



# **Positive Behaviour Policy Bamburgh School**

<b>Approved by:</b>	Governing Board	Date: 18.6.20
<b>Last reviewed on:</b>	February 2022	
<b>Next review due by:</b>	February 2023	

# Contents

1. Rationale
2. Aims
3. Legislation and Statutory Requirements
4. Roles and Responsibilities
5. Pupil Conduct (including peer-on-peer abuse, sexual violence and sexual harassment)
6. Rewards and Consequences
7. Positive Behaviour Management
8. Training
9. Positive Handling
10. Monitoring Pupil Behaviour
11. Pupil Behaviour during a Pandemic
12. Summary
13. Monitoring Arrangements
14. Links with other Policies

Appendix 1: Written Statement of Behaviour Principles

---

## 1. Rationale

The governors and staff of Bamburgh School believe that positive behaviour and good discipline are central tenets of our stated curriculum intent 'To empower pupils to understand and interact positively with the world around them'. Furthermore, we consider that a whole school approach to behaviour management is vital if we are to maintain a caring, respectful atmosphere where effective teaching and learning can take place.

This school ethos is demonstrated through our:

- commitment to value and support every individual;
- encouragement of mutual respect and caring for others;
- discouragement of anti-social behaviour, in all its forms;
- promotion of respect for the fabric and structure of the school, its environment and its resources.

The stated aims of this policy are a reflection of this ethos.

Our school encourages positive behaviour by:

- providing a broad, balanced curriculum that is both relevant and differentiated and a learning environment that is attractive, stimulating and motivating;
- projecting good models of adult behaviour and identifying positive behaviour in pupils;
- recognising and rewarding those positive behaviours;
- ensuring that rewards and consequences are consistent and fair;
- maintaining an orderly learning environment and a purposeful and calm classroom atmosphere;
- working closely and constructively in partnership with parents (e.g. informing parents of any concerns at an early stage, convening meetings, home visits etc.);

- establishing and observing sensible and realistic rules.

## 2. Aims

As a school we aim to:

- Develop within our pupils self-discipline and an acceptance of responsibility for their own actions.
- Develop within pupils the ability to keep themselves and others safe.
- Maintain a safe environment in which effective teaching and learning can take place
- Develop respect between all members of the school community and a concern for the school environment.

This policy aims to:

- Provide a consistent approach to behaviour management
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Define what we consider to be 'good' behaviour, and outline how pupils are expected to behave
- Outline our system of rewards and consequences for inappropriate behaviour, including bullying, peer-on-peer abuse, sexual violence and sexual harassment.

## 3. 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](#)
- [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 should publish their behaviour policy online

## 4. Roles and responsibilities

### The Governing Body

The governing body reviews this positive behaviour policy in conjunction with the headteacher and monitors the policy's effectiveness, holding the headteacher to account for its implementation.

Governors review and approve the Written Statement of Behaviour Principles (Appendix 1).

### The Head Teacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's behaviour principles. 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 consequences are applied consistently and fairly..

### Staff

Staff are responsible for:

- Implementing the positive behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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

### Parents

Parents are expected to:

- Support their child to behave positively, both in school and out
- Inform the school of any changes in circumstances that may affect their child's behaviour

## **5. Pupil Conduct (including peer-on-peer abuse, sexual violence and sexual harassment)**

Pupils need to understand what we mean by "good" behaviour. We do not assume that they already know this, but reach a common understanding through discussion and teaching. We set a good example, and explain and demonstrate the behaviour we expect to see, whilst supporting pupils in choosing appropriate options. There are clearly defined and understood parameters within which Bamburgh pupils know they must operate.

They should:

- be honest, well-mannered, helpful, kind and courteous;
- act in a responsible way, respecting the feelings and belongings of others;
- work hard to achieve their potential;
- allow others to speak freely and express their options;
- avoid fighting, bullying, teasing, verbal abuse or any activities which may cause harm or distress to others.

Peer on peer abuse will not be tolerated. Unacceptable behaviours include:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

- sexual violence, such as rape, assault by penetration and sexual assault (ie: intentional sexual touching). This may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Pupils will be encouraged to call out and report anything which makes them feel uncomfortable. Pupils will be listened to, and their concerns acted upon. They will be reassured that their safety and well-being is taken seriously. Parents will be informed about the incident and the actions taken by school. Where appropriate, alleged perpetrators will be offered support.

To promote appropriate sexual behaviours, Bamburgh School's PATH curriculum covers such areas as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

#### Responding to incidents involving peer-on-peer abuse, sexual violence and/ or sexual harassment:

When an incident involving sexual violence and/ or sexual harassment is reported, the DSL and deputies will investigate and decide on one of the following courses of action:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

There is zero-tolerance for peer-on-peer abuse, sexual violence and sexual harassment both on and off site. School's response will be proportionate to the incident, and decided on a case-by-case basis. We will listen to alleged victims, and their wishes will inform school's response, however, the final decision on the response to the incident lies with school. Depending on the severity of the incident, sanctions may include:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- Detention
- Community service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

#### Off-site Behaviour

The same expectations, rewards and consequences apply to pupil behaviour, whether they are on or off-site (for example, when representing the school (such as on a school trip), or on transport on the way to or from school.

#### 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

There is zero tolerance for bullying both on and off site.

#### Screening and Searching pupils

Any prohibited items (see below) found in pupils' possession will be confiscated. These items will not be returned to pupils.

Prohibited items 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)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils or parents after discussion with senior leaders and parents, if appropriate.

Any necessary searching and screening pupils will be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **6. Rewards and Consequences**

It is important that good behaviour is recognised and rewarded, as well as misbehaviour being highlighted. By promoting good behaviour we reduce bad behaviour, so we praise loudly and reprimand quietly.

Pupils who test the boundaries of good behaviour are dealt with promptly and fairly.

Whilst adhering to the basic principles of fairness and consistency, we accept that what is good or bad behaviour may vary between one pupil and another – as this depends upon each pupil's individual challenges and targets. We also recognise that different children respond to different rewards.

Warnings and consequences for unacceptable behaviour are, where possible, prompt, private and quiet. They are appropriate to both the behaviour and the pupil. Corporal punishment is not allowed in any form. It is important that pupils understand fully that it is the behaviour which is not acceptable, and not the individual. We discourage the behaviour but value the person.

## **7. Positive Behaviour Management**

Staff and pupils (the latter via their school council representatives) are consulted on the establishment and review of school rules. These are then reinforced with pupils, specifically (but not exclusively) in PATH lessons..

Teachers recognise and reward good performance of all kinds. This may take the form of good behaviour, good work, politeness, attention, presentation of work etc. This continual positive reinforcement gives pupils

the self-esteem which motivates them to choose good rather than bad behaviour. Pupils know quite clearly what is expected of them, regardless of class or teacher.

Parents are made aware of good and bad behaviour as a matter of routine. If necessary, a class logbook may be kept as a record. School Diaries are used to keep parents informed of behaviour in school and can also convey messages back from parents. Serious issues are referred straight to the Head Teacher. Consistency of approach is crucial.

Behaviour management strategies used by school may include:

1. Class logbook.
2. Break, lunch or after-school detention.
3. Pupil put on report with appropriate targets (staff comment on behaviour each lesson; at the end of each day, pupils present their report to be signed by the appropriate staff member; they then take it home to be signed by parents). Counselling and encouragement are given during this process.
4. Phone call home.
5. Referral to the school counsellor.
6. Incident Report completed.
7. Pupil works in isolation, monitored by staff
8. Meeting held with the pupil and attended by the Deputy Head/Head and relevant members of staff. Parents requested to come to school to discuss incidents of bad behaviour. (Evidence presented from class logbooks).
9. IPBP (Individual Positive Behaviour Plan), may be developed for the individual pupil detailing ongoing behaviours, potential situations, controlling risks, triggers, de-escalation strategies and physical interventions which are most helpful when dealing with the pupil in question). The IPBP is discussed and agreed by staff and parent/carer (and pupil if appropriate). It is reviewed regularly and amended when necessary.
10. Involvement of other agencies as appropriate. This could result in a change to the pupil's EHCP through Annual Review procedures.
11. Time Out/Withdrawal/Internal Exclusion (the pupil works away from class group for a period of time, monitored by an appropriate member of staff).
12. If all above strategies have repeatedly failed and the pupil presents a danger to him/herself, to other pupils or staff, or persistently disrupts the education of others, then the LA Exclusion Procedures will be put into operation by the Head Teacher.

## **8. Training**

Staff members have been trained to use School Staff Safety approaches to positive handling in schools (including de-escalation skills and physical interventions and strategies). This training is regularly updated and staff are aware of the procedures to be followed should the need to physically intervene arise when working with a child in school (see Positive Handling below).

Behaviour management also forms part of continuing professional development.

## **9. Positive Handling**

Employers and the Senior Management Team are responsible for staff training and deployment. P. Nord (Head teacher) and K. Nichol (Deputy Head) are responsible for the co-ordination, monitoring and evaluation of the School Staff Safety Positive Handling training programme.

All incidents involving positive handling are recorded, and wherever possible parents are informed.

It is possible that minimal discomfort may be experienced by pupils during an incident involving physical intervention. There is also the possibility of accidental injury, e.g.: finger-tip bruising, when School Staff Safety

techniques are used. In no circumstances, however, should staff act in a way that might reasonably be expected to cause injury. Physical intervention may be used to ensure the safety of the pupil, staff member or other pupils. It will never be used as a punishment.

All staff and pupils are entitled to a repair and reflection process after any incident.

*NB: Seclusion is defined as the act of placing or keeping someone away from other people. At Bamburgh School, however, when a pupil is separated from his peers this is to ensure the safety of the pupil or others, or to provide a safe place to calm, and no pupil is left alone in such circumstances. In most cases staff stay with the pupil, though the staff member may supervise from outside the room if the pupil a) has an IPBP which specifies that this is necessary to allow the pupil to calm or to moderate his/her behaviours, or b) is displaying violent behaviour which is putting the pupil or staff member at risk. Where pupil or staff safety is at risk, the police may be called.*

## **10. Monitoring Pupil Behaviour**

We recognise our 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.

We will evaluate whether pupils who exhibit challenging behaviour have any underlying needs that are not currently being met.

Where necessary, support and advice will 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 for that child. We will work with parents to create the plan and review it on a regular basis.

All concerns regarding poor pupil behaviour are passed to Senior Management. Information, reason for concern, and/or action required is given to all staff at morning briefing or during staff meetings. Expectations of pupil behaviour are discussed at meetings and procedures are reviewed regularly.

Behaviour in and between lessons is monitored by staff. Outside classrooms, particular attention is given to lesson changeovers, break and lunch times.

An Individual Risk Assessment or an IPBP may be completed for any pupil who presents unpredictable, challenging, violent or aggressive behaviour.

### Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **11. Pupil Behaviour during a Pandemic**

At any time when special restrictions are in force due to infection control linked to a pandemic, pupils are expected to follow any staff or school instructions relating to:

- attendance at, and behaviour during online lessons as a result of school closure or self-isolation
- school arrival and departure times, breaks and lunchtimes



- hygiene procedures when on the school site
- social distancing procedures when on the school site
- infection control procedures when on the school site
- maintaining responsibility for their own equipment when on the school site,
- maintaining responsibility for school equipment which may have been loaned to facilitate off-site learning.

Pupils are expected to refrain from unnecessary physical contact, and deliberately spitting or coughing towards other pupils or staff members during a pandemic. They are also expected to tell staff if they feel unwell.

The consequences for unsafe behaviour during a pandemic may include:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with this policy.
- All appropriate behaviour management strategies (see above). Once these have been exhausted, contact will be made with pupil's parent/carers.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carers may be expected to collect the pupil and a fixed term exclusion may be applied in line with our Exclusion Policy.

As a special school, we acknowledge that our pupils all have special educational needs or disabilities which may impact on their behaviour. They will also have had a range of different experiences during any period of pandemic restrictions which may have an impact on their behaviour and presentation.. Some may present with frustration as a result of having missed a significant event or experience (eg. SATS, school trip, etc). Others may have experienced bereavement or loss or another, real or perceived, traumatic episode.

As a result of these varied experiences children may present with behaviour that is not usual, this may include:

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns, and especially those with autism, the change in routines and lack of familiarity may require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. However, we also recognise our responsibility to keep other pupils and staff safe during a pandemic. Accordingly, we will prepare a Risk Reduction Plan for a child whose behaviour may endanger the safety of others during a pandemic (for example: if the child may physically attack others or spit) to determine whether they can be safely accommodated in school, or whether a personalised home learning programme should be offered as an alternative. This plan will be reviewed regularly.

We understand that some of our pupils have medical needs which put them at increased risk. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies.. The head teacher and governing body must have regard to the SEND Code of Practice and the Equality Act.

## 12. Summary

Our school promotes positive behaviour through providing appropriate guidance, managing classes effectively, and monitoring unacceptable conduct carefully whilst consistently employing techniques which encourage pupils to behave well.

The ultimate goal is to develop self-discipline skills. The rationale and strategies detailed above allow our children and young people to move steadily towards an understanding of what is and what is not acceptable.

In this way, Bamburgh's high expectations of behaviour cultivate in our pupils the ability to successfully fulfil society's demands of them, now and in their lives beyond school.

### **13. Monitoring arrangements**

This behaviour policy will be reviewed by the full 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 full governing body every 4 years..

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

This behaviour policy is linked to the following policies:

- Accessibility
- Anti Bullying
- Child Protection and Safeguarding policy
- Educational Visits
- Equality, Diversity and Community Cohesion
- Exclusions

### **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, sanctions 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

Children with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school seeks to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school balances the needs of the individual with those of the school community.

The Head teacher uses discretion in the use of consequences and balances the needs of staff, children and parents when considering measures to manage unacceptable/challenging behaviour.

Violence, threatening behaviour or abuse by pupils or parents towards the school's staff is not tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution

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