

# Yohden Primary School Behaviour Policy



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**Version: 2**

## Vision Statement

At Yohden Primary School, we aim to prepare our children for a future with aspirations and a range of possibilities. We offer a bespoke curriculum to be inclusive to all and to broaden links with our community. We wish for our pupils to gain values of respect and gain the confidence to be resilient, happy individuals that will make a difference.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

## 1. Aims

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## 2. 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 2023](#)
- [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 88-94 of the [Education and Inspections Act 2006](#), which require 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. Definitions

At Yohden Primary School we believe that all members of the school community are to feel valued, respected and treated fairly. This policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

In our school we promote positive behaviour and good relationships so that people can work together in an effective and considerate way. Therefore enabling children to achieve and lead happy and successful lives.

We have high expectations of behaviour at our school. Adults in school act as role models for children and therefore endeavour to model positive behaviour at all times.

## 4. Pupil code of conduct

Pupils are expected to:

- Listen to all adults in school
- Always do what you are asked by an adult
- Be kind to others
- Use kind words
- Enable all children in your class to learn
- To try your best
- Be respectful of others and property in school
- Be honest
- Be polite and use manners

## 5. Learning Behaviour

### Teaching Learning Behaviour

We recognise that learning behaviour need to be taught. Yohden employs a number of strategies to develop personal learning behaviours. We employ strategies appropriately to each individual situation.

### Class Expectation Display

At the beginning of the academic year each class draws up their own class expectations which they will adhere to. The display:

- Has positive language
- Is developed and agreed to by the whole class
- Is not more than five simple worded expectations which generally apply to all situations
- Is displayed prominently and frequently referred to when talking about behaviour
- Links to the whole school values – Keys to Success
- Is applied consistently and modelled by all staff

### Keys to Success

At Yohden Primary School we want to develop the whole child to help them become valuable members of society. To help develop these personal skills we have created our Keys To Success which we believe help children develop the skills they need for life.

At Yohden we want our children to be:

Kind	To be kind means you think about other people and their feelings. Being kind is helping someone or something in need. Being kind is being a good friend. Being kind makes the world a nicer place, because it makes people happier.
Resilient	To be resilient is to cope when things go wrong. To get up and have another go even when it is difficult. To not be afraid of a challenge. Not giving up.

Respectful	Being respectful is to know and understand everyone is different. To be respectful you need to listen to others. To treat people like you would want to be treated. To look after places and things.
Positive	Being positive means to think about the good in things. Thinking we can do anything. Being happy.
Independent	To be independent is to be able to do things for yourself and think for yourself. Doing things by yourself with no help from adults or others. Being confident with your own choices and decisions.
Ambitious	To be ambitious you want to go on to reach your goals and dreams. Know what you want to do. To achieve your targets.

### Show Me Five

In school, all members of staff use the strategy of Show Me Five to help gain whole class attention.

- Eyes looking
- Lips closed
- Hands still
- Ears listening
- Brain ready to learn

### Zones of Regulation

The Zones of Regulation is an intervention which helps children to manage difficult emotions, known as 'self-regulation'. Self-regulation is best described as the best state of alertness for a situation. From time to time, pupils can find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

#### We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

#### What are the different Zones?

**Blue Zone:** low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

**Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

**Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

**Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, and elated, out of control.

## 6. Rewards

Positive behaviour and attitudes will be rewarded with:

- Verbal or written praise by the class teacher
- Class table points
- Children may be sent to other teachers or a senior leader to share their good work or efforts
- A message and/or photograph sent home to parents via Class Dojo
- Keys to Success note displayed in class with name and which key they have shown.
- Keys to success raffle where children are praised for showing the key to success in Celebration assembly.
- Headteacher's award presented in our weekly celebration assembly
- Privilege day – the last day of each half term where each class can choose which learning/activities they would like to undertake as a class. Those children who have displayed positive behaviours and attitudes over the half term are invited to take part.

## 7. Consequences

A consequence will be given when pupils show unexpected behaviour. Behaviour incidents are logged onto a spreadsheet by SLT or added onto CPOMS by class teachers and are reviewed termly in SLT meetings.

- A polite reminder to change their behaviour.
- A verbal warning.
- Time out in the classroom in a designated area to think about their behaviour.
- Time out in another classroom to think about their behaviour.
- Loss of playtime
- Time out with a member of the SLT with their work to complete.
- Parent contacted.
- Loss of a proportion of privilege day
- Secluded to work at the Guidance and Learning Centre at Easington Primary School
- Exclusion

### Protective Consequences

These are actions taken by staff to ensure all children and adults feel safe in the school environment. These may include:

- An increased staff ratio
- Limited access to outside space
- Specific staff support given at break and lunchtimes
- Differentiated teaching space or learning
- Adaptation of access to school trip, residential or extra-curricular activity
- Exclusion from an area or school
- Calm room/space

## 8. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 9. Roles and responsibilities

### 9.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 9.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **9.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

### **9.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **10. Physical restraint**

The Team Teach approach is used in school and is utilised as a de-escalation technique to respond to challenging behaviour. This incorporates restrictive positive handling techniques that are used as the situation requires. Only the staff qualified in the use of Restrictive Positive Intervention (RPI) are allowed to intervene in any situation that requires a child to be removed or restrained.

Trained staff make an assessment of the particular circumstances, to decide if control is appropriate and if it is at what level. The following will need to be taken into consideration:

- The behaviour of the pupil
- The known intention of the pupil
- Their known wishes, feelings and emotional state
- The pupil's personal history
- The influence of other pupils, family and friends
- Any events that may be causing the pupil anxiety
- Knowledge of the pupil
- How long the pupil has been attending Yohden Primary School
- The time of day

Restrictive Positive Handling Techniques are never used in isolation

Team Teach approach will also:

Reinforce policy and practice, inform of current legislation, legal considerations and circular guidelines concerning restrictive physical interventions.

- Reinforce the essential verbal and non- verbal skills required in a crisis situation.
- Make staff groups aware of necessary interventions appropriate to the level of behaviour reached by the pupil.

- Following training provides staff with knowledge, understanding and physical skills required for their personal safety, and the management of children in their care.
- Offers post-incident structure to both pupil and member of staff.

As a school:

We will use reasonable force:

- To prevent a pupil leaving a classroom, building or playground where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
- To restrain a pupil at risk of harming themselves through physical outbursts.
- To prevent a pupil from seriously damaging property
- Where an offence is being committed, and any behaviour prejudicial to the maintenance of good order and discipline within the school, or among any of its pupils.

The use of Restrictive Physical Intervention (RPI) will only be:

- Used in the best interests of the of the service users
- Used for the minimum force for the shortest time
- Used to prevent injury, pain and distress
- Used to maintain dignity
- Used reasonably and proportionately
- Used whereby all actions are necessary.

In every case no more than the reasonable amount of force, with the maximum amount of care for the minimum amount of time should be used to keep safe.

Any use of RPI will be reported as soon as possible to the Head Teacher, Deputy Head Teacher, and a Pupil Incident Report Form completed. A copy should be passed to them and recorded on CPOMS. Parents should be informed by telephone before they come to collect their child.

Where staff are aware of a potential child who may need the Team Teach technique, or a child where it has been used in the past, a Positive Support Plan should be drawn up with the child and parents.

The aim of the meeting is to plan strategies to:

- Safeguard and promote the pupil's welfare
- Appropriately meet the pupil's needs
- Manage their behaviour
- Minimise the need for external controls

The meeting must also consider;

- The wishes and feelings of the pupil and their parents/ carers
- The need to establish an Individual Behaviour Management Plan, or amend an existing one.
- To establish any further action on behalf of the school, this will depend on the circumstances of the incident. i.e. seclusion within school or fixed term seclusion.

### **Involvement of Outside Agencies**

Should the system and strategies employed by the staff fail to be sufficient for any child then, with the co-operation of parents, we seek help and advice from the Educational Psychologist/ Family Guidance / crisis response / behaviour panel/ Early Help Assessment. It has to be understood that, if this is to succeed, then



teachers become heavily involved in any strategies, which might be suggested, and that these are only likely to succeed through total co-operation between home and school.

## 11. Pupils with additional needs

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Behaviour Policy will recognise that children have varying needs and backgrounds and that some pupils may need additional support to meet the behaviour expectations of the school.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Nurture Provision**

Sometimes children may struggle to follow expectations of school and their classroom and may need to spend time in nurture group provision.

A nurture group is a focused, short-term intervention for primary school pupils with social, emotional and behavioural difficulties which make it harder for them to learn in a mainstream class.

A nurture group is a school-based intervention. The aim is to replace missing early experiences by developing positive pupil relationships with both teachers and peers in a supportive environment. Effective nurture group practice follows the six principles of nurture.

6 Principles of Nurture are:

- Children's learning is understood developmentally
- The classroom offers a safe base.
- The importance of nurture for the development of wellbeing.
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition's in children's lives.

Nurture groups are designed to address the social and emotional needs that can obstruct pupils' learning. The group is designed to help children develop vital social skills, to develop confidence and self-respect, and to take pride in behaving well and in achieving.

In nurture groups, there's a special emphasis on language development and communication: nothing is taken for granted and everything is clearly explained by the staff, with the help of demonstrations and (where helpful) physical gestures. Pupils are given the time they need both to listen and be listened to.

Nurture groups are also designed to give pupils vital opportunities for social learning – for example by encouraging them to share food at breakfast and 'snack time' and to help other pupils in the group. The friendly, supportive relationship between the staff is also itself an important source of learning – a model for the pupils to observe and copy.

## 12. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our school safeguarding policy.

### **13. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

### **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying Policy

### **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body annually.



## Appendix 2: Behaviour Log

PUPIL'S NAME:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	