Behaviour Policy

Our school helps us to walk with Jesus to be the best that we can be. Through God's love and guidance, we create an ethos of shared endeavour, friendship, and cooperation to help us flourish academically, emotionally, and spiritually.

"I can do all things through Christ, who strengthens me."
Philippians 4:13

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Single Equalities Statement

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding in respect of pupils with special educational needs (SEN). At Baxenden St John's School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age, or any other recognised area of discrimination.

School Promises

- Our school is a happy place where everyone can **enjoy** coming together and having fun.
- Our school gives children the time and opportunities to **discover** their own spirituality and the nature of God.
- Our school provides opportunities for children to **learn,** grow in their understanding, and develop their independent thinking.
- Our school supports and guides the children to **achieve** as much as they are able and to feel proud of themselves.
- Our school **celebrates** the wonder of our creation, the diversity reflected in our local community, and all that is good in the lives of the children and the life of the school.
- Our school nurtures the desire of all children to **create** things and thoughts, which are unique to them and to share them confidently with others.
- Our school seeks to **inspire** children, so they will carry with them a vision of all that is possible, throughout their lives.

Philosophy

As a church school, the management of behaviour is carried out in the spirit of forgiveness and reconciliation. It is the role of all teaching staff, support staff, and parents to set an example and encourage good standards of conduct in our children.

As adults we aim:

- To help all children in developing social skills and self-management skills.
- To enable children to reflect on their behaviour and to provide them with simple strategies to behave appropriately.

Effective Classroom Management

Evidence shows that an effective curriculum, appropriately differentiated to stimulate and engage children is a key factor in motivating children and maintaining an orderly learning environment. Teachers need to have high expectations of children in terms of both learning and behaviour. Discipline is most effective when teachers can be constructive and positive, and when they are specific about what behaviour is acceptable and unacceptable. Children are more likely to behave and learn better when they feel responsible for their learning and capable of success. Children should be encouraged under the guidance of the teacher to set and organise clear goals for themselves, reflect on their own progress and work cooperatively with their peers.

General Expectations – Key Stage 1

Children are expected to show respect and courtesy in the classroom to adults and other children;

- Listening when someone else is speaking and to raise their hands when they have something to say. Shouting out is discouraged
- Incomplete work in Year 1 & Year 2 may be finished at breaktimes, always ensuring the child has an appropriate break with their peers (teacher discretion)
- Visiting the toilet during lessons is discouraged but allowed
- Water bottles may be used while working, but not on the carpet, and not when the teacher is addressing the class (unless the child has a medical need)
- Only water is permitted

General Expectations – Key Stage 2

- When the teacher is talking children should stop, look, listen and show positive behaviours for learning
- Children are allowed to move around the classroom to collect equipment when directed to do so by a member of staff
- Water bottles can be used while working, but not when the teacher is addressing the class (unless the child has a medical need). Only water is permitted
- Water bottles should be taken home each night for washing and refilling
- Incomplete work may be finished in class during breaktimes, always ensuring the child has an appropriate break with their peers (teacher discretion)

Behaviour Management Scheme

The **school 'Good to be Green'** system operates in each classroom and **is separate to any other behaviour system that the teacher may use to promote positive praise and behaviour**. The 'Good to be Green' system recognises and rewards those children who always behave well. It provides a structured approach to behaviour management, which is understood by all children and consistent throughout the school. It also provides visual and kinaesthetic reminders for those children who struggle to behave appropriately.

a) All staff will first give a **verbal warning** for inappropriate behaviour – the green card will be given a half turn as a visual reminder. If the behaviour carries on, this will be followed by a 'half turn' of the yellow card as a visual reminder if the inappropriate behaviour continues.
b) Further misbehaviour will lead to a **full turn of the yellow card**
c) A full turn of the yellow card will be given immediately for telling lies
d) If a child continues to make the wrong choices, **their card will be turned to red**
e) A straight red card will be given for physical abuse and/or fighting, name-calling, any form of verbal discrimination and swearing. All red cards will be recorded on the school behaviour system, CPOMs.

Sanctions KS1

In KS1 any yellow cards given are dealt with by the class teacher and the child will be asked to reflect on their behaviour. On receiving a red card, Reception and Year 1 children will be sent to the deputy headteacher, Miss. McCormack (who is also the Y2 teacher). Year 2 children will be sent to the other senior leader, Mrs. Williams. Whenever a child receives a red card, parents will always be informed, and it will be logged on CPOMs.

Sanctions KS2

In KS2, on receiving a half turn of their yellow card, children will be asked to reflect on their behaviour. The class teacher deals with full yellow cards, and the child will miss a maximum of 5 minutes of their next breaktime to reflect on their behaviour.

On receiving a red card, Year 3, 4 and 5 children will be sent to either the Y3 teacher, Mrs. Williams or Mrs. Green (the HT). Year 3 children will be sent to the Headteacher, Mrs. Green or the DHT Miss. McCormack. Whenever a child receives a yellow or a red card, parents will always be informed. **A full yellow card will be written in the diary, and a red card will be verbal contact (on gate or phone call).**

Rewards

All children who have remained on 'Green' for the whole of the half term will be given a reward deemed appropriate by the teacher. To receive the reward, children should have received no full red or yellow cards throughout the half term. The teacher will keep their own records of the reasons for the cards.

Lunchtime Behaviour

In line with the 'It's Good to be Green' scheme, pupils will receive a green mark at lunchtime unless they fail to follow school rules. Following the same approach as in class, children will be given a first warning. It will be followed by a 'cross' if this behaviour persists, which results in the loss of their green mark. Any crosses or misbehaviour will be reported verbally to the teacher. The sanction for receiving a cross will be to have some 'time out' (to a maximum of 10 minutes) when the incident happens. This time out will be away from other children as a time to reflect on their behaviour.

Classes in KS2 have their own class lists and red record books, to record what the first warning was for and then to record what the cross was given for – incidents must be investigated and dealt with appropriately, and all 'witnesses' spoken to, to ensure that reasons for any warnings and crosses are fair and appropriate.

Lunchtime assistants will record the marks on a class chart displayed on the door of each classroom. During the weekly Celebration Worship, the class in each key stage with the best behaviour will be presented with a trophy to keep for the following week.

- Children should be listened to by welfare staff if they disclose an incident – they need to know that staff are taking it seriously and see the other child being spoken to.
- Welfare staff should be proactive in stopping issues before they become a problem for the teacher – if they spot someone making the wrong choice, the welfare assistant should ask them to stop politely before it escalates (this will also provide a model for the children to follow).
- The following incidents will be referred to the class teacher as soon as it is appropriate to do so:
    - Physical abuse and/or fighting,
    - name calling,

- any form of verbal discrimination,
- swearing

- Any other incidents will be dealt with by the welfare staff using the 'cross' system explained above.

After school & Before School Provision

At Baxenden St. John's Primary School we aim to create a welcoming, caring environment where relationships are based on respect. In our Before and After-School Club we will continue to support children to be outstanding community members, following our school motto, "Be Kind, Be honest, Be Respectful - Be the Best that You Can Be".

Please refer to 'Appendix 7' at the end of this policy for our Before & After School Behaviour Policy.

Rewards and Incentives for Good Behaviour / Achievement

Merit Points

A house points system is used to reward good work, achievement, and attainment, and operates from Year 1 upwards. The school has 4 houses, which are named after culturally diverse role models (Grey-Thompson, Attenborough, Mandela, and Obama). Points are accumulated for the houses within each class; these contribute to the overall total for their house. At the end of each half term, totals from each house contribute to a schoolhouse score. All children in this house receive a special award. At the end of the school year, a team cup is awarded at the prize giving for the most points over the year.

Citizenship Certificates

Children receive citizenship certificates for acts of kindness and consideration towards other children and adults in school. These will be given during Celebration Worship each week.

Achievement Certificates

These are awarded by teachers during our Celebration Worship for particularly good work or special effort. Children can also be sent to the Headteacher for immediate recognition of particularly good work.

Procedures and Sanctions

Procedures and sanctions are revised as appropriate through the school year, and children are informed of changes as they occur. In line with our mission statement, pupils who misbehave are reminded of our 'Baxenden Bees' Motto: 'Be Kind, Be Honest, Be Respectful, Be the best that you can be!' Depending on age and ability, pupils may also be asked to complete a reflection form. This written exercise provides an opportunity for the older pupils to think about what they have done and what they could do in the future to improve their behaviour.

In cases where misbehaviour continues, pupils will be put on report for 2 days / 1 week overseen by a member of the SLT (Mrs. Williams in Y3 or Miss. McCormack in Y2). If there is no improvement, the HT will speak to the parents and oversee a daily report as necessary. In cases where behaviour is consistently disruptive at lunchtime, parents will be expected to supervise their child at home each day for the lunchtime period, or the child may need to eat their lunch alone and have limited outdoor time in the playground.

Serious disruption by the pupil may require the involvement of the Headteacher. If the Headteacher is involved, the pupil may be removed from the class to work in isolation or at the back of another class (this sanction will be time-limited and structured). Depending on the seriousness of the incident and the age of the child, the isolation could carry over into the next day.

All **child-on-child abuse**, racist, sexist, homophobic or any discriminatory abuse (verbal and physical) is recorded on our safeguarding and behaviour system, 'CPOMs' and dealt with according to our Safeguarding & Child Protection Policy.

Child on Child Abuse

It is important to recognise that children can abuse other children, and it can happen both inside and outside of educational settings and online. This is referred to as **'child on child abuse**' and can include:

- **bullying**, including cyberbullying, prejudice-based and discriminatory bullying,
- **abuse in intimate personal relationships** between children (sometimes known as 'teenage relationship abuse'),
- **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),
- **serious physical assault** and **harm**, or the threat of harm with a **weapon**,
- **sexual violence** such as rape, assault by penetration and sexual assault (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 **making or sharing** of nudes and semi-nudes (this may also include AI generated images)
- **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, and
- **initiation and 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)

All staff at Baxenden are able to recognise the indicators and signs of **child-on-child abuse** and know how to identify it and respond to reports in line with the 'Safeguarding and Child Protection Policy'. Even if there are no reports of **child-on-child abuse**, it is recognised by staff that this does not mean it is not happening; it may be the case that it is just not being reported.

Staff at Baxenden understand the importance of challenging inappropriate behaviours between children that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children

and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Sanctions – outside school (off premises and out of normal school times)

The Headteacher at Baxenden does have the statutory power to discipline pupils for misbehaviour outside of the school premises to such an extent **as is reasonable**. At Baxenden we encourage the parents of the perpetrator to take full responsibility for the discipline of the misbehaviour of their children outside of school if the incident is brought to their attention.

All non-criminal misbehaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, will be dealt with by investigating the incident **to the best of our ability** and then informing the children and parents involved so that they know that the school is aware of the incident. The school will expect the parents to discipline their children as they find suitable, because the incident happened out of school hours and outside of the school premises. Parents and children will be informed of any misbehaviour outside school if the incident:

- occurs when travelling to or from school
- involves children wearing the school uniform
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school and bring it into disrepute

If a racist or sexual criminal incident occurs outside of school, then the parent will be encouraged to report the event to the police using the '101' non-emergency number.

The school may involve the local PCO (police community officer) in any event, if they feel that it is appropriate, or report the incident to the police using the 101 non-emergency number, after informing all parents (victims and perpetrators).

Exclusions & Suspensions

A suspension is where the child is educated away from the school site for a specified number of days. The Headteacher has full-delegated authority to determine the extent of a fixed term suspension up to five days. To ensure a tiered approach, the first fixed term suspension will be for one or two days, a second suspension would then be given for three or four days, and further suspension will be for a duration of five days. The Headteacher may deem it necessary to vary the number of days depending on the seriousness of the incident.

If an incident needs to be investigated further by the school, referred to the police or an incident is deemed serious enough after investigation, the head teacher has full delegated responsibility to internally suspend the child. This is an internal process within the school and is used when the objective is to remove the pupil from class, **not from the school site**, for disciplinary reasons. It is a formal process within the school but is not a legal suspension, so government legislation and guidance does not apply. There is no statutory maximum period for internal suspension but, if a child is regularly receiving internal suspensions, we will look further at the pupil's learning and behaviour needs.

Should the Headteacher deem it necessary to make a permanent exclusion, a 'Pupil Discipline Committee' from the governing body must approve this. A permanent exclusion would only be considered after all other options have been exhausted, following advice from outside agencies and the Lancashire County Pupil Discipline Team, in line with the school's behaviour policy.

A decision for a fixed term suspension or permanent exclusion would take into account all of the circumstances, the evidence available, and the need to balance the needs of the pupil against those of the whole school community, and their own class. When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, **i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'** This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following a suspension or exclusion. The school will set and mark work for all suspended or excluded pupils during the first five days of any suspension or exclusion.

Parents have the right to make representations to the governing body (or the pupil discipline committee) about an exclusion, and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions.

Power to use reasonable force

At Baxenden St John's we **do not** have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them from taking action needed to prevent a pupil causing themselves, or others, harm. School staff have a legal power to use reasonable force to control or restrain (For example, if teachers need to physically separate pupils found fighting or if a pupil is hurting other pupils).

The school acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). Reasonable force is never used as a punishment. Children who present an ongoing or frequent risk of causing themselves or others harm are subject to a Risk Assessment Management Plan (RAMP) that may lead to a 'Positive Handling Plan' (PHP). This outlines the de-escalation and positive handling techniques and strategies to be used with the child. It is agreed upon, signed by the parents, and reviewed regularly.

What is Reasonable Force? (Taken from DfE 'Use of Reasonable Force' advice 2013)

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

1. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
2. 'Reasonable in the circumstances' means using no more force than is needed.
3. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. 5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. 6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When Can Reasonable Force Be Used?

1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. 2) In a school, force is used for two main purposes – to control pupils or to restrain them.

3) The decision on whether or not to physically intervene is down to the professional

judgement of the staff member concerned and should always depend on the individual circumstances.

4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil from 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.

School & Pupil Support Systems

Pupils who show consistently disruptive behaviour and do not respond to the usual range of rewards and sanctions, and who display continuous disruptive behaviour, will be referred to the SENDCO and/or Headteacher who will create a bespoke support program, which could include referral for multi-agency assessment and support. This may also include support for parents. If parents wish to make a complaint, they can refer to the school's Complaints and Procedures policy, on the school website.

If a complaint is received, the governing body will instruct the headteacher to draw on the advice in the 'Dealing with Allegations of Abuse Against Teachers and Other Staff' when setting out the pastoral support school staff can expect if they are accused of misusing their powers.

Mobile Phones

There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children. While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision, Baxenden St. John's discourages pupils from bringing mobile phones to school.

When a child needs to bring a phone into school, the parents must request, by speaking to the Headteacher, a 'phone contract' to sign – this will include clear rules about what must happen to a phone when it is brought into school (see Appendix 5). To summarise briefly, the phone must be left in the school office, or classroom storage cupboard, at the start of the day and collected at the end of the day. Phones should be clearly marked so that each pupil knows their own phone. Parents are advised that Baxenden St. John's accept no liability for the loss or damage to mobile phones that are brought into school or onto school grounds.

Where a pupil is found by a member of staff to be using a mobile phone, the phone will be confiscated from the pupil, handed to a member of the office team who will record the name of the pupil and attach it to the phone. The mobile phone will be stored by the school office. The pupil may collect the phone at the end of the school day. Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege, and they will no longer be able to bring a phone into school.

Cyber-bullying

Cyberbullying (along with all other forms of bullying) of any member of the school community will not be tolerated. Full details are set out in the school's online safety policy and anti-bullying policy.

Racism and Other Discriminatory Behaviour

We include racial and discriminatory issues in Baxenden's Behaviour and Anti-bullying policies, regarding our principle of promoting anti-racist and anti-discriminatory practices and behaviour. Please refer to 'Appendix 5' at the end of this policy for our Racism Policy. Also, refer to our 'Equality Policy' on the school website. Our system of support through our behaviour policy and anti-bullying policy is robust, for both the victim and the perpetrator.

Training and Induction

Training will be provided for staff on behaviour management and induction into the school system for new staff includes behaviour management. Staff skills (including support staff and lunchtime supervisors) will be supported and developed through continuous professional development opportunities and/or peer support.

Process by which the policy was drawn up

The policy was drafted and written by the Headteacher in consultation with teaching staff and support staff. It has been discussed by the Governors' Curriculum Committee and approved by the Governing Body.

Monitoring and Review

This policy will be reviewed annually. The Governors Curriculum Committee will be informed of any significant changes in the policy for their approval. The policy is available on the school website.

This policy should be read in conjunction with the following school policies:

*Safeguarding & Child Protection	*Online safety Policy	* Anti–Bullying Policy
*Home School Agreement	*Complaints Policy	* Equality Policy
*SEND policy	*Teaching and Learning Policy	

Appendix 1 – Reasonable Adjustments

The DFE 'Behaviour and Discipline in Schools - Advice for headteachers and school staff' Feb 2024 states that:
The behaviour policy should acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN)

The Equality Act 2010 requires that:
The responsible body of such a school must not discriminate against a pupil—

(a) in the way it provides education for the pupil;
(b) in the way it affords the pupil access to a benefit, facility, or service;
(c) by not providing education for the pupil;
(d) by not affording the pupil access to a benefit, facility, or service;
(e) by excluding the pupil from the school;
(f) by subjecting the pupil to any other detriment

As such, Baxenden St. John's has a duty to consider reasonable adjustments for students with identified needs that may pose a barrier or difficulty when following the requirements of the school policy. For example, it would be reasonable to suggest that a pupil diagnosed with ADHD may need some adjustments when following a behaviour rule around active listening.

The school uses guidance found in the 'Lancashire Behaviour Toolkit' and we are mindful of the SEND Code of Practice when deciding on support, intervention, and sanctions for those students identified as having a special education need or disability.

The Send Code of Practice states:
A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

When dealing with pupils who display regularly low-level behaviours or more challenging behaviour schools should consider:

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication, or mental health issues. If it is thought housing, family, or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly interventions at a later stage.
- Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provisions for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties, schools should consider whether the child might have SEND.

Baxenden St. John's is aware of the links between our in-school SEND processes alongside the whole school behaviour systems. This is explained further within the SEND Code of Practice:

- A detailed assessment of needs should ensure that the full range of an individual's needs are identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software
- A school should ensure that behaviour support plans consider all the available evidence around a pupil and consider if assessments to identify underlying causes of behaviour concerns are required. SEND Specialist teachers and Educational Psychologists (amongst other professionals) can advise on appropriate assessments. The graduated approach through the assess, plan, do, review cycle is equally as valid for behaviour support as it is for those pupils already identified as having a special educational need. This process can help identify the appropriate adjustments a pupil may need to be put in place.
- Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review, and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.
- The reasonable adjustments needing to be made must be personalised to the pupil and based upon regular assessment. Schools should take care to avoid using a generic set of adjustments for pupils with more challenging behaviour.

The following are examples of reasonable steps that might be taken in different circumstances:

Reasonable steps to ensure that the inclusion of a child with challenging behaviour in a mainstream primary school setting is not incompatible with the efficient education of others may include:

- addressing factors within the class that may exacerbate the problem, for example using circle time to discuss difficult relationships and identify constructive responses
- teaching the child alternative behaviour, for example by taking quiet time in a specially designated area at times of stress
- providing the child with a channel of communication, for example use of peer support
- using a carefully designed system of behaviour targets drawn up with the child and linked to a reward system which, wherever possible, involves parents or carers
- ensuring that all staff coming into contact with the child are briefed on potential triggers for outbursts and effective ways of heading off trouble at an early stage
- drawing up a contingency plan if there is an outburst in class, for example, identifying with the child a key helper who can be called to remove the child from the situation. In this case and ensuring that if there is any possibility that positive handling may need to be used to prevent injury to the child, young person, or others or damage to property, that these have been carefully explained to the child and that the circumstances in which they will be used are recorded in a written plan agreed with and signed by the child and their parents or carers. Training will be provided to relevant staff if necessary.

Additional support and guidance on what may be considered as a reasonable adjustment for a range of SEND can be found at the links below:

http://www.sendgateway.org.uk/
https://www.autismeducationtrust.org.uk/
http://www.thecommunicationtrust.org.uk
https://www.natsip.org.uk/
https://www.autism.org.uk/

Appendix 2 - Example of a Graduated Approach to behaviour / SEMH

This may be included to show the school system of pupil support

This cycle assumes that strategies such as mentoring, report cards, parental meetings have already been used and that incidents are escalating

Assess	Classroom observations, behaviour logs to identify patterns Identify any gaps in learning which may need standardised assessments such as WRAT How does the learner learn? Consider other factors such as health, family background, safeguarding risks Boxall profile SDQ
Plan	Planning involves pastoral staff, pupil, parents, academic mentor as appropriate Use assessment results to identify the resources required Set appropriately challenging SMART targets based on any learning needs and SEMH needs Set a review date
Do	Consider small group support , linking to assessment results. For example, socially Speaking, understanding and controlling emotions activities, self esteem work, nurture/ peer support as appropriate Ensure class teacher is aware of strategies to use and developed within the group work as appropriate
Review	Evaluate impact of interventions on progress and behaviour Consider seeking advice from other agencies if no progress

Further cycle

Assess	Consider previous assessments and current progress. Are there any additional assessments needed to identify any unmet needs? Consider any further external diagnostic assessments such as EP, SALT, SEMH support These may be undertaken in another setting e.g. an intervention placement or there maybe another on or off site alternative provision offered at this point (e.g. some time out of class) Are there any other agencies needing to be involved?
Plan	Plan how to implement the recommendations and strategies from external service reports Ensure that gaps in learning are addressed Ensure support is deployed as appropriate Ensure staff are clear of the plan and manage behaviour consistently Set appropriately challenging SMART targets based on any learning needs and SEMH needs Set a review date
Do	Small group and individualised interventions which may include individual counselling Small group teaching
Review	Evaluate impact of interventions on progress and behaviour If no progress gather evidence for a EHC referral If there has been some progress an additional cycle of assess, plan, do, review should be used

Appendix 3 - Example of a Graduated Approach to behaviour/ SEMH (response card format)

Acceptable behaviour	**All Staff to actively support, reassure and positively interact with NAME whenever the opportunity arises.**
Level One Behaviours	Class Teacher, Class TA, other KS2 TAs
• Not completing directed tasks/independent work (off-task behaviour) • Crawling under tables/walking around the classroom • Constantly say no to any requests from adults • Shouting out/making inappropriate noises	Stay calm - use a positive facial expression. Try and direct directives individually, rather than across the class Give a firm, clear directive for NAME to stop and return to task e.g. 'NAME stop --------- and write the date/carry on with work. This is your first warning. Allow NAME time to process information/instruction, and show NAME his reward jar to remind him of positive incentives. 'NAME stop -------- and write the date/carry on with work. This is your half yellow warning. If the behaviour continues or NAME is not working independently, give the last firm, clear directive for NAME to stop and return to task e.g. 'NAME stop --------- and write the date/carry on with work. This is your yellow warning. Use a firm directive to direct NAME to his 'safe space' in the KS2 library. Below script may be useful to follow: *'NAME – Stop. You need to go to your safe space to help you feel calm again/to refocus your mind. Come with me'* - **Staff to be reminded that although this is a firm directive and not a request, body language, tone of voice and facial expressions must remain positive, open and calm. Do not instruct in front of the class – must be 1:1** *If NAME chooses not to go to his safe space in the KS2 library, repeat the instruction, and remind him that the next stage is to get Miss. Eminson. Move to Level 2 behaviour.* When NAME accesses 'safe space', provide a short burst of praise and leave him to calm down, remaining in the immediate area. Check on him after 5 minutes and support him in returning to his seat and to work. Consequences would be not earning further reward minutes during the period of time he is exhibiting these behaviours.

Level Two Behaviours	Class Teacher, Class TA, other KS2 TAs then Key Stage leader
• Continuing level 1 behaviours for a significant period of time. • Leave the room/area but stay inside school • Refuse to return to room/area • Walk around the corridor • Throw small objects on the floor/pull at displays/move chairs about • Begin to use hands/feet to try to hurt other children/self/staff.	**Use all above strategies in conjunction with below additional strategies** Approach KS leader for a fresh face and distraction to support NAME in calming down. If this member of staff is not class based it is vital that class based staff remain actively involved in knowing where NAME is and being ready to continue to support him when it is agreed between the staff that NAME is calm. Consequences would be not earning further reward minutes during the period of time he is exhibiting these behaviours and addressing the issue with NAME when he is calm through use of social stories – this will be in his own time (not learning/class time).
Level Three Behaviours	**Miss. McCormack (DHT) & Mrs. Green (HT)**
• Present a risk of absconding/risk to himself. • Continually act in a significantly violent/aggressive way towards other children and/or staff • Cause significant damage to property. (this does not apply to displays or small resources) • Continually and significantly disrupt good order of school	Repeat level one/two strategies Immediately seek the support from DHT/HT to support NAME and keep other children safe. As a last resort, senior staff may physically intervene with NAME to protect him, other children and staff. Immediately remove other children from the immediate area. If NAME is hurting staff, move out of the way immediately if it is safe to do so and will not put NAME or other children at further risk. Following any level three behaviours it is essential that all staff involved meet for a debrief to explore the causes of the incident, learning points for the future and to support the wellbeing of staff involved. **Consequences would need to be discussed with senior management in the light of any level three behaviours.
This response card MUST be read in conjunction with the Inclusion Plan in place for NAME	
All concerns about behaviour MUST be recorded on CPOMs and appropriately communicated to parents.	

Appendix 4 - Example of a 'SIMPLIFIED' Graduated Approach to behaviour/ SEMH (target format)

Targets	Actions	Success Criteria
I can complete my work to the expected standard in each lesson (persist even when work is challenging)	• Class teacher & TA will use a positive behaviour programme so that NAME is rewarded for 'on-task' work --- counters for Art & DT time • NAME will be provided with individual prompts/templates as necessary to the lesson (e.g. word banks, sentence starters, x tables grid etc) • If NAME does not finish his work in class, he must complete it in his own time (10 mins break/after his dinner at lunchtime). If work is not finished to NAME's best ability in school, a copy will be sent home to complete	1. NAME will have completed the required amount of his work (for his own ability) in all lessons
If I am getting cross I will use my calm down place or calm down strategies	• NAME will take the appropriate 'face card' out of his desk, place it on his table and go to his 'safe space' in the KS2 area (red – angry, yellow – need help with work/been distracted) • When calm, NAME will be able to discuss his feelings and the 'trigger'	1. NAME will respond to his negative feelings by using his 'safe space' to take a break (identifying this on his own)
I can work without distracting others (if I am getting distracted I will ask if I can work outside the room)	• Class teacher & TA will use a positive behaviour programme so that NAME is rewarded for 'on-task' work --- counters for Art & DT time • If he feels that he is been distracted, NAME will take the appropriate 'face card' out of his desk, place it on his table and go to his 'safe space' or take his work out of the classroom • If NAME is distracting others, he will be directed by the adult to take time out in his 'safe space' or take his work outside the class	1. NAME is able to work in a lesson without distracting others 2. NAME is able to make the right choice when he feels he is being distracted
I can follow instructions from an adult the first time I am asked	• When given an instruction by an adult, NAME will do as instructed • Class teacher & TA will use a positive behaviour programme so that NAME is rewarded for 'on-task' work --- counters for Art & DT time • If NAME does not understand why he has been given that instruction, he must ask the adult 'why?' (the adult will give a clear explanation)	1. NAME will respond to the adult instruction the first time he is asked 2. Instances of NAME ignoring an adult will be reduced
Trigger Points		
• When the TA providing 1:2 support leaves the classroom, NAME then makes the wrong choices (usually saying he does not understand the work or it is too hard) • In NAME's opinion, not understanding why he has been asked to leave the room/table will make him choose not to follow an adults instructions the first time		

Signed..... **Child/Young person**

Signed..... **Parent**

Signed..... **School**

Appendix 5 - Mobile Phone Contract

While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision, **Baxenden St. John's discourages pupils bringing mobile phones to school**. Children should **ONLY** bring a mobile phone to school if there is a specific and considerable reason for them to do so e.g. they are going home to a different household.

When a child needs to bring a phone into school, the parents must make a request by speaking to the Headteacher personally and requesting a 'phone contract' to sign – this will include clear rules about what must happen to a phone when it is brought into school (including outside of the school gates).

Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be able to bring a phone into school.

If you wish your child to bring a mobile phone to school, please read and sign the following contract with your child, so that everyone understands the rules that we must follow:

1. A clear reason must be given to bring a mobile phone into school.
2. Phones must be turned off and brought to the school office at the beginning of the day and it is the child's responsibility to collect the phone at the end of the day.
3. Phones should be clearly marked so that each pupil knows their own phone.
4. Parents are advised that Baxenden St. John's accepts no liability for the loss or damage to mobile phones which are brought into school or school grounds.
5. Whilst children are waiting for the gates to open in a morning on Hurstead Street, phones must be switched off and kept in a coat or bag. This will be to avoid any issues which can occur on social media or the internet before the start of school.
6. Where a pupil is found by a member of staff to be using or storing a mobile phone on school grounds, the phone will be confiscated from the pupil and handed to a member of the office team who will record the name of the pupil and attach it to the phone. The mobile phone will be stored by the school office. The pupil may collect the phone at the end of the school day.
7. Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be able to bring a phone into school. Parents will be informed.

……

Name of Child_____ **Year Group**_____

I would like my child to bring their phone to school for the following reason, and understand that if my child does not follow the rules, then this privilege will be withdrawn.

_____

_____

Signed:_____ (parent)

I agree to follow the rules above, and understand that if I do not follow these rules, then I will no longer be able to bring my phone into school.

Signed:_____ (child)

APPENDIX 6

Anti-Racism Policy

Like bullying, racism can exist in any school, even those where its pupils are made up of one ethnicity. Baxenden St. John's is situated in a semi-rural, largely white area and has a predominantly white intake, so it may not be immediately apparent why our school should need an anti-racist policy. However, it is precisely because many of our children have had little contact with or experience of other cultures that ignorance, confusion, and misinformation may result and opinions about other cultures become stereotyped. However, as an inclusive church school, we have these principles and roles in place to ensure that racism can be quickly stopped if an incident occurs; we are giving a clear message to everyone in the school community that racism will not be tolerated.

Definition

Racist behaviour occurs when someone is belittled, mocked, intimidated, vilified, or shamed because of their:

- physical appearance
- ethnic background
- religious or cultural practices
- the way they talk or dress.

Racist behaviour is any hostile or offensive act or expression by a person of one racial/ethnic origin against a person/group of another racial/ethnic origin. It can range from casual but hurtful remarks to deliberate physical and verbal attacks and can include religious abuse and vilification. Unfortunately, racist behaviour can occur in any school community, although it is very rare at Baxenden St. John's.

Racist behaviour is an educational institution can include:

- Physical assault because of colour and/or ethnicity;
- Derogatory name-calling, insults, and racist jokes;
- Racist graffiti;
- Provocative behaviour e.g. wearing racist badges/insignia;
- Bringing racist materials e.g. leaflets, magazines into school;
- Verbal abuse/threats;
- Incitement of others to behave in a racist way (whether or not the ethnic group are aware of not);
- Racist comments in the course of lessons;
- Ridicule of cultural differences e.g. food, music, dress, etc.;
- Refusal to cooperate with other people because of their colour and/or ethnicity.

Aims and objectives

Baxenden St. John's is a safe and secure environment where everyone can learn, irrespective of their nationality, ethnic background, or faith. It is not possible to achieve this if anyone faces prejudice or hostility. Racism is wrong. We, therefore, do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which equal opportunity is fundamental.

We want to:

- Make our school safe and welcoming for all pupils, parents, and staff;
- Sustain an environment in which racist assumptions, attitudes, and behaviour are challenged;
- Sustain an environment in which we all recognise and celebrate our similarities and our differences;
- Provide a curriculum that emphasises the positive aspect of all cultures and a multi-cultural society;
- Give all pupils, parents, and staff the confidence that racism can and must be eradicated from our society;
- Ensure staff are always aware of implicit racism and issues surrounding the use of correct terminology, customs, language, etc.
- Ensure staff intervene directly when they are aware of racist incidents.

The role of children

- All pupils should know that racism is wrong
- Pupils should tell any adult (school staff or parent/carer) if they know of any racism in our school.
- Pupils should tell us their honest views about school in regular feedback e.g. PSHE lessons, School Council meetings, informal conversations with staff during lunch/breaks. These views can be specifically about racism but may also be about how safe and welcome they feel at school.

The role of teachers and other staff in school

- All staff take racism seriously; they aim to ensure racism is seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff, and parents the message that racism is wrong and unacceptable at our school and in society.
- All racist incidents will be dealt with no matter how trivial they may seem to be.
- If staff are aware of racism, they should refer it to the Headteacher or the SLT directly.
- Adults fully support the victim of racism. Time is spent to restore the victim's confidence, happiness, and other aspects of health. For children, this will usually be by the class teacher, but other adults will monitor and restore the child's well-being through checks to ensure that they are being looked after and are safe. The child's parents/carers will be consulted.
- They also aim to stop the problem. For the child who has been racist, consequences are put in place (including informing parents/carers); time is spent with the pupil who has been racist to explore attitudes and reasons and to make clear that his/her actions are unacceptable – as above, this will usually be led by the class teacher, but other adults will be vigilant about monitoring the child's choices and well-being.
- For a member of staff who has been racist, disciplinary procedures will be pursued.
- All teachers and support staff should equip themselves with skills and awareness e.g. through available CPD, policy reviews.
- All teachers and teaching assistants should follow our PSHE scheme; these sessions and other teachings should not shy away from discussing racism, how unacceptable it is and how people can stop it if there are any signs. Where most effective, term topics should promote community cohesion and how to make a positive contribution to society.
- Staff should follow the principles set out in this policy to continue our school climate of mutual support and praise, so making racism less likely.

The role of the Headteacher and SLT

- The Senior Leadership Team ensures all principles and roles set out are implemented.
- In particular, this includes ensuring that everyone in school knows that racism is wrong and unacceptable. This is on a regular basis and may also stem from any signs of racism.
- In the case of serious incidents, an assessment must be carried to find out which members of the school community must be informed i.e. whether teachers must explain circumstances to pupils to reduce distortion and backlash and whether parents/carers should be informed.
- If there is an allegation against a member of staff, it should be dealt with under the Disciplinary Procedures Policy.
- Racist graffiti must be removed/deleted as soon as it is evident; if this is not possible, advice will be sought and pupils, parents, and staff are made aware of this situation if necessary
- The Headteacher monitors the effectiveness of staff in promoting community cohesion and positive relationships, and in providing support for victims of racism.
- The Headteacher reports to the Governing Body about the effectiveness of the policy on request.
- The Headteacher has overall responsibility for dealing with racist incidents and recording the action taken using the school safeguarding system (CPOMs).

The role of parents/carers

- Parents/carers have the responsibility of supporting this entire policy on positive relationships and behaviour – **particularly if the incident reported is not on the school premises and occurs outside of the school day.**
- Parents/carers concerned about racism should contact their child's class teacher or the Headteacher/SLT straight away. They might be worried that their child is a victim of racism, but they should also contact the school if they suspect their child may have been racist to someone else. If they are dissatisfied with the response, they should use our complaints procedure by putting a formal complaint to the Governing Body.

The role of Governors

- The governing body supports the school in all the principles and practices set out in this policy. Any racist incidents will be taken very seriously and dealt with appropriately.
- The governors monitor incident occurrence and review the effectiveness of policy and practice. This requires the Headteacher to keep accurate records and report to governors on the effectiveness of strategies used to counter racism.
- It will respond to any formal complaint from a parent/carer in line with our complaints procedure.

The Curriculum

- We will use the Curriculum to teach tolerance and opportunities across all subjects to support pupils in valuing cultural diversity and understanding.
- We are committed to identifying cultural awareness issues across the curriculum, and to maximising opportunities both within and outside the classroom to promote greater understanding and to lead pupils towards becoming confident and positive contributors to their community.

- More specifically, there are regular opportunities available through Personal, Social, and Health Education (PSHE) to prepare pupils to meet their responsibilities as citizens in a multi-cultural society. Within this context, the school will continue to teach pupils the difference between right and wrong and the need to respect one another as well as themselves. We will seek to promote racial harmony, prepare pupils for living in a diverse and increasingly interdependent society, and specifically address racism, sexism, and other forms of discrimination.
- The RE curriculum is also key in enabling pupils to gain insights into the origins and practices of their own cultures and those of the wider community. Various trips over different year groups allow the first-hand experience of different cultures and beliefs. All teachers are expected to respect the rights of others and to respect those with different beliefs: expressing a personal view in an unprofessional way would be considered inappropriate.

APPENDIX 7

Breakfast and After-School Club Behaviour Policy

At Baxenden St. John's Primary School we aim to create a welcoming, caring environment where relationships are based on respect. In our Before and After-School Club we will continue to support children to be outstanding community members, following our school motto, "Be Kind, Be honest, Be Respectful - Be the Best that You Can Be".

To ensure the provision is a warm, welcoming, safe and fun experience for all involved we ask that parents discuss the following principles with their child:

- We will always speak to each other politely and with respect.
- We will share and take turns with resources and in play.
- We will listen to each other and respect the opinions of others.
- We will be kind to others.
- We will follow instructions given by an adult.

If a child struggles to follow the principles above, the club staff will meet with parents or carers to share any concerns and to work together to support the child to be able to engage appropriately in the setting.

Rewarding Positive Behaviour

- Stickers and praise.
- Sharing examples of wonderful behaviour with parents and carers at pick up time.

Strategies that will be used to manage negative behaviours in the setting:

1. Verbal warning with 'talking time' - as appropriate to the age of the child the staff will strive to talk through any negative behaviours to establish the cause and support improvement.
2. If behaviour continues, then children will be given some time out - a few minutes standing or sitting away from the activity but still under the supervision of the club staff to think about what went wrong and how better choices could be made. After a few minutes, a restorative discussion will be had, and the child will join back in with the activity.
3. If the behaviour of a child is continuous, has impacted on others in a negative way or a child has not responded positively to the actions noted above, parents and carers will be informed at pick up time.
4. If the unacceptable behaviour continues over a period of time, staff will inform the class teacher and monitor and record the incidents – parents will be informed daily
5. If there is no improvement a meeting will be held with the parents/carers, manager and headteacher or deputy headteacher

If behaviour still does not improve, the child may be excluded from the provision