



# Behaviour Policy



Date	Review Date	Coordinator	Nominated Governor
Sept 2020	Sept 2021	Chair of the Governors	Rachel Bain

<b>Headteacher:</b>	Pamela Acheson	<b>Date:</b>	Sept 2020
<b>Responsible Governor:</b>	Rachel Bain	<b>Date:</b>	Sept 2020

## Status of Policy:

The Governing Body of the Federation of Grewelthorpe and Fountains C of E Primary Schools adopted this policy in September 2020. It will be reviewed in September 2021.

### LINKS TO OTHER POLICES

The Grewelthorpe & Fountains CE Primary Schools Federation Primary School Behaviour Policy statement links to:

- Anti-bullying policy



We are proud to be a Church of England school and our Christian ethos underpins the life and work of our school.

*With Faith, anything is possible  
Believe in yourself  
With Hope, all things brighter  
Believe in your future  
With Love, we are never alone.  
Believe in others*

It is important that our children are able to **BELIEVE** in themselves and the possibilities available to them, to **LEARN** by embracing challenge, questioning the world around them, reflecting and not being afraid to take risks so that they **FLOURISH** as unique individuals and the role models of the future.



## **1. Aims**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

## **2. Children's responsibilities**

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

## **3. Staff responsibilities**

- To treat all children fairly and with respect, taking into account each individual's needs.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.

## **4. Parent's responsibilities**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.

- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

## 5. Rewards

Children will be awarded dojos for meeting the expectations we have agreed for learning behaviours in our school:

**Aspiration** To have high expectations; to be resilient and persevere to achieve personal goals.

**Effort** To be engaged and motivated.

**Responsibility** To be an autonomous learner, to ask questions and be critical thinkers.

**Respect** To be able to collaborate and communicate effectively with others.

Dojos will also be awarded to children for good manners, looking after their environment and resources, being a good friend and completing tasks to a good standard, going above and beyond; setting good examples, being ambassadors for learning, completing homework tasks to a good standard, reading 5 times a week. These will be awarded at the discretion of each class teacher and individual rewards/gifts awarded at regular milestones.

## 6. Sanctions

If children are not conforming to the agreed expectations, they will be given a reminder. If they do not modify their learning behaviour, they will be asked to have 'time out'. This may mean working in another area of the classroom, working with a different group or being supported by an adult. Due to the current COVID restrictions, children will remain in their class bubbles. If a child continues to behave in an unacceptable way and does not respond to the support being given, the HT will be informed. The headteacher will discuss the behaviour with the child and taking the age into account, discuss the strategies that will be put into place to support them next time. Parents will be informed in the event of time out of the classroom.

### Talking to Parents about Poor Behaviour

Careful considerations should be given before each discussions and where necessary advice sought from senior leaders and or the Head teacher. Although difficult these are often some of the most important discussions and should not be avoided.

#### Basic Principles

- Carefully plan discussions – what are the key messages you want to get across.
- Ensure discussions are conducted in private never 'on the corridor' or on the playground'.
- Ensure you have suggestions, next steps to give to help improve the situation, never say you don't know what else to try. You may sometimes feel like this in which case seek advice before meeting with parents.
- Listen and take on board parent perspective and any ideas/strategies they might have.

- Keep to the facts and avoid opinion e.g. 'The behaviours are interrupting and disrupting learning in most lessons.'
- Always arrange a time to follow up further.

### **Recording behaviour incidents**

To ensure the highest standards of behaviour are set and maintained records are kept on Scholarpack and reviewed regularly. This ensures patterns and trends can be analysed effectively to identify key issues or times relating to poor behaviour. This enables a more effective strategy to support pupils and improve behaviour to be put in place. In addition, children knowing that accurate records are kept and used in discussions with themselves and their parents will often act as a deterrent in itself. Records facilitate effective discussions with pupils and parents highlighting the level and frequency of poor behaviour.

## **7. Bullying**

We consider bullying to be the persistent, wilful, conscious desire to hurt or threaten or frighten someone else. This form of behaviour is considered extremely serious. It will be dealt with firmly with due consideration to the victim and the perpetrator. Where necessary, parents will be fully involved. Teachers cannot always detect levels of bullying outside the classroom and it is therefore important that adults and children alike inform staff where there is a suspicion of it. While we acknowledge that all children could be "teased" or even "bullied" by their peers, we believe that if children have clear expectations of acceptable behaviour, they will grow to behave in a considerate way towards others. It must be remembered that verbal abuse creates misery, as does physical abuse. This method of approach should never be adopted by adult or child. Once more we encourage child or adult to come forward if this method of "discipline" is used. All members of staff are aware of and follow our policy on physical restraint and would only intervene physically to prevent injury to a child or to prevent a child from hurting themselves.

## **8. Cyber-Bullying**

The federation is committed to teaching children the knowledge and skills to be able to use ICT effectively, safely and responsibly. We aim to ensure that pupils, staff and parents understand what cyberbullying is and how it can be combated. We aim to ensure that practices and procedures are agreed to prevent incidences of cyberbullying and that any incidences of cyberbullying are reported and dealt with effectively and quickly. Cyberbullying is the use of ICT (usually a mobile phone or the internet) to abuse another person. It can take place anywhere and involve many people. Anybody can be targeted including pupils and school staff. It can include threats, intimidation, harassment, cyber-stalking, vilification, defamation, exclusion, peer rejection, impersonation, and unauthorized publication of private information or images. We seek to prevent Cyberbullying by making pupils, parents and governors aware of the issues

surrounding cyberbullying. We hold information evenings for parents and pupils are kept informed through discussions in PHSE lessons, anti-bullying week and assemblies. The local police also come into school once a year to give a talk to our Key Stage two children. Older children also attend a Crucial Crews day where they are made aware of cyberbullying scenarios through role play. Pupils and parents are urged to report all incidents of cyberbullying to the school. Staff CPD will assist in learning about current technologies. Pupils, parents and staff are expected to sign an Acceptable Use of ICT contract. Restorative practices are used to help resolve any conflicts or harm, staff have been trained by NYCC and have clear guidelines and questions to ask when issues occur see the appendices for further information. Any incident of bullying is recorded, and this information is handed onto the Headteacher

## 9. Fixed term and Permanent exclusions

Only the Head Teacher (or Acting Head Teacher) has the power to exclude a pupil from school. They may do so for one or more fixed periods, for up to 45 days in one school year. The Head Teacher may also exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Head Teacher excludes a pupil, she informed the parents immediately, giving reasons for the exclusion. At the same time the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body and informs them how to do so. The Head Teacher informs the governing body and the LA about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The governing body has a discipline committee, which is made up of between three and five members, which considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupils should be re-instated. If re-instatement is agreed the Head Teacher must comply with the ruling.

<b>Policy:</b>	<b>Behaviour Policy</b>
<b>Signed Chair of Governors:</b>	<i>R Bain</i>
<b>Date Signed:</b>	<b>September 2020</b>
<b>Governors Meeting Ratified:</b>	<b>September 2020</b>
<b>Review Date:</b>	<b>Autumn 2021</b>
<b>Review schedule</b>	<b>Annually</b>

