



# The Federation of Middleham CE (VA) and Spennithorne CE (VA) Primary Schools

## Behaviour Policy

### Introduction and Aims

We believe that effective discipline is based upon an expectation of good behaviour and sound relationships within a secure, caring environment. A positive atmosphere should be fostered which embraces the need for mutual respect, tolerance, Christian love and understanding of every member of the school community: children, teachers, non-teaching staff, governors, parents, visitors and voluntary helpers. In order to achieve this, everyone will need to be aware of, and apply fairly and consistently, such expectations.

As a school:

- We strive to achieve a stimulating, orderly and secure environment where children enjoy the challenges of learning both independently and through positive interaction with others.
- We seek to promote good personal relationships between people based on co-operation, mutual respect and Christian values
- We encourage a caring and responsible attitude towards the lives, beliefs, opinions and property of others at all times.
- The school recognises that good behaviour and discipline are key foundations of good education and our Christian ethos. Without an orderly atmosphere, effective teaching and learning cannot take place. We aim to assist every pupil to grow up with a clear view of what is right and wrong, appreciating the needs and beliefs of others and the society around them. We encourage the development of self-control and discipline and acknowledge the vital role that parents must play in this.

### A positive approach to behaviour management

High standards of behaviour are achieved through:

1. An effective curriculum underpinned by Christian values, appropriately differentiated to engage all pupils
2. An organised environment where everyone feels safe
3. Positive, consistent management of behaviour by all staff

Management of children's behaviour in school is carried out through high expectations and positive responses to good behaviour and by building close relationships with children.

Teachers commend good conduct and children are made aware of the beneficial consequences of appropriate behaviour for themselves, class and whole school community. All adults who work in the school have a responsibility to encourage good behaviour.

The positive management of behaviour is underpinned by the key principles of Behaviour Management.

- A positive approach adopted by all
- Clear, consistently applied expectations, rewards and sanctions
- Creating an organised secure environment for children
- Ensuring all needs are fully met
- The modelling of appropriate behaviour
- Catching the child being good and demonstrating our core values
- Partnership with parents

### We are a RESPECT school

The "RESPECT" rules apply to all members of the school community and consist of a small number of rules that outline behaviour, demonstrating respect, care and friendship for oneself, others and property. These are revisited on a termly basis by each class with their teacher.

	Attribute	What does this mean to me?
<b>R</b>	<b>Respect people, property, opinions and our world</b>	<ul style="list-style-type: none"> <li>✓ Keep our hands, feet and unkind words to ourselves</li> <li>✓ Speak politely to everyone</li> <li>✓ Always use good manners</li> <li>✓ We try to appreciate other opinions</li> <li>✓ We are only stewards of our world</li> <li>✓ We take responsibility by tidying up after ourselves</li> </ul>
<b>E</b>	<b>Encourage each other through friendship</b>	<ul style="list-style-type: none"> <li>✓ Give praise to others (say well done)</li> <li>✓ Give genuine or real feedback to help our friends' ( and peers) learning improve</li> <li>✓ Encourage others to join in our games</li> </ul>
<b>S</b>	<b>Speak truthfully and forgive others</b>	<ul style="list-style-type: none"> <li>✓ We are honest</li> <li>✓ We speak truthfully</li> </ul>

		<ul style="list-style-type: none"> <li>✓ We say or recognise what we have done and admit when we have done something wrong or made a bad choice and we apologise for it</li> </ul>
<b>P</b>	<b>Practise, persevere and make progress</b>	<ul style="list-style-type: none"> <li>✓ We will try again and again to improve our skills</li> <li>✓ We do not give up – END means Endurance Never Dies</li> <li>✓</li> </ul>
<b>E</b>	<b>Embrace mistakes</b>	<ul style="list-style-type: none"> <li>✓ We know it's OK to get it wrong; FAIL means First Attempt In Learning</li> <li>✓ We learn from our errors</li> <li>✓ We see mistakes as a way of moving our learning forward</li> </ul>
<b>C</b>	<b>Challenge our choice</b>	<ul style="list-style-type: none"> <li>✓ We think before we act</li> <li>✓ We know we always have a choice</li> <li>✓ We can say 'no'</li> </ul>
<b>T</b>	<b>Trust in ourselves, each other and God, together as a school</b>	<ul style="list-style-type: none"> <li>✓ We work together</li> <li>✓ We help each other and celebrate achievements of others as well as our own</li> </ul>

The RESPECT rules are reinforced through a variety of strategies including:

- A weekly celebration assembly
- Class discussion
- Individually with children as appropriate
- Use of Golden Time as 'carrots'

Merit marks are given for an outstanding effort and academic achievement/attainment and are also used to promote reading at home.

### **During School**

Good discipline within school is essential for effective learning. Children have the right to be able to concentrate on the task in hand without being distracted by poor behaviour around them. **It is important that all misdemeanours are dealt with and are seen to be disapproved of by all members of staff.** In the case of difficult children strategies can be discussed with colleagues if a particular behaviour pattern is causing major concern. This will help to ensure a consistent approach to behaviour problems.

- During registration, it is important that quiet is insisted upon at this time and that all responses to the register are courteous.
- When lining up at the classroom door or during entry and exit routines, children should be quiet and orderly, without constant reminders. If they do not line up correctly, they should sit down and repeat the task. For continual problems, practice at playtimes may be considered as an option. It may be useful to split up troublesome children both in the line and through to collective worship, so as to minimise the temptation to misbehave.
- **No children should be left unsupervised in the classroom.** When pupils are unable to take part in a PE session because they do not have their PE kits, they should wrap up warm and participate through time keeping, evaluating performance etc. If however there is a medical reason why they cannot take part, then they should be placed in another classroom by negotiation. If a child consistently comes to school without their PE kit, the class teacher will speak to the parent and the head notified of this fact.
- Children should always move around school in a sensible manner, without running. Any member of staff noticing inappropriate behaviour should make a point of correcting the child involved. This is especially important when entering the hall.

### **After School**

Just as it is important that there is an acceptable level of behaviour before school, it is important that children leave the school in a proper manner.

**Teachers must walk out with their classes at the end of the day.** Any children causing concern should be either sent back to exit properly or made to wait at the end of the line.

*Nothing but the highest expectation of behaviour is expected at all times.*

### **Encouraging appropriate behaviour**

Good social behaviours are rooted in positive self-esteem. Self-esteem is the feeling of value or worth. It is the way we judge ourselves as individuals and how we estimate what we can achieve.

In our school we encourage the development of self-esteem by ensuring that children experience success and by acknowledging children when they succeed. We achieve this in a variety of ways by:

- Celebrating achievement publicly (in class or in collective worship)
- Giving immediate verbal praise for individual achievement

- Adopting a “You can do it/ I can” approach
- Listening to children and understanding their needs and expectations
- Marking work promptly in line with the marking and feedback policy
- Enabling children to know their goals
- Showing sensitivity and diplomacy when children do not grasp areas of learning
- Being approachable so that children feel safe to share their anxieties
- Ensuring that all adults are positive role models and have good relationships with people
- Building trust by being fair

### **Partnerships with parents**

Parents and carers have a vital role to play in fostering good behaviour. Close home/school liaison is essential. School makes regular opportunities for parents and teachers to celebrate achievement and share concerns. This contract is an integral part of school life. It is expected that parents will act as good role models at all times when on the school premises. The parental responsibility extends to ensuring children maintain good levels of attendance. It is essential that children are punctual and attend regularly; any irregularities, lateness and excessive holidays during term-time will be followed up. A bell will ring 5 minutes after the start of the school day and any children not in class, will be marked as absent and then late on arrival at the office.

### **Code of Practice**

#### **What is unacceptable behaviour?**

1. Disregard of requests for reasonable behaviour.
2. Disruption of class or group activities.
3. Disregard for other’s property.
4. Abusive behaviour or language, either to other pupils or to adults.
5. Disregard for school rules.
6. Bullying or racial or sexual harassment.
7. Not respecting final decisions made.
8. Disregards for appropriate lunchtime behaviour – good table manners, swallowing food before talking, talking quietly on your table, walking into the hall, washing hands, saying please and thank you, clearing food away.

Children need to remember that there are boundaries beyond which they must not go and a firm reminder will occasionally be necessary.

### **Consequences of poor behaviour**

1. Verbal warning (2 in Rabbits/ 1 in Badgers and Foxes)
2. Loss of playtime minutes or time out when outside (depending where the incident happens.)
3. Contact with parents
4. Loss of golden time (consistently missing playtime through bad behaviour or instant loss of golden time if there are incidents of fighting or threatening violence, swearing, stealing, racist or homophobic language)
5. Behaviour monitoring card in consultation with parents
6. Individual behaviour plan
7. Exclusion

### **Options for Managing Behaviour.**

1. A discussion between the adult and the child may be the most appropriate method for an isolated incident.
2. Change the seating options within the classroom being aware that at times some children may need to work alone.
3. Children will be required to complete unfinished work either at break or lunch time, or at home.
4. Withdraw a privilege, such as playtime minutes.
5. Refer the child to the Head.
6. Time out
7. A record of repeated incidents may need to be kept.

### **Children causing Concern.**

It is important to have concrete evidence of children who persistently misbehave. The behaviour monitoring log does this. The school’s behaviour tracking system will record the majority of incidents. It is vital that this is filled out to record incidents. Some may be minor but when repeated consistently, a pattern could emerge and needs recording on the school’s MIS system for tracking purposes.

## **Golden Time**

Golden time is used to celebrate and thank children for good behaviour. It can be lost through continued poor and unacceptable behaviour. However, in consultation with the class teacher, this can be earned back.

**CERTAIN BEHAVIOURS WILL AUTOMATICALLY LOSE GOLDEN TIME WITH NO POSSIBILITY OF EARNING IT BACK**

- A. Violent actions towards other person.
- B. Highly inappropriate language (swearing, racist, homophobic)
- C. Threatening violence towards another child
- D. Theft or damage of school property or property that does not belong to you.
- E. Continued defiance which disrupts learning

## **Bullying**

We recognise the need to act as a whole school Christian community to prevent/stop bullying occurring. Bullying will occur in any school setting. Through our PSHCE curriculum and our approach to spiritual and moral education, we aim to bring these issues out in the open. We provide children with strategies to address the issue of bullying and seek help from adults if necessary to prevent it. We work hard to create a loving, caring ethos where children feel confident to speak up if they feel their right to feeling safe and secure is threatened. We will follow-up every incident of bullying appropriately and will include relevant parents in our discussions.

## **Each day is a new start**

### **Behaviour Card**

If, within the period of one week, three or more playtimes are missed, then the teacher and the child will sit down and discuss their behaviour. He/she will be informed that if this continues into the following week, it will be brought to the attention of the Head Teacher who will contact the parents/carers to discuss the issues arising and work out possible solutions.

This will also incur a loss of 1 whole golden time session.

A possible outcome of this may be the issuing of a behaviour card to cover a period of three/five days at his/her discretion. The card is to be signed at the end of each work period, playtime and lunchtime to confirm that their behaviour has been satisfactory. KS2 pupils are responsible for looking after the card; teachers will look after it for younger pupils. At the end of each day, a satisfactory or unsatisfactory decision will be given. The card will also be taken home each night for the parents/carers to read and sign – adding their comments if they wish.

The majority of days must be satisfactory to remove the sanction of the card.

If no improvement is noted, it may be appropriate to start an IBP (Individual Behaviour Plan) where the child will be given specific behaviour targets to achieve.

It may be that there is a need for continued monitoring of the child, with regular discussions between the child, the parents and the Headteacher.

It may also be necessary to refer the problem to a specialist e.g. the Educational Welfare Officer or Educational Psychologist.

### **Exclusion.**

As a final resort, it may be necessary to exclude a child from the school.

### **Temporary Exclusion**

On a temporary basis, the parents must be notified immediately of the exclusion and of the reason for it. If this exceeds more than five days in any one term, the governing body and at present the LA must be informed. The parents have the right of appeal and the Head may be instructed to lift the exclusion.

### **Indefinite Exclusion**

Parents have the right of appeal and either the governing body or the LA may direct the Head to lift the exclusion.

### **Permanent Exclusion**

The parent's right of appeal is only to the governing body and they alone can instruct the Head to reinstate the child.

## **Children beyond normal rewards and sanctions**

Children who are unable to respond to the code of conduct set out in our behaviour management policy are regarded as having special educational needs in the area of social and emotional support (BESD). Individualised educational plans (IEPs) will be drawn up in such cases in accordance with the school's special needs policy. Where appropriate and in accordance with the school's special needs policy, external support agencies will be involved to advise on the development of IEPs and to monitor progress in response to intervention. This school operates on the basis that any child with behavioural difficulties is recognised and supported by the entire staff. Class teachers in particular will be provided with support and practical assistance from all staff in addressing the needs of individuals and applying the expectations and targets set for them in their individualised, personalised provision maps.

**This policy has been delegated to the Headteacher and is reviewed in line with the policy review schedule.**

### **Appendix 1 – May 2020**

With children beginning to return to school after the lockdown, the temporary amendment below will support a safer reintegration of children and lay out clearly the expectation of behaviour required from school in these uncertain times.

Children must:

- follow any altered routines for arrival or departure
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who pupils can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- adhere to expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus (loss of taste or smell, new persistent cough or a fever)
- follow rules about sharing any equipment or other items including drinking bottles
- follow expectations about breaks or play times, including where they may or may not play
- use of toilets
- follow clear rules about coughing or spitting at or towards any other person
- follow clear rules for pupils at home about conduct in relation to remote education
- follow the rewards and sanction system where appropriate

**CHILDREN WHO INTENTIONALLY COUGH OR SPIT AT OTHERS WILL BE SENT HOME.**





# CLASSROOM BEHAVIOUR INCIDENT LOG

Date	Name of child/ren	What happened?	Outcome	Member of staff

### BEHAVIOUR MONITORING CARD

		SESSION 1	SESSION 2	SESSION 3		115		PARENT COMMENT
Monday				B		L	C/W	
Tuesday				R		U	C/W	
Wednesday				E		N	C/W	
Thursday				A		C	C/W	
Friday				K	C/W	H		