

Yoredale Schools: Bainbridge CE Infants and Askrigg Juniors

Inspired by the compassion of the Good Samaritan, we treat one another with respect and kindness, using courage and creativity as we grow and learn.

BAWB Federation Behaviour Policy

Date of review:	September 2025 (mid-year review May 2026)
Reviewed by:	Vicky Collins (EHT)
Date adopted by the Governing Board:	21st October 2025
Governing Board Committee:	School Improvement
Link Governor (if appropriate):	Tom Ringland
Publication status (e.g. on the website or available on request?):	On the website
Date next due for review:	September 2027

Equality Statement:

At The Federation of Yoredale Schools we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

Christian Vision

This policy has been written and/or adopted with our Christian Vision in mind:

Inspired by the **compassion** of the Good Samaritan, we:
treat one another with **respect** and **kindness**,
using **courage** and **creativity** to help us as we grow and learn.





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Aims

We aim to ensure that The Federation of Yoredale Schools is a welcoming, friendly and safe place where children feel happy and confident to explore new learning experiences.

The purpose of this document is:

- To ensure there is consistency amongst staff.
- To promote an atmosphere that is conducive to learning.
- To promote the children's moral development.
- To promote the children's social development within a community.



School Promises

Our behaviour code is kept to three, simple rules:

Our School Promises

Be Kind



Be Safe



Learn Together



The image of the Good Samaritan – the story at the heart of our school vision – is intended to help them remember a well-known story on which to model their own behaviour. Staff remind the children of these rules and the story throughout the school day.



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Positive Reinforcement and Modelling

We believe that our expectations of good behaviour will be met mainly through positive reinforcement and modelling.

To achieve this, we:

- provide a stimulating learning environment that encourages pupils to be engaged;
- show care for the feelings of the children and talk about them in positive ways.
- Spot good behaviour and praise it.
- Inform parents/carers of good behaviour.
- Use positive language e.g. "Can you show me some good walking" rather than "Don't run".
- Support the child to think of solutions if they have caused harm or upset.
- Avoid shouting unless someone is in immediate danger.
- Communicate regret if they make a mistake.

Signals to gain children's attention:

All staff use the same method to gain children's attention, both inside and outside the classroom. This is one raised hand with a finger to the lips. Children stop what they are doing and copy the teacher's actions. The adult waits until every child is quiet. Other staff in the vicinity support by copying the action, as well as moving round and signalling to children who are not following the instruction. Signals should be silent.

Dojo Points:

Children who keep our Be Kind, Be Safe, Learn Together can be rewarded with Dojo Points. Once the class reach 100 Dojo Points, they will receive two tokens towards a class treat.

Class Treats:

Every child can also earn individual token, which is then put in a jar and goes towards a class treat. The treats are given once the class has earned 25, 50, 75, 100, 125, 150 or 200 tokens. The treats vary according to the class (see Appendix).

A Note from the Headteacher:

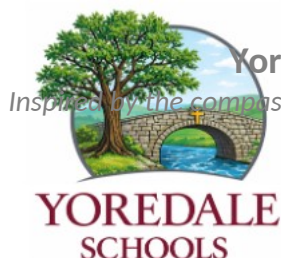


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In addition to the above, exemplary behaviour demonstrated by an individual may be rewarded with a 'postcard' from the Headteacher to the child's parents. These postcards can celebrate a range of things but will always relate to one of the three School Promises.





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Consequences

All behaviour is communication. Staff are aware of this and use conversations and observations to identify what is being communicated and how to respond to that communication in order to reduce undesirable behaviours.

Communication: if a child breaks a school promise, then it is vital that they are made aware of this and, also, that they are given an opportunity to discuss the events that led to them doing so.

Observation: after a discussion about the behaviour, teachers fill in an 'Antecedent – Behaviour – Consequence' (ABC) chart to identify triggers, causes and barriers. They use observation to help them with this and will often ask other staff members present at the time for their views.

Be Kind

We use Restorative Practice to address incidents where children break their promise to 'Be Kind'. This enables staff to fully understand both sides in the situation and to support the children themselves to identify what needs to be done to put things right.

Restorative Practice circles should take place within break times on the same day as the incident, wherever possible. If an RP circle has to take place during lesson time (due to the timing of the incident or unavailability of staff), the class teacher may choose to ask a child to catch up with their work during a break time in the following day, up to a maximum of 10 minutes break. However, it is important that the RP session itself isn't left until the following day.

Be Safe

In the moment of unsafe behaviour, a staff member may shout in order to stop a child from hurting themselves or others. This is the only time staff will shout. We adopt a hands-off approach. However, there may be rare occasions when Restrictive Physical Interventions (RPIs) may be needed as a last resort. Staff are trained annually in the use of safe RPIs. When used, RPIs will be logged in our behaviour records folder and reported to the headteacher and /or SENDCO.

Following an incident, staff will also complete an ABC sheet **with** the child in order to help them identify the causes. This must be done as soon as the child is calm enough to participate without returning to crisis. During this process, staff and the child should determine together the nature of the consequence. For example, the child may be asked a letter of apology or may be required to speak to the headteacher.



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Parents will be informed if a RPI has been used. If another child has been hurt, the parents of that child will also be informed.

Learning Together

Low Level Disruptive Behaviour in the Classroom

In the case of low-level disruptive behaviour in the classroom, addressing it fully mid-lesson can often be more disruptive than the behaviour itself. Staff will therefore focus on getting back to learning as quickly as possible.

The class teacher may choose to discuss the behaviour with the child at the start of break time if it has been particularly disruptive or out of character. As soon as the discussion is complete, the child will go out to play.

The teacher will then fill out an 'ABC' form for the child which will be stored in their online record. This will build a picture of the causes of the behaviour over time and will support school leaders to identify where unidentified additional needs or barriers to learning may be present.



Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It is deliberately hurtful, repeated over a period of time and difficult to defend against.

The most effective way to prevent bullying is through active supervision at all times and particularly supervision of places such as 'hidden' areas of a playground (such as behind a shed) or cloakrooms.

All cases or claims of bullying are immediately reported to the headteacher who will investigate and determine a cause of action.



Fixed Term and Permanent Exclusions

Exclusion must only be used as a very last resort, once all other school resources have been exhausted. The Head teacher has the responsibility for giving fixed-term exclusions to individual pupils. For more information on DfE guidance in relation to exclusions please refer to:

<https://www.gov.uk/government/publications/school-exclusion>



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Vulnerable Children and Additional Needs

Behaviour is a means of communication and all behaviour has a functional element.

Some pupils may exhibit 'distress behaviours' due to communication difficulties, sensory impairments or sensory processing difficulties. Mental health issues or trauma can also lead to 'distress behaviours', as can a lack of social imagination that creates peer misunderstandings.

Additional needs can often present as disruptive behaviour. For example, a child with ADHD can find it very hard to sit still and listen and may wander or make noise during lessons. This is a need, not disobedience.

Where ABC forms indicate behaviours may be arising due to additional needs, the SENDCO and class teacher may put in place behaviour plans to support the child and the teacher to reduce barriers to learning and mitigate the impact of the behaviours.



Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Restrictive interventions, including the use of reasonable force, in schools – April 2026



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It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online



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If I break a promise ...

Be Kind

If I am not kind, I will take part in a Restorative Practice Circle during my break time. I will help decide how to put things right.



Be Safe

If I do something that is not safe, I will complete a 'Being Safe ABC form' with a teacher or the headteacher, who may also contact my parents.



Learn Together

If I disrupt learning, the teacher will discuss this with me at the beginning of breaktime.





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Robins Class Treats

Be Kind



Be Safe



Learn Together

25 tokens

Bike track time

50 tokens

Bring a teddy to school

75 tokens

Parachute games

100 tokens

Make, bake and decorate

125 tokens

Forest School Session

150 tokens

Dress up day

200 tokens

A trip to the park



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Owls Class Treats

Be Kind



Be Safe



Learn Together

25 tokens

Extra 15 minutes playtime

50 tokens

Cuddly Toy Day

75 tokens

Story time with hot chocolate

100 tokens

Play mats in the hall

125 tokens

Spa/ forest school afternoon

150 tokens

Non uniform and disco day

200 tokens

A trip to the park



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Swallows Class Treats

Be Kind



Be Safe



Learn Together

25 tokens

Wear a Hat Day

50 tokens

Cuddly Toy Day

75 tokens

Extra PE

100 tokens

Extra break time

125 tokens

Computer time

150 tokens

Forest School Session

200 tokens

Board Games



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Golden Eagles Class Treats

Be Kind



Be Safe



Learn Together

25 tokens

15 mins extra playtime

50 tokens

Parachute Game

75 tokens

Board Games & Jigsaws

100 tokens

Making Slime

125 tokens

Baking Afternoon

150 tokens

Extra Art

200 tokens

Non-uniform & disco



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Herons Class Treats

Be Kind



Be Safe



Learn Together

25 tokens

10 mins extra break

50 tokens

Wear a hat to school

75 tokens

20 mins extra break

100 tokens

Class control the playlist

125 tokens

STEM Challenge

150 tokens

Games hour

200 tokens

Non-uniform with disco



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Merlins Class Treats

Be Kind



Be Safe



Learn Together

25 tokens

10 mins extra break

50 tokens

Just Dance

75 tokens

Creative Writing Morning

100 tokens

Comfy Day

125 tokens

Bring in a Board Game

150 tokens

Make Smoothies

200 tokens

Colour Party



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Antecedent	Behaviour	Consequence
What was happening just before the event? How were you feeling then?	What did you do that was not safe?	How can we put this right?



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Antecedent – Behaviour - Consequence

❖ Learn Together ❖

Antecedent	
What was happening just before the disruptive behaviour? Could the child have been experiencing difficulties accessing their work? If so, what are the difficulties? Is there anything in the classroom environment that could have exacerbated the issue?	
Behaviour	
Consequence	



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SCHOOLS

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