



Filey Junior School

Policy For Behaviour and Bullying

Including Restrictive Physical Intervention (RPI)

Date this version of policy adopted by Governing Body: October 2026

Signed Headteacher: *Michael Taylor*

Signed Chair of Governors: *Lucy Beighton*

Aims

- Create a safe, happy and productive conduct working atmosphere.
- Encourage high standards of behaviour and Christian values.
- Provide a common code of which is clearly understood by all staff, children, parents / carers and all others who may work within the school.
- To encourage a close liaison between home and school.
- Support children who may find it difficult to follow the school routines.
- Support staff and children who may experience difficulties with particular children or groups.
- Provide a clear system of rewards and sanctions.

Guidelines

- A set of simple school routines are shown below. These routines have been agreed using the input of staff, parents and children at our school.
- Incidents of unacceptable behaviour will be discussed using a restorative script (Appendix B)
NOTE: Staff should **avoid using 'Why?'** based questioning when dealing with issues of poor behaviour.
- When the behaviour of a child begins to become a concern, parents / carers will be informed at an early stage in order to ensure a joint approach to the issue.
- For more serious issues, or when early intervention has not been effective, the pupil will be referred to the SENDCo, Headteacher or other member of SLT
- In exceptional cases, a child may be excluded. The North Yorkshire guidelines are adhered to in these cases.
- Bullying of any kind will not be tolerated in the school and will be dealt with promptly using the guidance within this policy.

Statement of behaviour principles

- Pupils have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff set an excellent example to pupils at all times
- Rewards and sanction are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils parents and staff
- Exclusions will be avoided whenever possible
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Promoting Positive Behaviour

It is important that all staff consider their role in promoting good behaviour and therefore avoiding negative behaviour and interactions.

- Creating a warm and friendly environment
- Building trusting relationships with pupils
- Ensuring that lessons are engaging and of interest
- Well-paced and interactive lesson input
- Pupils' tasks that are well matched to the child's ability - creating challenge without frustration
- Clear and consistent expectation
- Modelling positive behaviours and expectations
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School Routines

These routines were agreed by the headteacher, staff, parents, governors and children within the school.

In our School we expect everyone, including children, staff and visitors to:

- Be positive and try your best
- Be kind, caring and polite to everyone in and around school
- Move sensibly and quietly in and around the school
- Respect the school and other people's property
- Listen to others and speak in the way you would want to be spoken to
- Play sensibly and gently, and include others in their play
- BE POSITIVE AND TRY YOUR BEST!

In order to gain children's attention, staff should only use the following signal:

"Fold your arms and look this way."

This signal should be used in class, outside and out of school. Staff should wait until ALL pupils are ready to listen before continuing.

Class Routines

In addition to the school routines, individual class teachers will produce a set of class routines, agreed with the children, which reflect their teaching and classroom management styles, and the individual needs of children within the class.

Out of School:

Our Behaviour Policy details how the school guides and supports pupils with their behaviour whilst in school. This policy also covers the journey to and from school, where we expect pupils to uphold the same standards.

We deal with incidents of poor behaviour outside the school in line with the DfE document - 'Behaviour and Discipline in Schools'.

Although the school will cooperate and support parents and carers, it cannot be responsible for pupil behaviour when they are out of school. As a result, the school will not pose sanctions for out-of-school incidents unless there is a serious threat to pupil safety by not doing so. This is to prevent issues outside school from having a detrimental influence on the pupil's experiences within school. When a matter of poor behaviour outside school hours is brought to the attention of the school, the parent(s) or carer(s) of the pupil(s) involved will be informed of the reported incident for them to address it through discussion and sanctions within the home.

If it is suspected that there have been breaches of criminal law, the school will report this to the appropriate authority.

Children travelling on the school bus

All children travelling on the school bus, must:

- Wear a seat-belt at all times
- Stay seated whilst the bus is moving
- Avoid talking with, or distracting the driver whilst the bus is moving
- Do as asked by the driver

Rewards

- The school marking policy is designed to reward effort and good work
- Verbal praise is given by all staff, in the class and around the school to acknowledge good behaviour and manners.
- ClassDojos: Awarded to children for effort, good work, good manners and general positive behaviour. Parents are encouraged to engage with ClassDojo in order to be updated on their child's rewards and behaviour. Staff, including lunch staff, should carry Dojo counters which can be given to pupils for good behaviour and effort in class and on the playground.
- Star of the lesson: Awarded daily, in each class, to the child who has shown the most effort in each session. Stars of the lesson will have access to a raffle ticket drawn to win a prize at the end of each week
- Star of the Week: Awarded weekly to a child in each class that has shown consistently high levels of effort throughout the week
- Merit Award: Given Half-termly to the child from each class who has impressed their teacher the most for hard work, good manners and effort.

Sanctions

- Verbal warning / reminder of routines for minor incidents
- Yellow cards to be used in class for second incident or an incident of a more serious nature. This will result in the loss of a playtime.
- Red card is to be used for repeated disruption and incident or acts of a serious nature. This will result in the child having a loss of playtime, lunchtime and/ or other privileges over a longer period. The member of staff issuing the Red Card should contact parents via telephone and also send a Red Card letter home (see Appendix A). The incident should also be recorded on CPOMS.
- Disruption of learning in class may lead to removal from the classroom to complete work. A member of SLT will collect children for repeated disruption and will remain with the SLT member for an appropriate period.

Four lost breaktimes over a half-term will result in parents receiving a phone call to discuss the behaviours displayed in class / around school.

Three Red Cards in one half-term will result in the parent(s) / carer(s) of the child being asked to attend a meeting to agree a plan to address the issues.

Acts of violence or deliberate damage to property should be treated as Red Cards and will result in the parent(s) / carer(s) of the child being informed and a meeting arranged to discuss the issue(s) where appropriate. There is zero tolerance to any physical contact of an aggressive nature.

Unacceptable behaviour at lunchtime will result in a child being sanctioned by the lunchtime supervisors who will follow the yellow/red card system detailed above. Red Cards issued at

lunchtime will result in the child being removed from games/activities for the remainder of lunchtime and the class teacher informed.

Where bad behaviour continues, a daily report between the teacher and the child's parent(s) / carer(s) will be implemented.

When the school feels a child's behaviour or attitude requires the support of an outside agency, the school will seek to arrange this with the parent's consent.

If the school feels that a child's behaviour is likely to cause damage to property, put others at risk or have a negative effect on the education of others, the school may seek to exclude that pupil using the guidelines provided by North Yorkshire Local Authority.

Disruptive / Disrespectful Behaviour

In extreme circumstances where disruptive or disrespectful behaviours are displayed, children may be removed from classes to ensure that teaching and learning is not disrupted for staff, and the other children.

Disruptive or disrespectful behaviours may include:

- Persistent disruption during lessons.
- Persistent refusal in following instructions from staff.
- Abusive, intimidating or threatening behaviour towards staff.
- Abusive, intimidating or threatening behaviour towards pupils.
- Disrespectfulness towards personal space and property.

A support plan will be implemented to help the child understand the behaviours they are displaying. Interventions will be used so children have strategies to recognise the negative behaviours and how to self-regulate to manage these behaviours.

School will communicate and work alongside parents to ensure a robust plan is in place to support the child to the best of their ability. SLT will communicate with parents/carers daily to ensure good communication between school and home and resolve any issues at the earliest possible opportunity.

In lessons:

Where pupils display disruptive behaviour during a lesson, staff will follow the school's behaviour policy and apply appropriate classroom strategies to support pupils to re-engage with their learning. Where disruption continues and begins to have a negative impact on the learning of others, pupils will receive clear reminders of expectations and may be directed to move to a different place within the classroom to provide an opportunity to refocus. If behaviour persists and continues to significantly disrupt the learning environment, a member of the Senior Leadership Team (SLT), or another authorised member of staff, may remove the pupil from the lesson in line with the school's behaviour procedures. The pupil will be relocated to a suitable supervised environment where they will be expected to continue the learning set by the class teacher. Additional time, including during break or lunchtime where appropriate and proportionate, may be provided to enable the pupil to complete the work. Class Teachers will make reasonable adjustments and provide appropriate support for pupils with identified additional needs, including special educational needs and disabilities (SEND), so that these needs do not present a barrier to accessing learning. All instances of removal from lessons will be recorded and monitored by senior leaders and communicated with parents or carers. Where patterns of behaviour emerge, the school will consider additional support and intervention, which may include pastoral support, targeted strategies, or engagement with relevant external agencies, with the aim of supporting positive behaviour and reducing the likelihood of further exclusions. School will use

a range of existing reward strategies to promote positive behaviours in school and will adapt reward systems as appropriate to match the needs specific children and year groups.

Child on Child Abuse

The School Behaviour Policy recognises that abuse can come in many different forms. These are highlighted below and descriptions can be found in the [Child on Child Abuse Policy](#). Child on child abuse can be physical, emotional, sexual, harassment, bullying, cyber bullying, consensual or non-consensual sharing of semi-nude or nude images or videos, initiation/hazing, prejudice. Should these issues arise, school will contact parents/carers of the children involved to help resolve the issue and may also need to contact the Police in more serious cases.

Complaints Procedure

If you feel that a member of staff from school has not acted appropriately in line with this behaviour policy you can make a formal complaint via our [Low Level Concerns Policy](#), located on our website.

Reasonable Adjustment

Although our routines, rewards and sanctions are shared with all children and we expect them to be applied consistently to all pupils, we recognise that there are times when individuals may need a degree of reasonable adjustment in order for them to be successful within school. Staff must use professional judgement to make adjustments within the classroom setting, taking advice and support from senior leaders and SENDCo as appropriate.

In some cases, children may require an individual behaviour plan or/and a risk assessment in order for them to integrate into the school day and to ensure their safety. Where this is the case, the school will involve parents, other professionals and outside agencies as appropriate.

Procedural Measures to assess reasonable adjustments

Observations at Base-level
Pupil voice
Parent meetings
Teachers

These will be discussed by senior leaders to inform the decisions regarding behaviours and sanctions. The SENDCO will seek guidance from the available agencies i.e. SEND Hub, CAMHs, family workers etc to also provide more guidance to inform decision regarding behaviour.

Bullying

Bullying is a form of aggressive behaviour manifested by the use of force or coercion to affect others, particularly when the behaviour is habitual and involves an imbalance of power. Bullying can occur in any context in which human beings interact with each other. It can include verbal harassment (including electronic-based communication), physical assault or coercion and may be directed repeatedly towards particular victims, perhaps on grounds of race, religion, gender, sexuality, or ability. The "imbalance of power" may be social power and/or physical power. The victim of bullying may be referred to as a "target". Bullying consists of three basic types of abuse – emotional, verbal, and physical. It typically involves subtle methods of coercion such as intimidation.

N.B. It is not bullying when children fall out, name call or fight in an isolated incident.

Dealing With Bullying

The ethos of this school is a strong influence. A caring atmosphere, an emphasis on thoughtfulness and consideration for others, the encouragement of positive attitudes and high levels of self-esteem are important.

Bullies, who seek gratification through hurting or humiliating someone else, are frequently children who “don’t fit in”, or who have negative or bad feelings about themselves.

Strategies

Restorative Practice strategies should be used when dealing with incidents of bullying:

1. Speaking to the bully. Discussing the reasons for the behaviour; its effects on the victim. etc.
2. Speaking to the victim. Discussing the reasons for the behaviour.
3. Speaking to the bully and victim together. Talking calmly and frankly about the feelings of both bully and victim; and looking at ways forward.
4. Refer to the Headteacher for further discussion
5. Punishment. This can act as a deterrent (particularly in the short term), but can also provoke determined bullies into further aggression. Extreme and persistent acts of bullying may lead to exclusion.
6. Contacting parents. The vast majority of parents do not wish their children to be bullies (or to be bullied). When they understand the problem they are usually sympathetic and supportive. Obviously, sensitivity and tact are important when discussing these issues with parents and teachers may on occasions wish to seek the advice or assistance of other members of staff.

The services of external behaviour support agencies may well be sought at this time.

7. Where there is a particular problem within a class of children (especially older children), the following strategy may be worth considering:

Classroom discussion, considering the following points:

What is bullying?
Why does it take place?
How does it feel to be bullied/witness bullying?
What would it be like if the school allowed bullying?
What can we do to stop it?

Resources and support material is available from the school’s PSHE resources. A ‘Say No To Bullying’ unit is included as part of the PSHE Long Term Planning.

8. In exceptional cases, a child may be excluded. The North Yorkshire guidelines are adhered to in these cases.

Note

The school will keep a record of persistent, repeated acts of bullying involving one or more children.

Restrictive Physical Intervention (RPI)

Staff at Filey Junior School should only ever use RPI in situations where it is essential to avoid significant harm to an individual. It should not be used to avoid damage to resources or property or to make a pupil comply with a request. In these circumstances, staff should move to a safe distance to be able to observe the pupil in order to ensure they do not put themselves or others in danger. In circumstances where RPI is unavoidable in order to protect the health and safety of an individual, the intervention should cease as soon as the situation has reached a level where there is no immediate danger.

Restraint should only be carried out by appropriately trained staff and should, where possible, have been discussed and planned with parents and the child as a potential strategy within the overall provision plan. All incidents of restraint must be formally recorded.

It is essential that appropriate behaviour management plans and risk assessments are in place and have been agreed with parents (and pupils where appropriate) for all children displaying challenging behaviour where the use of RPI or significant time away from their learning environment is a possibility.

The following principles should be followed:

1. Work closely with the child, the parents and significant others, including specialist staff, to ensure that a risk assessment provides clear guidance on how to de-escalate and manage high-level challenging behaviour.
2. Never create a situation where a child is on their own in a room and cannot leave that room (e.g. locked door, blocked exit, etc.)
3. Never leave a child unsupervised, even for a minimal period, to negate any risk of self-harm
4. Ensure any room chosen for time away from the main learning environment is a safe and dignified environment
5. Always ensure that actions are compliant with guidance on use of restraint (see NYCC guidance)
6. Contact NYCC advisory service for further specific individual advice and support where required.
7. Ensure parents are informed as soon as is practically possible, but always within 24 hours, of any incident of restraint or unplanned, exceptional time away from the main learning environment

Pupils Running Away

In situations where a child runs out of or from school or supervising staff, staff members will not 'give chase' as this approach can often lead to the pupil running further away. Staff will try to communicate to the pupil that they are not going to chase them but will keep a distance from them whilst keeping them in sight to ensure their safety. If the pupil is calm and allows the member of staff to approach them, they should reassure the pupil and attempt, through verbal encouragement, to bring them back to school. This should not involve trying to 'catch' the pupil.

Staff will use their radio or mobile phone to call for assistance and to inform admin staff and school leaders who will contact parents/carers. Staff should position themselves so that they can maintain visual contact with the pupil. Where it is not possible to maintain visual contact, staff should alert school admin and leaders who will then contact local police to report the situation.

Appendix A

Filey Junior School

Widening horizons and reaching our potential whilst respecting the world and each other,
within a happy, healthy and positive learning community

Telephone: 01723 513076
Fax: 01723 516920
e-mail: admin@filey-jun.n-yorks.sch.uk
<http://www.filey-jun.n-yorks.sch.uk/>



West Road
Filey
North Yorkshire
YO14 9LU

Date

Dear Parent / Carer,

In line with our behaviour policy, I am writing to inform you that your child received a Red Card today for _____. Your child has missed some of their playtimes as a result of this and will miss further social time if they are unable to address this behaviour. I am sure you will support us in this matter by re-enforcing the message at home.

Please return the reply slip below to acknowledge receipt of this letter. If you would like to discuss any of these issues, or any other matter relating to your child's education, please do not hesitate to contact me at school.

Yours faithfully,

I acknowledge receipt and understand the issues in the letter concerning my child's behaviour.

Child's name: _____

Signed: _____

Restorative questions

When addressing challenging behaviours.

1. What happened?
2. What were you thinking at the time?
3. Who has been affected?
4. How do you think they feel?
5. How do you feel?
6. What do you think needs to happen to make things better?



To support those affected.

1. What happened?
2. How has this made you feel?
3. What would you want (other child) to do in future?
4. What would you like to happen to make things better?