



NORTH FERRIBY C E PRIMARY SCHOOL

BEHAVIOUR POLICY

Date of New Policy	Autumn 2017
Review Date	Autumn 2019
Policy Type	School
Co-ordinator	Mr Sweeney
Link Governor	Matthew Brailsford
Committee	Full Governors

North Ferriby CE Primary School Mission Statement:

A Christian School with children at its heart.

Christian Values Statement:

At North Ferriby CE Primary School, we keep Christian values at the heart of our school community where we live, love and learn together.

Ethos Statement for North Ferriby CE VC Primary:

Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

YORK DIOCESAN BOARD OF EDUCATION

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1. Rationale

At North Ferriby C.E. Primary we see the development of positive behaviour as an integral part of the curriculum. We believe that good behaviour and effective teaching and learning are inextricably linked. The Head Teacher and S.M.T. seek to promote a positive and consistent ethos, reinforced by staff and understood by our children. A school's ethos provides the context within which children feel secure, know they are valued as individuals, are safe from emotional and physical harm and are able to discuss their interests and voice their fears in a supportive atmosphere. Our Behaviour Policy reflects the Christian ethos of the school in terms of its expectations.

We acknowledge the key role of parents in their children's development and welcome close liaison with parents in supporting the aims of our school.

2. Developing Positive Behaviour

We want all children and their families to feel welcome and involved at our school. We believe that a school which is welcoming, stimulating and well maintained helps to foster positive behaviour.

We expect high standards from our children in terms of work and behaviour. We are strongly committed to equal opportunities and believe that all children have the right to be able to realise their potential in a secure, safe and happy environment. Each child is entitled to support and action if their happiness or safety is threatened.

This policy explains what we expect of our children, the ways in which we work to achieve our aims, how we act when things go wrong and the liaison needed between home and school if we are to succeed.

3. Aims for Behaviour at North Ferriby C.E. Primary

- To teach children to reflect upon their behaviour and the impact it has on themselves and others.
- To help children to manage and where necessary improve behaviour, to teach children the skills to resolve problems and foster effective learning.
- To teach children emotional literacy throughout the school.
- To develop responsibility and independence in our children.
- To encourage children to be polite and fair.
- To teach children to respect other people, their property, beliefs and feelings.
- To encourage children to respect differences within individuals.
- To praise and reward good work, behaviour and attitudes.
- To involve parents in their children's behaviour.

4. What we expect of our children

- To be kind and polite to all members of the school community.
- To consider the effect their behaviour has on the feelings of others.
- To listen attentively in lessons, assemblies etc and to follow instructions readily.
- To be ready to learn.
- To walk about the school quietly and calmly.
- To act sensibly and safely in and around school.
- To give of their best efforts in all aspects of their learning.
- To value each other's work and achievements.
- To work and play co-operatively with each other.
- To be truthful.
- To take responsibility for their own behaviour and try to take appropriate actions to put things right.
- To accept in a good spirit a solution or consequence if they have done something wrong.
- To be able to say sorry when they have misbehaved or hurt someone's feelings.
- To respect school property as well as that of themselves and others.
- To develop understanding of how the school 'rules' are for the benefit of all.

We expect children to exhibit positive behaviour at all times in school, be that during lessons, assemblies, playtimes or lunchtimes, arriving at or leaving school.

5. What children can expect of staff

- To listen to them and to hear their point of view.
- To be polite and understanding.
- To value all aspects of their achievements.
- To treat them fairly and consistently.
- To maintain a safe and secure environment where effective learning can take place.
- To help children to understand how the school 'rules' are for the benefit of all.
- To promote the well-being of children.

We recognise the need for ongoing staff development and training with regard to behaviour management.

'Positive handling' of behaviour is encouraged to de-escalate, defuse and divert any challenging situations. Sometimes staff may handle a difficult situation in a positive way by just saying the right thing at the right time e.g. by asking how they may help or by diverting a child's attention. Sometimes 'Positive Handling' involves keeping quiet when staff cannot think of anything helpful to say, rather than inflaming the situation. In a very small minority of situations physical restraint may form part of a positive response. All members of staff have legal powers to use reasonable force as a duty of care and in the best interests of the child, for example in preventing a child from running across a road, or preventing a child from injuring him/herself or another child. Any force used must be reasonable, proportionate and necessary. Force is never used as a punishment.

The staff have been trained in Team Teach principles and North Ferriby C.E. Primary School is a Team-Teach accredited School. Team-Teach is designed to reduce reliance on restraint and restriction by expanding the use of positive behavioural supports and giving staff confidence to deal with potentially challenging situations confidently and well. Where a child's behaviour is deemed especially challenging, a behaviour plan for that individual would be drawn up. This may include de-escalation plans for certain individuals. In any instances where physical restraint is used, parents are informed and a written record of the incident is kept by the Head Teacher. (See appendix 2 for pro forma.)

6. Bullying

We believe that everyone has the right to be treated with respect and we aim to promote a secure and happy school environment free from threat, harassment and any type of bullying behaviour. Whilst recognising that bullying to varying degrees occurs in all school settings, we believe that bullying is unacceptable and will not be tolerated. We seek to respond promptly and effectively to issues of bullying.

What is Bullying? Bullying is defined as deliberately hurtful behaviour (physical or emotional), repeated (or threatened) over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying can be carried out in different ways. These are either direct or indirect.

The 3 main types of bullying are;

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)

Bullying can include cyber bullying or can be based on 'difference' e.g. race, religion, culture, sexual orientation, gender or disability.

For procedures regarding Bullying – refer to Anti-Bullying Policy

7. Rules we ask Parents to Support

- All pupil absences must be covered by a note, telephone call or personal visit to explain the reason for absence. Without such contact an absence will be recorded as 'unauthorised'.
- In the interest of dental health, no sweets are to be brought to school.
- No jewellery may be worn, except stud earrings.
- No make-up should be worn.
- No toys should be brought to school unless specific permission is given, e.g. on an end of term 'toy afternoon'.
- Children should not ride bicycles or scooters in the school grounds.
- Children should not climb walls or pillars in the school grounds.
- Children should not run up and down the banks near the driveway and footpaths.

8. Rewards and Sanctions

Most children at our school behave well and respond to positive encouragement. At North Ferriby CE Primary School children's strengths, positive behaviour and efforts are continually acknowledged and reinforced by praise. In addition to class teacher praise **in KS2** we also reward by:

- Children may be given a class 'Dojo Point' for good behaviour. (by any member of staff) In Friday's Celebrating Achievement Assembly the class with the most dojo points is presented with a trophy which is retained until the following week. Class dojo points are linked to our Christian values and mission statement. They are awarded for the following categories:

- Creativity
- Being friendly
- Serving others
- Enterprise
- 'Going the extra mile'
- Thinking skills
- Forgiveness
- Health and Safety
- Trustworthiness
- Caretaker points

By categorising behaviour it is possible to see at a glance on the dojo app and evaluate which aspects of behaviour are being rewarded across the classes, highlighting strengths and areas for further development.

- Each class selects children for Celebrating Achievement Assembly on Fridays. The children show and discuss their work/behaviour in front of the school. The selection can be for effort, improvement, achievement or an example of good behaviour such as helpfulness, kindness, patience etc. The selected children receive a Good Work Sticker.

- In assemblies and circle time children are recognised for their behaviour/achievements out of school. e.g. Sports, Ballet Awards. We try to stress the importance of positive behaviours required to gain such awards e.g. effort, perseverance, commitment, resilience etc.
- Showing work to other staff including the Headteacher.
- Displays of Good Work.
- Members of staff inform parents orally of good work/behaviour (e.g. ask them to call in to see examples) or written reports praising behaviour.
- Children in classes with full attendance in a week are allowed 5 minutes extra playtime on the play equipment.

In **KS1** 'Golden Rules' are adopted and reinforced continually during the year in lessons, collective worship and individual or group discussions.

Golden Rules

We are gentle.

We are kind and helpful.

We listen.

We are honest.

We work hard.

We look after property.

We are ready to learn.

We don't hurt others.

We don't hurt anybody's feelings.

We don't interrupt.

We don't cover up the truth.

We don't waste our own or others' time.

We don't waste or damage things.

As part of our practice and as an example of how our policy underpins Christian values, we have a 'Forgiveness Tree' in both KS1 and KS2. The children, like Zaccheus in the Bible are encouraged to show that they are sorry for any wrongdoing by making amends. The children may go to the tree and change one leaf from green to gold as they think of a way to show they are sorry for something they have done or said. We believe it is vital that children be given opportunities to 'put right' and learn from 'mistakes' made and also to forgive wrongdoing by others.

We recognise that many children are intrinsically motivated to work and behave well and may need fewer incentives such as those above. It is important that such children are given due credit and attention. It is important that improvement, even where small, is rewarded.

Sanctions

At the beginning of the year and with regular reminders, each class spends time outlining the class rules and why we have them. Children play an important role in establishing these rules for their class. The SEAL program is used throughout the school and is an integral means of promoting understanding and awareness of positive behaviour.

Where children's behaviour is not acceptable, we put a heavy emphasis on helping children to understand the implications of their behaviour. We help them to reflect upon why their behaviour is wrong and what they can do to make amends. It is important that misbehaving children understand that it is their behaviour that is not liked rather than them as individuals. Giving children reflection time as an early intervention with another teacher is used in KS1.

For many children a quick simple reminder of what is expected may suffice. For those children who find it hard to behave well or consistently challenge the rules we have a number of sanctions.

Sanctions will depend on the individual case considering factors such as past behaviour.

The 'Traffic Light' System:

All classes in KS2 adopt the 'traffic lights' system along with Year 2 and Y1 in KS1.. Children who are behaving well (the vast majority of the class) have their name displayed in the green circle. A misdemeanour may result in the child's name being placed in the amber circle. A further misdemeanour or one very serious misdemeanour e.g. bullying, fighting, insolence etc will result in the child being placed in the red circle. Children in the red circle will forego privileges. For instance they will not be allowed to go out at playtimes and will be required to reflect upon what they have done wrong and what they need to do to try to put things right. Parents will be informed either in person or by phone that their child has misbehaved. The child will be placed back 'in green' once they have shown the required behaviour. Where it is deemed beneficial, a child put in the red circle may be excluded from the classroom and placed temporarily in another class, e.g. the Behaviour Co-ordinator's class. A log of red card incidents is kept in the Behaviour Folder in the staff room. (See Appendix 1.)

Exclusions

We adhere to the L.E.A. Policy on exclusion.

Only the Head Teacher, Acting Head Teacher or teacher in charge can exclude a pupil. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently though this should be after all other available strategies have been tried and failed. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Head Teacher can exclude in response to serious breaches of the school behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

9. Children with Particular Needs

We recognise that some children with very specific difficulties do find behaving well more challenging. Where a child's behaviour gives cause for serious concern we can provide additional support to try to remedy this.

e.g. SENDCO, Educational Psychology Behaviour Support Team (EPBST), Educational Psychologist, Secondary School SENDCO.

We also have strong links with our local Secondary School with effective support provided for Y6 Transition.

10. How Parents can Help

- Reinforce the benefits of good behaviour and hard work in school with children.
- Encourage your children and reward them for the positive things they do both in and out of school.
- Read and show support for the School Behaviour Policy.
- Help your child to be on time for school and to remember anything they may need. e.g P.E. kit, homework etc.
- Make sure children get enough sleep, aiding concentration and good temper.

11) Monitoring and Review

We recognise the importance of regular review and updating of policies.

The Head Teacher and Behaviour Co-ordinator monitor the effectiveness of the policy on a regular basis. They report to the governing body on the effectiveness of the policy and if necessary make recommendations for further improvements.

The School keeps a variety of records of incidents of misbehaviour. Lunchtime supervisors record incidents of bad behaviour in a record book.

Class teachers are involved in recording incidents of misbehaviour.

In KS2 any child 'going into the red' on our traffic lights system will have his/her name recorded in the Behaviour Folder along with details of the misdemeanour and any action taken. (See appendix 1)

We record any discussions with parents around these issues.

The governing body review the policy regularly and seek to ensure that the school policy is administered fairly and consistently.

Appendix 1

Record of red card incidents

Name	Class/Year Group	Date
Details of Misdemeanour		
Outcome		
Signed		

Appendix 2