



Behaviour and Discipline Policy

At Foston and Terrington Church of England Schools the Behaviour Policy is informed by our commitment to promoting sustainability, affirming diversity, embracing community, and inspiring creativity, which is rooted in the words of St Paul who wrote, 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control' (Galatians 5 v 22-23). Our core Christian values, love, joy, patience, and self-control are fostered in the pupils and staff building an ethos where all can flourish.

At Stillington and Langton Primary Schools the Behaviour Policy is informed by our commitment to promoting sustainability, affirming diversity, embracing community, and inspiring creativity is rooted in the core values of love, joy, patience, and self-control. These core values are fostered in the pupils and staff, building an ethos where all can flourish.

Policy Reviewed: September 2025

Next Review: September 2026

The Purpose and Aims

This policy has been drawn up in consultation with stake holders and is in line with current legislation. The Governing Body recognises that it is their responsibility to ensure that, through the Executive Headteacher and Heads of Schools, good behaviour and discipline are maintained at North Yorkshire Rural Schools Federation.

Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. Our school culture ensures that pupils can learn in a calm, safe, and supportive environment and protect them from disruption.

Our Behaviour and Discipline Policy aims to create a culture of exceptional behaviour to love, learn and grow together by:

Creating a positive behaviour culture by building a calm, safe, happy, engaging and supportive environment.

Promoting a positive ethos of academic culture, high expectations of all modelled by all stakeholders

Having a consistent approach

Displaying respect, tolerance and understanding of all protected characteristics driving towards equity of opportunity and high aspirations for all.

We strive to create inclusive school communities that value: love, joy, self-control and patience to support learners to take ownership of their behaviour. We encourage pupils to value society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society. Our behaviour curriculum will be adaptable to meet individual needs including those with Special Education Needs and Disabilities. Please see the whole school provision maps for further information please see appendix 3.

We expect:

Readiness 	Respect 	Safety 
- We arrive at school ready to start at 9am - We wear the school uniform and come prepared for the day - We take part fully in lessons and try our best to succeed	- We always listen to others - We are polite and show good manners to everyone. - We respect and celebrate our difference and know that we are all equal - We look after our equipment and share it - We treat our environment with pride - We respect the law and the rules of school and society	- We follow instructions - We do not tolerate bullying of any kind - We walk and line up sensibly and quietly - We know who to go to for help and support - We stay safe online and outside school - We use equipment safely

As a community we will:

- Build strong relationships
- Experience what it means to live as a member of an open, generous and forgiving community
- Benefit from a calm and secure environment
- Be fully involved in regular reviews of our behaviour policy
- Model forgiveness and the possibility of restoration and a new beginning in our relationships
- Clearly convey behaviour expectations

We will promote Good Behaviour through:

- We will have reflection areas focussing on the core values in school
- Values Champions are celebrated in special mention assemblies.
- Verbal praise and positive comments: Praise and positive comments etc. will be given readily. All staff will be encouraged to comment on good behaviour using our 'Values language' in order that children understand and relate their behaviour to our values
- Active communication with parents to celebrate success through planners / verbal conversations
- Half termly sharing assembly to celebrate consistent good behaviour / work

All pupils will have the opportunity to regularly link their experience with our core values of **love, joy, patience, and self-control** through our RE curriculum, assemblies, PSHE curriculum and our restorative approaches.

Roles and Responsibilities

A whole-school approach to behaviour

We ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos and values of the school, how pupils are taught and encouraged to respond to their own and others behaviour through restorative approaches developing the relationships between staff, pupils and parents.

Executive Headteacher and Heads of School	Governing board	Staff	Pupils	Parents and Carers	Pupil Support
• Reviewing and approving this policy in conjunction with the governing board • Giving due consideration to the school's behaviour curriculum • High visibility around school engaging with pupils, parents and staff to set, model and maintain the behaviour culture. • Ensuring that the school environment encourages positive behaviour • Ensuring that staff deal effectively with poor behaviour • Supporting staff understanding of the policy, and monitoring policy implementation • Providing training for new staff on the behavioural culture at the North Yorkshire Rural Schools Federation • Appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy • Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary • Ensuring that behaviour records and reviewed regularly	• Reviewing and approving the written statement of behaviour curriculum (appendix 2) • Reviewing this behaviour policy in conjunction with the Executive Headteacher • Monitoring the policy's effectiveness • Holding the Executive Headteacher to account for its implementation	• Creating and maintaining a calm, safe and trusting environment for pupils with clear boundaries of acceptable pupil behaviour. • Uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships • Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. • Implementing the behaviour policy consistently • Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils • Providing a personalised approach to the specific behavioural needs of particular pupils • Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations • Be supported by the SLT team	• Will know the expected standard of behaviour they should be displaying at school following the behaviour curriculum • Follow the school's key rules and routines • Pastoral support is available to them to help them • Pupils will be supported to understand and meet the behaviour standards and will be provided with support. • Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.	• Get to know the school's behaviour policy and reinforce it at home where appropriate • Support their child in adhering to the school's behaviour policy • Inform the school of any changes in circumstances that may affect their child's behaviour • Discuss any behavioural concerns with the class teacher promptly • Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions) • Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school	• Across the federation there are designated staff who have the roles of supporting pupils with additional needs where those needs might be behaviour. These include: • Our Pastoral Lead: Mrs Allon • Our SENCO: Mr Carlisle (Foston, Terrington & Stillington) Miss Stringer (Langton)

Monitoring arrangements

In school we use CPOMS Safeguarding software to log and monitor any behaviour incidents. It is the role of the DSL, DDSL, school-based DSL and Pastoral Lead to monitor these incidents in school. All staff are provided with a login to report incidents and receive training.

The school will collect data on the following:

- **Behavioural incidents, including removal from the classroom**
- **Attendance, permanent exclusions and suspensions**
- **Use of pupil support units, off-site directions and managed moves**
- **Incidents of searching, screening and confiscation**
- **Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)**

The data will be analysed from a variety of perspectives including:

- **At school level**
- **By age group**
- **At the level of individual members of staff**
- **By time of day/week/term**
- **By protected characteristic**

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Staff induction, development and support

School leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be allocated an induction mentor when they are first appointed at school and will receive support and guidance on the behavioural expectations within school. There will also be regular training for staff on behaviour. School leaders will also consider any appropriate training required for specific roles within school.

Responding to Behaviour

Behaviour curriculum

In line with the guidance from the DfE February 2024, a taught behaviour curriculum has been implemented. Our exceptional behaviours are modelled, taught and regularly retrieved to ensure all pupils understand and uphold expectations. The curriculum is explicitly taught in the Autumn term and modelled throughout the year to develop behaviours for learning and routines in, out, and around school as well as understand their online presence. Across the year, this is then embedded through all curriculum areas, year groups and schools following Rosenshine's principles of instruction 2019 which is upheld by all stake holders. Please see appendix 2 for the full behaviour curriculum.

School Rules

Pupils are made aware of the school rules and are expected to adhere to them.

These are:

Be kind and respectful
Listen and learn
Be safe

Restorative Practice (see appendix 1 for questions)

This demands a positive policy encouraging appropriate attitudes through rewards and praise. We aim to prevent unacceptable behaviour rather than to react to it with restorative sanctions. The school uses restorative approaches to deal with any negative behaviour. This works by a neutral facilitator focusing attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the same questions and everyone given the same opportunity to speak. The controlled equality ensures the process is seen as fair. This encourages the truth and provides a safe environment so that responsibility can be acknowledged, and genuine remorse felt. It is this feeling of remorse drawn out by the process that creates accountability.

By looking at what harm has been caused it brings the participants together to develop a solution. This allows them to take ownership of their solution making it much more likely to succeed. It not only allows the "harmer" to see the impact of their behaviour but also allows the "harmed" person the opportunity to see if they contributed to the conflict in any way by their own behaviour. Both participants are then able to agree their own joint contract of how they are going to treat each other in the future. This gives them a personal stake in the success of the contract. Through the use of restorative practices, participants:

- Develop - truth telling skills, responsibility, accountability
- Learn about - real impact of actions, consequences
- Are able to - make amends, show remorse, change behaviour, agree a way forward

Rewards and Sanction**Whole School Approaches**

In each class there is a traffic light system in place that can be used by all staff members. The stages are as followed:

Rainbow – raffle ticket for a prize
Purple – sticker / house point
Green – daily starting point
Amber – warning (miss 5 mins play)
Red – warning (miss 10 mins play)

If a pupil does fall below green, a restorative conversation takes place to try and encourage pupils to be reflective of their behaviour and improve this before the sanctions are enforced.

Positive reinforcements

Positive reinforcement and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal Praise
- House points will be rewarded for good behaviour / hard work and totalled with the collaboration schools. A half termly celebration will be held for the winning house.
- Communicating praise to parents/ carers
- During our half-termly celebration assemblies, a certificate will be awarded to a child from each class celebrating their behaviour. During this assembly, pupils who have received raffle tickets for exemplary behaviour will be entered into a prize draw. There will also be certificates given to celebrate children who have shown the school values on a weekly basis.
- Positions of responsibility within the classroom/school

Individual Class Systems

Each class can have their own reward systems running alongside the whole school system. These will be determined by the children, and the class teacher e.g. beads in a jar, prizes for individual achievement or effort etc.

Sanctions

Low level behaviours	Mid-level behaviours	High level behaviours
Chatting to classmates during lesson input, quiet work, assembly etc.	Ignoring a staff member's request	Persistent refusal to comply with a staff members request
Touching/playing with equipment at an inappropriate time	Hitting/pushing another pupil in response to being pushed first	Unprovoked violence towards anyone in school
Moving around the classroom at an inappropriate time	Calling another pupil names/shouting in response to provocation	Swearing
Pushing in front of peers in the line	Disrupting a lesson/game to the extent others cannot work/play	Destruction or damage to property (schools or pupils)
Running in school	Deliberately misusing classroom equipment	Refusal to remove themselves to another classroom at a staff members request
Taking equipment from another pupil	Persistent misuse of playground equipment	Using racist or homophobic language or comments against disabled people
Calling another pupil a name	Persistent breach of playground rules	Harmful Sexual Behaviour
	Not engaging with staff members attempts to resolve a problem/argument between pupils	
Low Level Sanctions	Mid-Level Sanctions	High Level Sanctions
1. Verbal warning 2. Move the child's name to orange on the traffic lights 3. Move the child's name to red on the traffic lights 4. If pupil loses a whole playtime it is recorded on CPOMs and parents are informed 5. If pupil loses 3+ playtimes in any half term class teacher will invite parents in to discuss behaviour	1. Verbal warning 2. Move a child to another class for the remainder of the lesson 3. Record the incident on CPOMs and inform parent 4. If pupil loses 3+ playtimes in any half term the pastoral lead and class teacher will invite parents in to discuss behaviour	1. Immediately escorted to the EHT/HOS/Senior Teacher 2. Pupil given time to calm down 3. EHT/HOS/Senior Teacher will discuss the incident with the pupil using a restorative approach 4. Pupil will then work away from the other children for a fixed period of time as decided by EHT/HOS/Senior Teacher 5. Incident recorded on CPOMs 6. Parents informed and a behaviour plan reviewed or written with relevant risk assessment

Harmful Sexual behaviour

Harmful sexual behaviour which includes all types of sexual harassment and sexual violence among young people, including age-inappropriate sexual language, will be dealt with in line with KCSIE 2025 and our child protection policy.

Inclusion

As a school, we understand that a child's behaviour may be a reaction to personal circumstance, a diagnosed condition, or a specific learning need. We actively seek to understand and support each and every child through giving behavioural targets, working with families and involvement of outside agencies where appropriate. Please see the whole school provision maps for further information (appendix 3)

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinators (SENCO) may 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/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan via sen@northyorks.gov.uk

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Daily contact with the Pastoral Lead/trusted adult
- Review meetings
- Praise for choosing the right behaviours

Pupil transition

The children are introduced to the behaviour systems, rules and routines at the start of each academic year. The behaviour curriculum for routines can be found in Appendix 2 which is explicitly taught in September and retrieved across the year. The whole school approach to behaviour will ensure this is integrated throughout the school learning environment. For children transitioning within the school year, these will be completed upon arrival. 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Preventing recurrence of misbehaviour

We will adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations.

Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

Systems are in place to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour. Examples of interventions schools can consider include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- pupil support units
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care Plan (EHCP), early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where we have serious concerns about a pupil's behaviour, we will consider a multiagency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working together to safeguard children).

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition. This will be recorded using our internal monitoring service, CPOMs.

Removal should be used for the following reasons:

- a. to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b. to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- c. to allow the pupil to regain calm in a safe space.

Use of Reasonable Force

In order to keep children and adults safe it may on occasion be necessary for staff to employ reasonable force strategies. This will only be carried out following the guidance published by the government entitled [Use of Reasonable Force and Other Restrictive Interventions In Schools 2025](#) published by the government. We will first use de-escalation and prevention strategies as below:

Whole-school measures can include:

- consideration of how the school and classroom environment can support all pupils to achieve and thrive
- sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- development of working staff-pupil relationships and trust
- recording and analysing data on the use of reasonable force and other restrictive interventions to inform improvement planning

Individual approaches can include:

- working closely with parents to support individual pupils
- strategies to support individual pupils based on their identified needs, including the development of behaviour support plans.
- giving pupils time, space and strategies to calm down before their behaviour escalates

Examples of when reasonable force may be used are listed below (Use of reasonable force- DfE 2013):

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

All occasions where reasonable force is used will result in the following:

- Be recorded on CPOMs with a description of the incident
- Parents will be notified
- If required a behaviour risk assessment be put in place if not already agreed with parents

Appropriate staff will undertake restraint training to ensure compliance with the use of reasonable force guidance

Prohibited Items

In school there are items which are prohibited, including: weapons, eg knives; alcohol; illegal drugs; stolen goods; tobacco products, eg cigarettes/vapes; indecent images; fireworks; anything that has been, or is likely to be, used to cause injury or commit an offence. The school doesn't need your child's consent to search them if they think your child has prohibited items. These can be confiscated, normally 2 members of staff should be present during a search.

Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to parents at the end of the school day and a discussion with pupils/parents will take place by the class teacher or senior leaders, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the executive headteacher, or by the executive headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Executive Headteacher, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the DSL, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified above, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker. ‘Outer clothing’ includes:

- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed above).

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (see above) including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed above) A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Absconding from the school site

If a pupil is suspected of leaving the school site without permission: -

- a. The member of staff will alert the Executive Headteacher or, in their absence, the Head of School and any second adult.
- b. If the child appears to be missing but there is no evidence that he/she has left the site, a quick but thorough search of the site will be conducted before the parents/police are informed and the search widened.
- c. If there is no doubt that the pupil has absconded, the school will contact the pupil's parent(s)/carer(s) to inform them and call the police unless a prior agreement is in place with parents. Staff will not chase the pupil as this could lead to the pupil wandering further afield, acting impetuously, or causing a traffic accident. However, professional judgement will be deployed, and consideration given to the age of the child, the given situation and the relationship between the child and adult as to whether they follow at a safe distance.

- d. If the child is within an easy distance of the school, staff will use relevant strategies based on their knowledge of the child whilst being aware that that the child could be in a heightened emotional state. Parents will be called to come to school if required. If absolutely necessary, staff would use positive handling techniques to keep the child safe and return them to the school premises.
- e. All parents will be informed at a time deemed suitable by school staff to ensure ongoing safety of all children. The police will be informed if there has been damage to school and/or neighbouring property.

Please also refer to the School Anti-Bullying Policy document, Equalities Scheme and LEA Exclusion Policy documents.

Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Please see the specific policy that can be found on the school website.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school. We will also collaborate with the local authorities to promote good behaviour on school transport.

Mobile phones

Pupils are not permitted to bring mobile phones in to school in order to eliminate distractions, disruption and/or bullying. In special circumstance, where pupils require these for after school e.g if a pupil is walking home, pupils may bring a mobile into school and report to the school office giving it to a member of staff. Mobile phones will be stored in the school office and given to the child when they leave. Parental confirmation of pupils having a phone with them on site will require written acknowledgment addressed to the admin of the school. If a child brings a mobile phone into school, which does not fall into special circumstances, the phone will be confiscated and parents/carers informed. The phone will then be handed to parents/carers at the end of the school day.

Malicious allegations

If a pupil/s is found to have made malicious allegations against school staff or other pupils, an investigation will take place by a senior member of staff who has not had the allegations made against them. The school will follow the safeguarding policy, complaints procedure and notify the EHT/HOS, parents and relevant outside organisations. The school will seek support from outside agencies to support a pupil who has made a malicious allegation, in terms of safeguarding and mental health support in line with the Equalities Act 2010.

Parents and pupils have been consulted, and their views have been incorporated into the review of this policy.

Appendix 1

✿ Restorative Conversations ✿

● The Incident

- What happened?
- How did you feel then?
- What was on your mind?
- What have you thought about since?

● The Harm

- Who was hurt or affected?
- How do you think they felt?
- What might they have been thinking?

● The Repair

- What could we do differently next time?
- What do we need to make things better?
- What promise can we make so it doesn't happen again?



Appendix 2

Behaviour Curriculum

Teaching Opportunities						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Expectations and Routines	Model/Teach/Practice/Apply Behaviour Curriculum – introducing concepts weekly/daily to include: Routines and expectations in all curriculum areas Playground and lunchtime routines	Praise/Review learning behaviours and expectations – Half termly celebration of values	Explicitly review learning behaviours and expectations – Staff meeting COWO/Assembly	Praise/Revisit learning behaviours and expectations – Half termly celebration of values	Explicitly review learning behaviours and expectations – Staff meeting COWO/Assembly	Praise/Revisit learning behaviours and expectations – Half termly celebration of values
COWO/Assembly Themes (4-year cycle)	Harvest Democracy Attitudes & Ambitions Road Safety Community Space Race – Healthy Competitions	Multicultural Britain Remembrance Bonfire Safety Advent & Christmas Traditions Diwali Qualities of a good Friend	New Year Perseverance All about me 10 commandments Well-being Fruit of your labour Good leader	Lent Easter Passover Bouncing Back International Happiness Day Quarrelsome Quails Sorry & Forgive	Ramadan World environment day Hate something, change something Charity Feelings & emotions Kind & generous	Sustainable development Changes Amazing you Wellbeing Memories Positive change The air we breathe
SMSC	British Value – Democracy and Mutual Respect	British Value – Individual Liberty	British Value – Equality	British Value – Mutual Respect	British Value – Tolerance of religions and cultures	British Value – Rule of Law
Safeguarding Curriculum	Introduce the safeguarding strategies in school	Fire Safety and light safety	E-Safety day	Review the safeguarding strategies in school	Clever never goes – Safety with strangers	Bikability and Road Safety
PSHE Curriculum (2-year cycle)	Me & my Relationships	Respecting myself and others	Me and my future / Money and jobs	My healthy lifestyle	Keeping myself safe	Growing and changing / Media literacy and Digital awareness
Computing Curriculum	Online safety	Computing systems and networks	Programming	Creating media Programming	Creating media	Data handling
Wider Community	Harvest Festival	Anti-bullying week Remembrance Service Christmas carols/ nativity	Children's mental health week	Easter Service	Mental health week Swimming & Water Safety	Sports Day School play/ choral speaking Leavers Service

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
- Remember to always say please and thank you. - Respond when spoken to familiar adults - Listen to others - Always tell the truth.	- Wear correct school uniform, including PE kit. - Try to put on your own coat and put it back on the correct peg or in your locker. - Do not wear jewellery or watches.	- Walk into collective worship/ assembly quietly. - Sit on your carpet spot - Look at the person who is talking and use listening ears. - Put their hand up - Join in when singing songs.	- Quietly walk around school with an adult. - Walk in a straight line. - Know that we line up in our agreed line order. - Respond when spoken to familiar adults - Keep your hands to yourself	- Wash hands with soap before and after eating. - Use a quiet voice when talking to friends inside - When eating, stay in your seat facing your food - Try to use a knife and fork appropriately. - Chew with your mouths closed. - Say please and thank you. - Put your hand up for an adult - Take your plate to an adult when you've finished your school dinner - If you've had a packed lunch, take wrappers home.
Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Communal Areas	Presentation in Books
- Try to attend school every day. - Try to arrive at school on time every day. - To aim to have an attendance of 95% or above.	- Stop when a teacher counts down in and out of class. - When asked to stop, drop what is in your hands. - When sitting on a chair, I will have six feet on the floor at all times. - Walk to the line quietly - Walk in a quiet, calm manner around the classroom. - Treat equipment appropriately and with respect.	- Walk to the line sensibly, - Line up in an order - Walk in a quiet and calm manner.	- We are respectful of the learning environment. - Choose it, use it and put it away. - Be aware of my surroundings - Put all litter in a waste/recycle bin. - Walk around school in a quietly - Pick up my coat and place it on my peg.	- Try my best - Use numbers to write my date - Take pride in my work - Use phonics mats and letter formation cards to help me with my writing - I will try to write on the line
Behaviour outside of school		Lining Up		Playground behaviours
- I will stay safe when on the road - I will stay safe online - I will ask for help if I need it - I will listen to adults around me		- Place your arms by your side. - Face forward quietly - Walk sensibly and in single file.		- Use kind hands and feet - Use equipment appropriately. - Play kindly with others - Be kind by including people in your games and sharing equipment. - When called, I will stop and line up

KS1				
Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
- Remember to always say please and thank you. - Respond when spoken to - Respect other peoples' opinions. - Always tell the truth.	- Wear correct school uniform, including PE kit. - Put on your own coat and put it back on the correct peg or in your locker. - Do not wear jewellery or smart watches (small studs is acceptable but must be removed on PE days)	- Walk into collective worship/ assembly quietly. - Sit with their legs crossed and hands in their laps. - Look at the person who is talking and listen. - Put their hand up silently to comment. - Join in when singing songs.	- Silently walk around school. - Walk in a straight line. - Know that we line up in our agreed line order. - Respond if an adult talks to you. - Pick up your coat or belongings if they are on the floor - Knock on the door and wait for permission to enter.	- Wash hands with soap before and after eating. - Use a quiet voice and talk in a quiet voice to those on your table - When eating, stay in your seats facing your food - Try to use a knife and fork appropriately. - Chew with your mouths closed. - Say please and thank you. - Put your hand up for adult attention. - Clear your plate when you have finished eating your school dinner - If you've had a packed lunch, take wrappers home.
Attendance & Punctuality	Moving to the line (In class)	Lining Up	Communal Areas	Behaviour outside of school
- Try to attend school every day. - Try to arrive at school on time every day. - Know that attending school on time every day is important so that you don't miss important learning - To aim to have an attendance of 95% or above.	- Walk to the line sensibly, tucking chairs under the table. - Line up in the order displayed in the classroom. - Walk in a quiet and calm manner.	- Place your arms by your side. - Face forward. - Line up in silence. - Walk sensibly and in single file.	- We are respectful of the learning environment. - Know to take care of displays when lining up. - Put all litter in a waste/recycle bin. - Walk around school in a quiet and sensible manner. - Pick up coats and place back on pegs.	- When wearing your school uniform, you are representing the school community and must always behave responsibly and respectfully. - Be considerate of other people arriving and leaving school. - We know how to stay safe online and use technology sensibly and safely. We know who to go to for help and support.
Ready to Learn		Playtime Behaviour		Presentation in Books
- Walk to the playground smartly and sensibly. - Keep hands and feet to ourselves and use equipment appropriately. - Do not 'play fight' because you may hurt someone by accident. - Be kind by including people in your games and sharing equipment. - When called, line up quickly and sensibly.		- Walk to the playground smartly and sensibly. - Keep hands and feet to ourselves and use equipment appropriately. - Do not 'play fight' because you may hurt someone by accident. - Be kind by including people in your games and sharing equipment. When called, line up quickly and sensibly.		We know how to set out our work in our books: - Date – is on the top line next to margin in words (except for day number); 6 digit format used in maths books. - Learning objective – miss a line after date and underline the objective with a ruler. - Error correction – Green pen to be used to correct errors in their books. Ruled line through errors in maths. - Handwriting expectations to be followed in all subjects – use a sharpened pencil. - Maths books – one digit or one sign per square - Worksheets are to be stuck in straight and not overhanging the pages. - Take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages and folding books over etc.

Assembly	Uniform	Respectful – Manners	Moving around school	Dining Room
- Walk into / out of the classroom or hall sensibly. - Sit cross-legged with a straight back and hands still. - Face the assembly leader and with eyes forward. - Use silent hands-up to contribute. - Speak politely when contributing to a discussion or commenting. - Actively participate in the assembly, for example by joining in with the singing.	- Wear full uniform and ensure it is worn correctly. - Remove outdoor clothing once inside the building and hang them up appropriately. - Bring correct PE kit as appropriate. - Do not wear jewellery or smart watches.	- Remember to always say please and thank you - Let any waiting adults through a doorway before walking through yourself. - Respond appropriately to everyone by looking in their direction when responding. - To know that if you respect someone, you have a good opinion of their character or ideas. - To know that being responsible means being able to be trusted to do the right things that are expected including when working independently without reminders.	- Walk around school quietly, sensibly and safely. - Walk in a straight line. - Line up in your agreed line order. - Be polite and courteous to everyone. - Pick up litter, coats and resources if on the floor or untidy - Knock on the door and wait for permission to enter a room	- Wash hands with soap before and after eating. - Use a quiet voice at your dining tables, and only talk to the children on your tables. - Line up quietly, in single file. - When eating, stay in your seats facing your food. - Use a knife and fork appropriately. - Chew with your mouths closed. - Say please and thank you. - Put your hand up for adult attention - Clear your plates after when you have finished eating. - If you have eaten a packed lunch, take your wrappers home. - At the end of lunch, leave the dining hall quietly.
Presentation in Books	Lining Up		Moving to the line (In class)	
We know how to set out our work in our books: - Date – left hand side next to margin in words (except for day number); 6-digit format used in Maths books. - Date underlined with ruler and sharpened pencil - Learning objective – miss a line after date - Error correction – ruled line through any errors - Handwriting expectations to be followed in all subjects – use of pen (if child has licence) or sharpened pencil - Maths books – one digit one square / one sign one square, margins to be drawn down left hand side of each page. Worksheets to be stuck in straight and unfolded. - Take pride in all your books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc.	- Place your arms by your side. - Face forward. - Line up silently. - Walk in single file		- Walk to the line sensibly - Line up in the order displayed in the classroom - Place chairs under the table when leaving seat - Walk in a quiet, calm manner	
	Ready to Learn - Always respond to a teacher's stopping strategies. - Have good sitting posture with 6 feet on the floor when working at a table. - When asked to stop, have nothing in your hands. Be silent and pay attention. - Keep the workspaces and resources tidy. - Be punctual and ready for the lesson e.g., you've had a drink, been to the toilet etc during break times. - Place chair under the table when leaving seat. - Walk to the line sensibly. - Line up in the order displayed in the classroom. - Walk in a quiet, calm manner around the classroom. - Treat equipment appropriately and with respect. - Return equipment to the play shed at the end of play time.	Behaviour outside of school - When wearing your school uniform, you are representing the school community and must always behave responsibly and respectfully. - Be considerate of other people when arriving and leaving school. - Use the 'stop, look, listen' strategy when crossing roads. - Know how to stay safe online and use technology sensibly and safely. - Know who to go to for help and support.	Communal Areas - Be respectful of the learning environment - Put books back on the library shelves correctly - Take care of displays when lining up - Place all litter in a dustbin, do not walk past - Walk around school in a quiet and sensible manner - Pick up coats and place back on pegs. Attendance & Punctuality - Know that you must try to attend school every day. - Know that you must try to arrive at school on time every day. - Know that attending school on time every day is important so that you don't miss important learning - To aim to have an attendance of 95% or above.	Playtime Behaviour - Walk from your classrooms to the playground, in a line smartly and sensibly. - Play safely without hurting anyone. - Do not 'play fight' because you may hurt someone by accident. - Be kind, by including people in your games and sharing equipment. - When called, line up quickly and sensibly - Try to resolve some friendship issues ourselves but tell the adult on the playground if we can't so it can be dealt with at the time.

Appendix 3 - SEND – Whole School provision map

 North Yorkshire Rural Schools Federation <i>'Love, Learn & Grow Together'</i> Whole School Provision Maps 		
Communication and interaction (C&I)		
Quality First Teaching	Group interventions	Personalised Targeted Support
- Modelling high quality language - Use of visual strategies - Visual timetables - Clear routine timetables in class - Access to widget software - Non-verbal symbols and gestures - Use of ICT as access learning - Clicker - Peer support and talk partner work - Task board - Display labelling: image and written - Magnetic letters - Dictionaries - Word banks and vocabulary mats - Communication in Print - Talk Cards and Dictaphones - iPad's: voice recorders - Makaton training - Calm and neutral classrooms - Quiet areas or reading corners - Seating arrangements at the tables and carpet places- children are at the front or facing forwards. - Little Wandle Phonics mats - Knowledge organisers - Use of whole class formative assessment strategies- whiteboards, thumbs up/down,	- Roles to support group work - Peer work - PSHE - Singing groups - Ginger bear - Time to Talk - Talk Boost - Socially speaking - Socially speaking board game - Narrative group - Lego Therapy - Circle of friends - Talk about friendships - Inference	- Regular and close contact with parents - Visual strategies based on TEACCH - Individual visual timetables - Visual task boards - First / Then / Next approach - Social Stories - Support from outside agencies - Support from specialists e.g. SALT - Interventions recommended by SALT - Social scripts

Cognition and Learning		
Quality First Teaching	Group interventions	Personalised Targeted Support
- Home-school book - Differentiated curriculum planning - Increased visual aids - Modelling and scaffolding learning - Whole class visual timetables - Checklists to support independence - Illustrated dictionaries - ACE Dictionaries - Use of writing frames - STEM Sentences - Alternative Methods of recording - Working wall displays - Talk partner work - IWB / paper – cream - Clicker - Practical resources - Simplify instructions - Clarify understanding of task - Group Mind mapping techniques - Pre-teaching knowledge and vocabulary - Ongoing target discussions - Alternatives to written recording - Children's interests to motivate learning - Makaton - Concrete resources - Numicon - Key rings to support learning - Individual timetables and task boards - Calm and neutral environment - Quiet areas or reading corners. Seating	- In class support - Talking partners English: - Talk Boost KS1 - Inference Intervention - Colourful Semantics - Comprehension Groups - Time to Talk - Activate Literacy Kit - Additional Guided reading - Phonics interventions - Collaborative Paired Writing - Precision teaching - Lego Therapy - Thurs Maths: - Numberbox - Numicon Intervention - Breaking barriers - Talking Maths - Numbers count - Success@numbers - Precision teaching	- In class support - Targeted interventions - Gap Targets - Individual workstations English: - Paired reading approach - Choral reading - Coloured overlays - Outside agencies - Modified Spellings - Additional homework - Individual phonics catchup - Additional individual reading - Reading Intervention - Gap target intervention Maths: - Supporting Children with gaps in Mathematical Understanding - Numicon intervention - Precision teaching

Social, emotional and mental health (SEMH)		
Quality First Teaching	Interventions & Booster Groups	Personalised Targeted Support
- Whole school behaviour policy based on a positive behaviour management system - Whole school rules - Individual class rules - Class reward systems - Head Teacher stickers - Well-being <u>check</u> in - Worry monsters - Colour monster- feelings - Seating plans and classroom layout - Adaptation of classroom Seating plan - Behaviour records: analysis of context and triggers - Certificates / Celebration Assembly - Children's interests to motivate learning - Responsibility of school council groups - Home / school contact through planners - Task board - Visual timetables - Timers - Use of rewards to work towards	- Small group Circle Times - Social Skills intervention and nurturing <u>In</u> class support - Circle of friends - Lego intervention - Dealing with feelings - Small, structured team games	- Individual reward system - Positive praise and individual targets - Home – school communication - Outside agencies including CAMHS, social care, Early help - Sand therapy - Drama Therapy - Lego Therapy - Social Stories - Thrive assessment - Therapeutic activities - Mental health level 3 training - Staff training: SEMH, de-escalation, react training 5-point scale (physical cards to support) - Soft landings - ELSA Activities - STAR Analysis to identify triggers - Comic strip conversations - Restorative discussions - Communication passports - Support from teaching assistants

Sensory and/or Physical Needs		
Quality First Teaching	Interventions & Booster Groups	Personalised Targeted Support
- Flexible teaching arrangements - Staff aware of implications of physical impairment - Writing slopes - Pencil grips - Use of multi-sensory approaches - Children can wear chewlery - Specialist chairs and cushion - Fidget toys - Spinning dish and ball - Loop scissors - Designated quiet area e.g. tent - Ear defenders - Sunglasses - Lycra - Calm learning environments - Neutral school environment - Disabled toilet and changing bed (Foston) - Yellow lines- handwriting - Funky fingers - Swiggle whilst you wiggle - Dough disco - Moming regulation <u>check</u> in for feelings- numbers in planners or colour monster approach	- Keyboard skills - Handwriting or fine motor programs - Sensory stimulating activities - Consideration of classroom layout to ensure access to equipment - Ability to see whiteboard	- Individual support in class during PE and lunch time - Adapted equipment and equipment - Specialised equipment including standing and walking frames - Advice from outside agencies including sensory and physical support teachers - Physiotherapy programs interventions - Occupational therapy interventions - Alternative Methods of communication - Sensory profile- regular sensory inputs - Accessibility plan




Behaviour & Expectations – Staff Guidance

Positive Reinforcements

- Verbal praise
- House points for behaviour & effort (linked across schools – half termly house celebration)
- Communicating praise to parents/carers
- Class-specific systems (beads in a jar, prizes, etc.)
- Certificates:
 - Weekly values award
 - Half-termly celebration (behaviour certificate + raffle prize draw)
 - Responsibilities within the classroom/school

Traffic Light System

- Rainbow – raffle ticket for a prize
- Purple – sticker / house point
- Green – daily starting point
- Amber – warning (5 mins play)
- Red – warning (10 mins play)

If a pupil falls below green, a restorative conversation should take place before sanctions are enforced.

Behaviour Level	Examples	Sanctions
■ Low-level	Chatting, fidgeting, pushing in line, running, name-calling, taking equipment	1. Verbal warning 2. Move to ■ Amber 3. Move to ■ Red 4. Loss of whole playtime (record + inform parents) 5. 3+ playtimes = parent meeting
■ Mid-level	Ignoring requests, retaliatory pushing, lesson disruption, misuse of equipment, breaking playground rules, not resolving conflict	1. Verbal warning 2. Move to another class 3. Record on CPOMs + inform parents 4. 3+ playtimes = parent meeting (teacher + pastoral lead)
■ High-level	Persistent refusal, unprovoked violence, swearing, property damage, refusal to relocate, discriminatory language	1. Escort to EHT/HOS/Senior Teacher 2. Calm down time 3. Restorative discussion with senior staff 4. Work away from peers (fixed period) 5. Record on CPOMs 6. Parents informed + behaviour plan/risk assessment

What a Good One Looks Like

Assembly - Walk in quietly - Sit on carpet spot - Listen with 'listening ears' - Put hand up & join in	Respectful manners - Say please & thank you - Look & respond to adults - Listen carefully - Tell the truth	Lining Up - Stand in line order - Arms by side - Face forward - Walk in single file
Moving Around School - Walk quietly with adult - Straight line - Keep hands/feet to self - Tidy up after yourself	Uniform - Wear correct uniform & PE kit - Try to put on coat & hang up - No jewellery/ smartwatches	Playtime Behaviour - Play safely, kindly & inclusively - Resolve small issues/sak adult - Return equipment - Line up when called
Ready to Learn - Stop when teacher signals - Sit feet on floor when sitting - Walk calmly and sensibly - Respect equipment	Dining Room - Wash hands before/after - Quiet voice - Sit facing food - Try knife & fork - Say please/thank you - Clear plate/lunch box	Presentation in Books - Date in words (0-digit in Maths) - Correct errors in green - LO written after gap & underlined - Neat handwriting with pen/pencil - Maths: one digit/sign per square

Kind Conversations

THE INCIDENT

- What happened?
- How did you feel then?
- What was on your mind?
- What have you thought about since?

THE HARM

- Who was hurt or affected?
- How do you think they felt?
- What might they have been thinking?

THE REPAIR

- What could we do differently next time?
- What do we need to make things better?

Key Reminders for Staff

- Use restorative conversations where possible
- Apply rewards and sanctions consistently and fairly
- Log significant incidents on CPOMs
- Keep parents/carers informed of both successes and concerns