010

Keeping Children Safe in Education

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

Equality statement

At Baildon Glen, all pupils are of equal value and we celebrate diversity. We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled or have special educational needs
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their age

If discriminatory behaviour is found to be occurring towards any pupils who fall into any of the above protected categories, the Bullying Policy will be followed.

Zero-tolerance approach to bullying, sexual harassment and sexual violence

The school will ensure that all incidents of bullying, sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for bullying, sexual harassment and violence may include:

- Involvement of parents
- Missed playtimes or lunchtimes
- Fixed term and permanent exclusions

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police Please refer to our Child Protection Policy for more information.

CPOMS

All incidents of behaviour will be logged onto CPOMS by the member of staff who has dealt with/witnessed the incident first-hand. Members of the SLT and the appropriate staff members will be notified about the behaviour. Any actions will be followed up by the designated member of staff.

If required, the Head of School/class teacher may contact the parent by phone to discuss an incident further.

Off-site behaviour

Pupils are reminded that when off-site, they are still representing the school.

Reminders around the principles of Ready, Respectful and Safe may be implemented, if a pupil has displayed dysregulation or unsafe behaviours whilst off-site. This may include when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. educational visit)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Reminders may also be implemented where a pupil has shown dysregulation/unsafe behaviour off-site at any time, whether or not the conditions above apply, if the dysregulation/unsafe behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Reminders will only be given on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised educational visit).

Reasonable force

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school (see Care and Control Policy for more details).

Powers of search

Again, on extremely rare occasions, it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or any stolen property. This property will be retained and returned to parents or pupils as appropriate. This is related to the principle of the safety of all members of the school community.

Allegations of abuse

Allegations of abuse will be taken seriously and will be dealt with quickly in a fair and consistent way that provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality. Serious action will be taken against pupils who are found to have made malicious accusations against school staff, including fixed-term suspension or permanent exclusion.

Appendix 3: Definitions

Dysregulation is defined as:

- Disruption in lessons, in corridors between lessons, or at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Non-compliance with adult safety or learning instructions

Extremes of unsafe behaviour is defined as:

- Repeated breaches of the Six Ways to Grow
- Any form of bullying (See Anti-Bullying Policy)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of any person (including the pupil)