



Federation of Grewelthorpe and Fountains CE Primary Schools

Believe Learn Flourish

"Faith, Hope and Love, but the greatest of these is Love."

1 Corinthians 13:13



Behaviour

Date	Review Date	Coordinator	Nominated Governor
Sept 2023	Sept 2024	Chair of the Governors	Rachel Bain

Headteacher:	Pamela Acheson	Date:	Sept 2023
Responsible Governor:	Rachel Bain	Date:	Sept 2023

Status of Policy:

The Governing Body of the Federation of Grewelthorpe and Fountains C of E Primary Schools adopted this policy in September 2023. It will be reviewed in September 2024.

LINKS TO OTHER POLICES

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

- Anti-bullying policy



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It is important that our children **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.

Our vision is embedded within our chosen Bible verse which comes from 1 Corinthians 13v13.

We have chosen 1 Corinthians 13v3 as Faith, Hope and Love are essential to Christian belief. For Christians, faith is a complete trust and confidence in God. Christians have hope and have a confident expectation for God's purposes to be fulfilled. Through Corinthians, Paul teaches that love is the most important gift we have been given, as God's love for the world is unconditional, generous, unending and unailing.

Although we are a church school, the values we take from 1 Corinthians 13 are also applicable to those who are from a different faith or belong to no faith group at all. Faith allows us to have complete trust and confidence in our schools; the people within them and the things we do. We want our children to have hope for their future, to nurture the feelings and desire for something positive to happen. We want our children to understand that we are all unique individuals which make up a school family and community which through love, allows us to care for one another, celebrate diversity, be patient and kind and treats others how we would like to be treated.

We want all the children in our school to experience our core values of **FAITH, HOPE** and **LOVE** so that they can Believe, Learn and Flourish.

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.



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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.



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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. If a child continues to behave in an unacceptable way the child will be asked to join an agreed partner class with a brief explanation to the receiving staff member of the work which needs completing until the end of the session. When they return, the teacher 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.

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 children with special needs could be "teased" or even "bullied" by their peers, we believe that if children have clear expectations of acceptable



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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



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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.

Policy:	Behaviour Policy
Signed Chair of Governors:	<i>R Bain</i>
Date Signed:	September 2023
Governors Meeting Ratified:	16th November 2023
Review Date:	Autumn 2024
Review schedule	Annually