



Upper Wharfedale Primary Federation

Behaviour Policy

Reviewed May 2019

Next Review May 2020

At Burnesall, Cracoe & Rylstone, Grassington and Kettlewell Primary Schools we believe that the management of pupil behaviour is best achieved through praise and reward. We want everyone to make good choices in how they behave towards one another. We hope that our children succeed because of their good learning and social behaviours. 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.

Burnesall, Cracoe and Grassington are all Church of England Primary schools where there is a strong Christian ethos, which is present and underpins all aspects of school life. Within our schools, we uphold and model Christian values. We aim to live our Christian values, promoting a culture that reflects these values and leads to positive relationships with and for everyone.

Underpinned by Biblical teaching from Luke's gospel, "Do to others as you would like them to do to you," (chapter 6, verse 31), our Behaviour Policy reflects how we would like the children to develop in their understanding of Christian values, and particularly the values of Peace, Forgiveness and Justice.

PEACE - The Hebrew term for peace, 'shalom', has a deep and complex meaning. It includes ideas of healing and health, wholeness and well-being. It means harmony, stability

and security within a community. It refers to relationships based on truth and righteousness, where people flourish because they are nurtured.

FORGIVENESS - Jesus was uncompromising in his command to forgive, saying “Forgive seventy times seven (Matthew 18:21). In other words, forgive and keep on forgiving without limit. Forgiveness cannot be given or received unless it is asked for, and the asking, by saying “Sorry”, must be genuine and from the heart. Real repentance demands that we take what we have done wrong with the utmost seriousness and have a deep desire not to do it again. Once we understand that, forgiveness can be truly liberating both for the person who is forgiven and for the person who forgives.

JUSTICE - When thinking about ‘justice’, some people think first about giving wrongdoers the punishment they deserve. But justice also means giving all people what it is right and fair for them to have: life, health, freedom and dignity. It is about acting out of a concern for what is right and seeing right prevail. It is about social justice, especially for those who suffer most and are least able to protect themselves. Justice is not about a culture, which encourages everyone to insist on their own rights at the expense of others. It is about a community that knows that everyone’s well-being is bound up with that of everyone else. A commitment to justice leads to fierce opposition to injustice in whatever form it may be found. Justice is a pre-requisite of peace: without justice, there can be no peace.

(Taken and adapted from “Christian Values 4 Schools”)

Aims of the Behaviour Policy

Our Federation 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 their needs.
- Help children to develop their own socially acceptable strategies to manage a variety of situations, in preparation for lifelong learning and life skills
- Develop the self-esteem and self-respect of all children and staff.

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

Whole Federation 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.*)– ***Bullying statement ‘Everyone has the right to be treated with respect. We will not tolerate bullying in our school. Bullying hurts. No one deserves to be affected by it. Bullying has the potential to damage the mental health of a victim. Anyone who is bullying needs to learn better ways of social behaviour. In our Federation schools we focus on anti-bullying and use a variety of methods to support children in understanding the consequences of bullying. This is done through the teaching of our school values during collective worship, assemblies, circle time, PSHCE and citizenship lessons. We teach our children about cyber bullying and how to be safe online. Children are signposted to other organisations who can also help with this.***
- 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

At the Upper Wharfedale Primary Federation, 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 behavioural 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 Federation Schools. The behaviour and well-being of children will be included in a monitoring timetable, including the monitoring of Collective worship in our Church Schools. It will support the Headteacher(s) in maintaining high standards of behaviour. The Chairman of Governors or his/her representative will play a part in any necessary exclusion procedures. The Upper Wharfedale Primary Federation 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(s)

The Executive Headteacher(s) are responsible for securing the good behaviour of our children, ensuring that school rules are established and understood by all.

The Executive Headteacher(s) needs to:

- Ensure that staff follow the behaviour policy
- Promote, among children, self-discipline and proper regard for authority
- Encourage good behaviour and respect for others on the part of children
- Ensure that the standard of behaviour of children is acceptable
- Otherwise, monitor the conduct of children.

The Executive Headteacher (s) have the power to exclude a pupil from the school (whether by suspension, expulsion or otherwise) to be exercisable only by the Executive Headteacher(s) or in exceptional circumstances the teacher deputising in the absence of the Executive Headteacher(s) , in line with the guidance and procedures set out by the Local Authority

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 will be celebrated at the end of each year, with children being presented with a certificate.
- 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 and valuing their opinions
- Staff should demonstrate calm behaviours.
- Staff need to secure the appropriate standards of good behaviour during break and lunch times
- Teachers and Teaching Assistants will be positive and constructive wherever possible; they 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 and school 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 always expected to 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(s)
- Teachers will be responsible, with the support of the SENDCo/Base Leader/Executive Headteacher(s) to write the PSP

The Role of the Children

- Children are expected to take responsibility for their own actions and to admit to their mistakes and not argue with staff.
- Children are expected to respect the values of others.
- Children are encouraged to share their successes with parents/carers.
- Children are expected to encourage each other's positive behaviour.
- Children are expected to tell the truth
- Children are expected to show parents/carers informal communications from teachers in connection with conduct.
- Children will reflect on their mis-behaviour.
- At Burnsall, Cracoe & Rylstone and Grassington Schools children are expected to reflect upon their behaviour through our Christian Values and think of these during the school day.
- Children 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.
- Children are expected to respect the necessity for safety in the school environment.
- Pupils are expected to try their hardest at all times

The Role of the Parent /Carer

- 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/carers are requested to be aware of the levels of misconduct. Contact with parents will be an integral part of school life. Parents/carers 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/carers are requested to listen to their child when there has been a minor breach in discipline and the child will be expected to explain his/her actions
- Parents/carers 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/carers either by telephone, email, letter or in a conversation at the end of a school day.
- Parents/carers 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/carers are expected to ensure their child has appropriate supervision in these circumstances.

Rewards and Restorative Practice

At the beginning of the Summer Term 2019, all schools in the Federation have introduced 'the shine certificate' in recognition of those children who reflect the school vision of 'Be the light'.

Each individual school individual schools have their own additional reward systems, which are outlined in appendix 1 and are displayed around each school.

Restorative Practice

Resolving problems and being fair is of the utmost importance. Following any incident, staff ensure that they have listened to all sides of the story and sought witness accounts where possible. All incidents will be dealt with in line with restorative approaches and in the case of our Church schools, with the Christian value of forgiveness in mind. The child/children causing harm are held to account for their behaviour. This means:-

- Accepting responsibility for the harm they have caused to others
- Saying sorry for the inappropriate actions and seeking forgiveness
- Recognising the need to take action, to begin to repair the harm caused
- Agreeing a range of action, in conjunction with all those involved, which will be monitored over a time period.

Staff will record the incident and the actions taken

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(s), 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

<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 SENDCo 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 :-

<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 rumours, socially 	<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 	<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.
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isolating, cyber-bullying etc.	language: swearing, shouting, racist, homophobic, disablist and personal comments	<ul style="list-style-type: none"> • Repeated failure to complete homework • Repeated failure to complete classwork
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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, SENDCo 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, SENDCo, 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 	<ul style="list-style-type: none"> • Symptoms of serious mental illness – which pose a threat to self or those around them which impact negatively 	
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<ul style="list-style-type: none"> • 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"> • 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 	
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This behaviour policy is written in accordance with the publication “Behaviour and Discipline in Schools”, January 2016

Appendix 1

Rewards Systems

- At Burnsall, these are called Shining Star slips, these are put into a weekly draw and prizes are given. Certificates for achievements based on the five Federation Christian Values are presented in Praise Assembly. Children collect Dojos points for showing good attitudes towards learning and when a certain amount has been accumulated, the children earn a Dojo prize – Dojo Prize Cards are displayed in each classroom.
- At Cracoe, each child is placed in a house, Brownlee, Johnson or Harrison. The children are then rewarded house points on the basis of demonstrating any of the Christian Values in their behaviour towards themselves and others. The children record their house points on a display. They are counted every fortnight and the winning house is called out during praise assembly. A running total is collated and at the end of each half term the winning house get to come to school in non-uniform for the day. The children also keep a tally of their own house points and receive a prize from the 'prize box' when they complete a full sheet. Children receive certificates and stickers throughout the week for some exceptional and out of the 'norm' we reward for effort and hard work in all aspect of the children's learning and holistic development.
- At Grassington :-Individual awards - are awarded every week
7 C Code - when a child receives a pebble for showing an aspect of the 7 C Code, they receive a certificate in Praise Assembly. This is recorded.
Shine award - when a child has 'shone' in an aspect of school life
Mathematician of the week - when a child has excelled in an aspect of Maths
5 times reader - the children that have read five times or more in a week get their names put into a pot for each class. One name is picked out and that person receives a brand new book.
Group awards
Gotchas - there are six Gotcha teams - penguins, parrots, camels, zebras, elephants and meerkats. The children get Gotchas for good learning and at the end of the fortnight the points are added up and the team with the most points gets to choose a little prize from The Gotcha box.
- At Kettlewell pupils are awarded 'Spotted' slips for examples of good work, which are entered into a draw for a small prize during celebration assembly; 'SHINE' certificates for attitude, behaviour and attainment during the fortnightly celebration assembly; and awarded Reader, Writer and Mathematician of the Week in class with small prize rewards. Each term individuals from each key stage are selected who have shown an attitude to work or to others which is exceptional. These children receive a trophy, a certificate and a monetary prize funded by the Governors. These are presented to children at the last Praise Assembly of the term