



GFNS Schools

Behaviour Policy

Date	Review Date	Coordinator	Nominated Governor
Sept 2024	Sept 2025	Chair of the Governors	R Bain

Headteacher:	Chris Parkhouse	Date :	January 2025
Responsible Governor:	Rachel Bain	Date :	January 2025

Status of Policy:

The Governing Body of GFNS Schools adopted this policy in September 2024. It will be reviewed in September 2025.

LINKS TO OTHER POLICES

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

- Anti-bullying policy

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. (Thrive)

4. Non-teaching staff responsibilities

The role of the Learning Support Assistants

- being aware of relevant and accepted expectations and reinforcing them
- being consistent and fair when giving rewards and relevant and proportionate when sanctioning

- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- teaching children about behaviour skills and self-regulation
- reassuring, re-focusing and reaffirming tasks set for children.
- having high expectations of children
- providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation.
- allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion. (Thrive)
- observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- encouraging respectful attitudes for others, the environment, property and equipment
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The role of MIDDAY staff members

- being friendly and approachable
- being consistent and fair when giving rewards or imposing agreed sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- support children's development of behaviour skills and self-regulation
- having high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- encouraging respectful attitudes for others, the environment, property and equipment

5. 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.

6. Rewards

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

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.

Children will also be awarded 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.

At Grewelthorpe and Fountains they use a dojo system and the following rewards:

The Vision award – one of these given out per class each week in Collective Worship for those children who have been recognised as living out the vision.

The Learning award - there will be a maximum of 5 of these given out each week across the school. There is no expectation of how many come from each class and so the child who really deserve them, will be awarded them. These are for demonstrating one or more of our learning behaviours (respect, responsibility, effort and aspiration) across the week.

The White Ribbon – This is awarded when a child has really been exemplary and has shown a well-rounded approach to school life that is exceptional. For this award, we will have a book kept centrally and when a member of staff thinks a child should get it, they write their name and reason in this book during the week.

At North Stainley:

House Points are awarded daily for particularly positive conduct behaviour and behaviours for learning. Each week, the winning team are announced, weekly points are collated half termly for a House Reward. Good lunchtime behaviour is recognised by the cook and MSA's who awards stickers for positive behaviour. Children's efforts in class and towards modelling our Christian values are recognised weekly by the Headteacher who awards Purple Ribbons and certificates in celebration worship. Class reward systems are in place at the discretion of the class teacher. A class teacher may decide that a visit to the Headteacher is in order, to choose a reward from the Surprise Basket. We also award team points for good manners and White Ribbons as and when a child shows extra ordinary positive behaviours.

7. 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.

For persistent unacceptable behaviour; the following steps will apply:

1. A verbal warning is given by the class teacher/LSA/Supply
2. Should the behaviour continue, the child is given a 5-minute reflection in their breaktime (hall or classroom)
3. Should the behaviour continue persistently, the child will be spoken to by the deputy head.
4. Should the behaviour continue further, class teacher will discuss the issue with the parent and child face to face.
5. If the behaviour continues further, then a meeting with the Head, parents and class teacher will be arranged.

This may not be appropriate for some children with SEND or a SEMH plan and a separate programme will be in place.

Playtime/Lunchtime Monitoring:

As a means of monitoring playtime behaviour any behaviours will be noted in an incident book. These books are monitored by the head teacher and a log of recorded incidents kept. If a child has seriously breached the code of conduct, they will be sent in to discuss with by a member of SLT or the SENCo or Head Teacher.

Repeated or serious incidents of unacceptable playtime behaviour will lead to a loss of outdoor play, the writing of a reflective log and/or alternative provision.

Parents will be informed if playtime behaviour repeatedly or seriously breaches the code of conduct.

Dealing with serious misconduct

Serious misconduct, in or out of the classroom will be referred to the Head Teacher.

Serious misconduct includes stealing, hurting other children, swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying.

Incidents will be recorded on a star analysis form/behaviour incident report and investigated by the SENco and/or Head Teacher. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.

Repeated incidents of behaviour may result in a support plan.

Serious one off breaches or repeated breaches of the school rules may lead to a suspension (fixed term exclusion).

If property has been damaged, then school may ask parents to provide replacements.

Children who persistently breach the school rules may have individual support plans drawn up and may follow different steps of interventions and sanctions, depending on the individual need.

8. 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 with reference to our Anti Bullying Policy. 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 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.

9. 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

10. 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.

Policy:	Behaviour Policy
Signed Chair of Governors:	<i>R Bain N Potts</i>
Date Signed:	September 2024 <i>*Interim Executive Headteacher change: January 2025</i>
Governors Meeting Ratified:	November 2024 <i>*February 2025</i>
Review Date:	Autumn 2025
Review schedule	Annually

