



Upper Wharfedale Primary Federation

Behaviour Policy

At Burnsall, Cracoe & Rylstone, Grassington and Kettlewell Primary Schools we believe that the management of pupil behaviour is best achieved through praise and reward. We appreciate that children are still learning about acceptable behaviour and will need guidance and support as they grow. We also want children to appreciate the consequences of their actions and that this will involve the use of proportionate sanctions as appropriate for the needs of that child. We acknowledge that learning about acceptable behaviour is not confined to timetabled activities in the classroom but permeates the whole of the time which children spend on the premises or are engaged in school related activities.

Last Review 17th July 2017

Next Review Summer 2018

Aims of the Behaviour Policy

Our schools aim to offer a high quality education in a caring environment. These will encourage excellent standards of all round achievement, attainment and behaviour.

Our behaviour policy will enable us to:

- Encourage consideration and respect for each other.
- Promote individuality and equality, by valuing each other regardless of race, religion, gender, ability or background.
- Teach children to become self-disciplined and take responsibility for their own actions and understand the consequences of these. These consequences will include sanctions appropriate for the child and its needs.
- Help children to develop their own socially acceptable strategies to manage a variety of situations.
- Develop the self-esteem and self-respect of all pupils and staff.

We aim to ensure that all pupils understand the high expectations of behaviour, which are essential to successful teaching and learning.

Whole School Approach to Behaviour Management

Objectives

- To follow a whole school approach to behaviour
- To promote respect for others
- To promote firm and decisive action against bullying (*Bullying is defined as sustained and deliberate actions by one or more, which are intended to cause physical or/and emotional hurt, intimidation and /or fear.*)
- To promote positive role models for behaviour
- To celebrate responsible and appropriate behaviour
- To manage pupil behaviour effectively and consistently at all times of the school day

In our Church schools

- To live our Christian values

At Burnsall, Cracoe and Rylstone, Grassington and Kettlewell Primary Schools we intend to be proactive in the encouragement of good behaviour. We aim to nurture a greater sense of responsibility in pupils by ensuring that rules, rewards and sanctions are discussed. We foster an atmosphere of care for others, treating pupils and adults, as we would wish to be treated ourselves.

Where a child experiences specific, identifiable behavioral difficulties, specific approaches will be specified in a 'Personal Behaviour/support Plan'. Outside support for the child will be sought where necessary.

Should specific control, sanctions, restraint techniques be required this will be specified on the plan and discussed with parents/carers at that time. Any necessary CPD will be sourced as needed.

Where there is a 'breach' in behaviour expectations staff will attempt to explore what happened from the children's viewpoints and will attempt to resolve the issue with restorative justice techniques and through planning alternative action should the trigger recur – solution focused.

All staff, including those who are temporary, are expected to adhere to this policy.

Adult helpers will be shown this policy when completing their induction.

The Role of the Governing Body

The Governing Body influences the ethos of the school. The behaviour and well-being of children will be included in a monitoring timetable. It will support the Headteacher in maintaining high standards of behaviour. The Chairman of Governors or his/her representative will play a part in any necessary exclusion procedures. At Burnsall, Cracoe and Rylstone, Grassington and Kettlewell Primary Schools the Governing Body believes in inclusion: exclusion procedures would therefore be treated very seriously and only as a final resort. The number of exclusions will be monitored closely.

The Role of the Executive Headteacher

The Executive Headteacher is responsible for securing pupil good behaviour, ensuring that school rules are established and understood by all.

The Executive Headteacher needs to;

- Ensure that staff follow the behaviour policy
- promote, among pupils, self-discipline and proper regard for authority
- encourage good behaviour and respect for others on the part of pupils
- ensure that the standard of behaviour of pupils is acceptable
- otherwise monitor the conduct of pupils.

The Executive Headteacher has the power to exclude a pupil from the school (whether by suspension, expulsion or otherwise) to be exercisable only by the Executive Headteacher or in exceptional circumstances the teacher deputising in the absence of the Executive Headteacher.

The Role of all the Teachers and Teaching Assistants

- All staff are expected to follow the Behaviour policy.
- Teachers are expected to use the reward system in school to highlight and promote good behaviour.
- 100% attendance should be celebrated at the end of each year.
- Teachers and Teaching Assistants are expected to establish clear expectations of behaviour in line with this policy and ethos of the school.
- All staff need to secure appropriate standards of behaviour in order to create a calm, purposeful classroom atmosphere.
- Teachers are expected to involve the children in decision making, giving them responsibilities.
- Staff should demonstrate calm behaviours.
- Staff need to secure the appropriate standards of good behaviour during break times
- Teachers and Teaching Assistants will be positive and constructive wherever possible; will explain why behaviour is unacceptable and implement appropriate sanctions according to the child's needs.
- Staff will establish an atmosphere of mutual trust and respect.
- Teachers will establish classroom rules to complement the ethos of the school to promote and reward good conduct.
- Staff will use a system of stepped sanctions e.g. 'traffic light' coloured card.
- Teachers and Teaching Assistants are expected to support pupils in remedying their inappropriate behaviour.
- Teachers are expected to always inform parents of poor behaviour which is at or above tier two.
- Teachers are expected to use their professional expertise in handling behaviour issues
- If persistent or severe misconduct ensues then it will be referred to the Base Leader and then Executive Headteacher.
- Teachers will be responsible, with the support of the SENco/Base Leader/Executive Head to write the PSP

The Role of the Pupil

- Pupils are expected to take responsibility for their own actions and to own up to their mistakes and not argue with staff.
- Pupils are expected to respect the values of others.
- Pupils are expected to share their successes with parents.
- Pupils are expected to encourage each other's positive behaviour.
- Pupils are expected to tell the truth
- Pupils are expected to show parents informal communications from teachers in connection with conduct.
- Pupils will reflect on their miss-behaviour.
- At Burnsall, Cracoe & Rylstone and Grassington pupils are expected to reflect upon their behaviour through the Christian Values and think of these during the school day.
- Pupils are expected to contribute to the ethos of the school, by ensuring that they allow teachers /

teaching assistants to teach and other pupils to learn.

- Pupils are expected to respect the necessity for safety in the school environment.
- Pupils are expected to try their hardest to learn what they can.

The Role of the Parent

- For the school policy to be effective parents are requested to support the school in matters of behaviour issues and to reinforce the school's efforts at home.
- Parents are requested to be aware of the levels of misconduct. Contact with parents will be an integral part of school life. Parents of the children involved in an incident will be informed of misconduct at or above tier two and that remedial/disciplinary action has been taken. They will not be given specific details of the contents of another child's 'Personal Behaviour/Support Plan' or details of another child's needs or the steps being taken to support any child other than their own.
- Parents are requested to listen to their child when there is a minor breach in discipline and they will be expected to explain their actions to you.
- Parents are requested to be willing to be contacted during the day. Where the breach in discipline is more serious, or is part of continued poor behaviour pattern, the Class teachers or senior staff will contact parents either by telephone, email, letter or in a conversation at the end of a school day.
- Parents are requested to make themselves available for meetings. Where there are more serious breaches in behaviour a formal letter will be sent and an appointment made to discuss the misconduct.
- Where there is a very serious breach of discipline and a child is excluded, work will be provided for up to five days and parents will have to ensure that the child is not found in a public place during school hours without reasonable justification. Parents are expected to ensure their child has appropriate supervision in these circumstances.

Rewards and Sanctions

Good conduct, work and attitude will be rewarded with a 'token'.

- At Cracoe these are House points which are gathered into houses and the winning house is then rewarded every term. Certificates are also given. These certificates are linked to the Christian Values
- At Burnsall these are called 5C slips, these are put into a weekly draw and prizes are given. Certificates for good learning behaviour, achievements and attainments in learning will be given weekly during a whole school Collective Worship, these are linked directly to the schools 5C. Burnsall school does not have houses but collects 'marbles' as a joint effort linked to a school reward.
- At Grassington certificates, 'Gotcha' points and a glass fish are awarded for positive behaviour linked to the 7Cs. They also have a house system and additional rewards.
- At Kettlewell pupils are awarded 'Spotted' slips, given certificates and postcards for behaviour and attainment. They have a collective 'marble' reward system and a linked reward.

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Sanctions

A stepped approach to warnings and sanctions will be used for day to day management of misdemeanors. This will be enforced across the school, both in class and on the playground. For example after a warning has been given for behaviour, a 'Yellow' will be issued. If the behaviour continues then a 'Red' will be given. If a 'Red' is given a 'Behaviour Reflection' sheet will be completed by the child during their break time. If a child receives several reds in a half term then a class privilege e.g. the end of term treat/golden time, will be curtailed or missed. The child will be spoken with by the appropriate adults and misbehaviour will be discussed with the children.

Any sanctions will be appropriate to the child's needs and to the severity of the behaviour incident. These will be explained to the child. Other sanctions such as writing apology letters, missing break times, going on a behaviour/star chart and having privileges taken away will be used. A structured withdrawal and reintroduction of privileges may also be used.

Behaviour difficulties

Where a very **serious** breach of discipline occurs a record will be made and kept in the 'Serious Behaviour Incidents' file for the duration of the pupil's time in school. This will correlate with behaviour described at levels three and four. If it is necessary to record events then the matter is serious enough to involve and engage the help of parents.

When a child is excluded a reintegration interview must be held with the Headteacher, the child and at least one parent.

Additional notes will also be kept where there is an emerging pattern of inappropriate behaviour, which is

persistently disruptive.

The tables below indicates levels of behaviour

All children are expected to behave in a manner above that of Tier 1.

TIER ONE:

A child's needs can be met within universal offer available to all children within the normal classroom environment.

MAIN AUDIENCE: Class teachers, Support staff

What kind of behaviour might be seen at Tier 1?

Behaviours are likely to be low frequency and / or low intensity

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| <ul style="list-style-type: none"> • Silly behaviour • Smirking or laughing when spoken to by an adult • Little or no enthusiasm directed towards their learning- poor completion • Blaming others for issues – “it's never my fault” attitude • Frequent minor playground Incidents – squabbles | <ul style="list-style-type: none"> • Bad language and/or behaviour inappropriate to the age group • Occasional aggressive behaviour towards peers during a game • Threatening language • Behaviour which distracts others from their work • Untrustworthy behaviour – lying • Talking/tapping during instructions etc. | <ul style="list-style-type: none"> • Destroying their own work • Avoiding work- forgotten kit, excessive toilet breaks etc. • Poor quality of work due to lack of effort • Occasional tantrum |
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TIER TWO:

A child's 'needs' can be met largely within universal provision but with additional targeted support. The EHT will be informed.

MAIN AUDIENCE: Class, Base Leader or SENco Executive Headteacher - informed

What kind of behaviour might be seen at Tier 2?

Behaviours likely to be similar to Tier 1 but are frequent and / or increase in intensity. Behaviours will persist despite appropriate Tier 1 strategies being in place.

In addition the following may be seen:

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| <ul style="list-style-type: none"> • Repeatedly/habitually lying • Destroying others work • Bullying behaviours, including those which are racist, homophobic and disablist, also including less obvious bullying behaviours e.g. spreading malicious rumors, socially isolating, cyber-bullying etc. | <ul style="list-style-type: none"> • Poor attitude to learning and work. • Unresponsive to requests • Aggressive in class and the playground to peers and adults • Continually violates the rights of others. • Frequent (daily) incidents of inappropriate use of language: swearing, shouting, racist, homophobic, disablist and | <ul style="list-style-type: none"> • Poor punctuality • Unexplained absences/truanting or periods of persistent poor attendance • Refusing to comply or co-operate. • 'Make me' - defiant behaviour • Regular non-compliance with school rules. • Repeated failure to complete homework • Repeated failure to complete |
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	personal comments.	class work.
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TIER THREE: Personalised provision needed

A child's needs cannot be met within universal services without additional specialist support.

MAIN AUDIENCE: Class teacher, Base Leader, SENco and Executive Headteacher

What kind of behaviour might be seen at Tier 3?

Behaviours could be similar to Tier 2 but more persistent, frequent and / or intense in nature. Behaviours will persist despite appropriate Tier 2 strategies being in place. Specialist advice/ help likely to be needed.

In addition the following may be seen:

<ul style="list-style-type: none"> • Regular or persistent threatening behaviour, violence/aggression towards adults/peers • Persistent Disruption leading to significant loss of education for self and/or others • Significant Damage to their environment • Physical harm caused to self or others resulting in the need for recorded intervention. 	<ul style="list-style-type: none"> • Behaviour out of school which brings the school into disrepute • Gang membership • Evidence of self-harm • Poor impulse control placing self or others at risk • Persistent absence • Persistent lateness • Sexualised behaviours, inappropriate to the age group or which put self or others at risk 	<ul style="list-style-type: none"> • Undisputed incidents of Bullying • Occasionally behaviours serious enough to be given fixed-term exclusion • Criminal activities in or out of school resulting in police involvement
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TIER FOUR: Intensive Personalised Provision

MAIN AUDIENCE: Executive Headteacher, SENco, Senior staff and Class teacher

Specialist/ acute services/ statutory services support and intervention required

What kind of behaviour might be seen at Tier 4?

Behaviours in previous tiers are demonstrated consistently and are of an intense nature regularly. A child with severe and complex special and additional needs which have not been resolved through early intervention, targeted support or single agency specialist service.

In addition the following may be seen:

<ul style="list-style-type: none"> • Behaviours posing a significant risk of exclusion from all the child's existing environments • Behaviours which create a barrier to accessing support and intervention • Fire setting • Criminal behaviour in and out of school which necessitates police action • Violent behaviour requiring restraint • Reacting aggressively and violently in social situations • Criminal activities relating to drugs. 	<ul style="list-style-type: none"> • Symptoms of serious mental illness – which pose a threat to self or those around them. which impact negatively • Inability to regulate emotions • Poor impulse control which places self or others at serious risk • Wetting/soiling/ smearing on purpose • Self-harm or abuse • Predatory sexualised behaviour • Frequent and determined absconding • Regular and frequent acts of defiance outing others and self at risk of harm. • Permanently excluded or on verge of permanent exclusion.
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This behaviour policy is written in accordance with the DfE publication 'Behaviour and discipline in schools'. Jan 2016