

Behaviour Policy

2021-22

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| **Document Status** | | | |
| **Date of Next Review** | **October 2022** | **Responsibility** | *Full Governing Body* |
| **Success Criteria for review completion** |  | **Responsibility** | *Headteacher/Chair of Governors* |
| **Date of Policy Creation** | **October 2021** | **Responsibility** | *Chair of Governors* |
| **Date of Policy Adoption by Governing Body** | | **Signed:**  **Headteacher…………………………………….**  **Date:**  **Chair of Governors……………………………..**  **Date:** | |
| **Method of Communication:**  **School Website** | |

**Statement of Intent**

At North Duffield Primary School we work with relentless consistency to enable **all** our children to achieve our school vision, "Growing Learners for Life," Every child will make good or better progress through the high quality teaching they will receive, and their engagement with our diverse, absorbing and exciting curriculum which provides **appropriate** and relevant enrichment experiences.

We model and promote an inclusive ethos so our learners are flexible, imaginative, responsible and confident life-long learners, who value “Rights, Respect, Responsibility and Independence.” The fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs, are promoted throughout our school curriculum, and our whole school ethos. This ensures that all children including those with SEND or medical conditions have the same opportunities and expectations placed upon them as all other young people.

Everyone at North Duffield Primary School has the right to feel welcome, secure and happy. It is the responsibility of the Governing Body and Headteacher to ensure that all members of the school community work within a safe and enabling environment. Our policies have been developed in line with the school’s vision, aims and values.

Linked Policies:

* Child Protection
* SEND
* Anti Bullying
* Code Of Conduct (Staff)
* Online Safety
* Mobile Phone
* Social Media
* Peer on Peer Abuse
* Educational Visits
* Teacher Standards

All behaviour positive and negative is a form of communication, endeavouring to understand this communication is essential if we are to meet the needs of ALL our leaners.

The school’s behaviour policy therefore requires that all members of the school community consistently model the following behaviours:

* Listen Carefully to Each Other,
* Follow Instructions,
* Speak Politely to Everyone,
* Always Try Your Hardest and Do Your Best,
* Be Kind and Respectful to Others.

We believe these expectations are good life skills and model good, consistent behaviour, which enables our children to become life-long learners, “Growing Learners for Life,” opening up potential.

**ALL members of the school community will model its expectations at all times.**

# Principles

1. All pupils will be able to learn in a safe, purposeful, consistent and happy environment.
2. Children displaying challenging behaviours will understand that it is their exhibited behaviour that is in question and not them as a person.
3. The school community shows mutual respect for each other, their property and the school environment.
4. Parents and guardians understand and support the school expectations.
5. Pupils behave appropriately through consistent use of positive approaches,

including teaching positive learning behaviours through metacognition.

1. The school will be consistent, fair and sensitive in its support of adults dealing with children who display challenging behaviour.
2. The school will be consistent, fair and sensitive in its treatment of pupils and employ

positive approach to discipline.

1. Staff will be supported and encouraged in developing positive relationships with all children, especially those with challenging behaviour.
2. Children will be nurtured in achieving basic life skills; learning how to be successful

alongside others.

## Guidelines

* School expectations are displayed in every classroom and community area e.g. hall and playground and on the school website.
* Children and staff model school expectations consistently and will use a restorative approach. Always depersonalise the situation by consistently using the term “school says…..”)
* Each class develops a class charter (that interprets and links to the school expectations and Jigsaw Charter) in September; the children all sign and abide by it.
* Any child not following the school expectations will be sanctioned using the school zone board.
* If further support is necessary, pastoral support will be discussed (with teachers in the first instance) to find a method of **‘Catching the Child Being Good’** and building positive and trusting relationships.
* Risk assessments will be written where appropriate.
* If a child repeatedly loses their temper then an “emotion mountain” (appendix 3) must be completed with the PSO
* The school will carefully consider how to support the victim and the potential perpetrator. (refer to KCSiE 2021)
* If a child has been punished, further sanctions and additional questioning of the child about the same misdemeanour are unnecessary and parents do not need to be informed, unless there is a safeguarding issue (follow safeguarding procedures).
* Parents will be contacted if a child is put in purple (x2 per week) and informed during the school day by the class teacher of the next steps to support their child. It will be made clear to parents that it is not necessary to punish their child again.
* Where necessary, following consultation with the Headteacher and SENDco, referral to specialist behavioural outside agencies will be made.
* If consistent use of the above bullet point and parental involvement do not improve the child’s behaviour, then the school’s internal exclusion and exclusion policies will be referred to.
* During offsite visits, pupils are expected to adhere rigorously to school expectations.

Children who need extra support will be given 1:1 provision following our safeguarding approaches.

* Children should always be listened to in an unbiased, non-judgemental way. Inappropriate behaviours will always be challenged and not dismissed as just “banter”.
* Preventing bullying including cyber bullying (links to online safety policy).
* Assemblies
* Jigsaw
* School Ethos
* Zone Boards
* Trusted Adults
* Class Novels

## Code of Conduct for Staff

Staff are role models for children and will consistently display and model the school’s expectations.

When dealing with negative behaviour, staff will ensure that the act is condemned, not the person and also use a restorative approach.

If children have SEND e.g. Autism, ADHD, they are managed using the school expectations and their support plan/risk assessment; the expectations for behaviour remain the same regardless of condition, however **environment changes and reasonable adjustments** should be made to include children with certain needs. **This must be discussed with the SENCo**

Staff should take time to discuss with a child and the victim what happened, discuss and reflect on ways they could rectify their behaviour. However, if the child has lost their temper then allow them a cooling off period prior to any discussion. (The average human takes twenty minutes to calm down after losing their temper).

Staff should not ‘handle’ a child unless absolutely necessary. However if a child needs to be removed from a dangerous situation. (link to RPI policy)

**The Zone Boards**

Each classroom has a set of zone boards split into five sections (gold, cream, double cream, purple). All children start each day in the Gold Zone, it is expected that every child will stay in this zone each week. Classes have an extended zone for outstanding work/behaviours e.g. the golden hat.

If a child does not demonstrate school expectations the following procedure is used:

* **Warn the child about their behaviour and talk positively to them about correcting it in line with expectations**.
* If behaviour persists, the child will move their disc into the first Cream Zone; staff will

remind the child of how to correct their behaviour.

* If a child demonstrates that they can follow the expectations their name will be moved back into the gold zone. (Catch them being good).
* If they continue to refuse to follow the expectations they will move into the second (double) Cream Zone and finally the Purple Zone. The same procedure (point 2 and 3) is followed by a member of staff. (see sanctions for further information)
* A child can be placed straight into purple when they swear abusively or deliberately hurt/injure another child or adult. However the restorative approach must be used and all incidents investigated fully before any sanction is given.
* Parents are informed by the class teacher, via a phone call, during the when a child has been in purple twice in the same week.

When all other avenues have been exhausted. Children who show resistance over a half term period will begin each session of the day in the Purple Zone (after discussing and agreeing with the HT and AHT) and earn their way back; this will ensure that all adults will catch the children being good. The children will also have a chance to reflect on their own behaviour against our metacognition mascot ‘Mirror’. If this persists, a reflective behaviour book will be put in place alongside internal exclusion. See internal exclusion.

## Rewards

1. Always reward correct behaviour immediately, verbally and ‘catch children being good’. House points should be given for children displaying good metacognitive behaviours and producing their best work. In order for this to happen children should be coached constantly in metacognition and how to be successful.
2. Outstanding examples of these behaviours may be rewarded with stickers. These are very precious and special awards and should only be used for exceptional behaviours and work.
3. The school is divided into 4 houses and Y6 children are chosen (by staff) as House Captains or Vice Captains. House points are given out during the week and the House Captains collate the scores.
4. Each week house points are added up and displayed in the hall. At the end of each term, the house with the most points receives a reward – decided by the school council.
5. Merit badges are awarded in Friday’s assembly for pupils who demonstrate good learning behaviours in each class.
6. Each week the Headteacher will select a child to receive the “Jigsaw Award” in accordance the topic being taught.
7. At the end of each school year the House Trophy is awarded to the house with the most points over the year.
8. The school cooks will award 2 children a special award certificate for good behaviour/following expectations at lunch times.

## Sanctions

**The order is:**

**Firstly - Effective, consistent and positive use of zone boards**

**Then**

* Missing break time if in purple zone, this has to be outside the Headteacher’s Office and supervised if the headteacher is unavailable.
* Parents called if in purple zone x2 (in a week)
* Discussion with Pastoral Support and DSL (follow early help approaches)
* Referral to SENDCo (who may refer to outside agencies)
* Involvement of Head Teacher (liaises with SLT)
* Internal exclusion e.g. Isolation within class or just outside the classroom with continual supervision.
* For major incidences the above hierarchy will be overridden by a direct referral to HT. In extreme cases an internal or permanent exclusion may be used. Major incidences are:
* *When a child repeatedly ignores a member of staff or leaves the building or grounds without permission. NB if a child leaves the school premises the police and parents are informed – we do not chase.*
* *If we have had to restrain a child physically to protect them, other children or staff.*
* *Drug Abuse*
* *Racist incidents*
* *Sexist incidents*
* *Damage to property*
* *Assault*
* *Consistent verbal abuse or threat to others*
* *Malicious Allegation*
* *Injury*
* *Continuous use of inappropriate body language and undermining of staff*

**Internal Exclusions**

It may be necessary for a child to be internally excluded for a period of time away from the classroom if they are involved in a major incident.

The child’s class teacher will set appropriate work to be completed away from the main learning environment, usually outside the classroom.

This period of time will be supervised by a member of staff. Re-integration into the classroom will be carefully planned with the Head Teacher, SLT and Pastoral Support. At this stage parents are communicated with daily.

**Exclusion**

Although an extreme sanction, it may be necessary for the Headteacher to exclude a child. The school’s Exclusion Policy details the school’s practice and policy on exclusions at North Duffield CP School. (See exclusions policy)

These sanctions and their length of time will be decided by the Headteacher in consultation with the relevant staff and the Governing Body.

**Appendices Attached**

Appendix 1 School Expectations

Appendix 2 Home/School Agreement

Appendix 1

**School Expectations**

**We expect everyone to……**

j0281285j0238192

**Listen carefully to each other**

j0232895

j0232133

**Follow instructions**

**Please**

**Thank you**

**Speak politely to everyone**

j0232143

**Be kind and respectful to others**

j0232065

**Always try your hardest and do your best**

Appendix 2





# North Duffield Community Primary School

Broadmanor, North Duffield, Selby, North Yorkshire YO8 5RZ

**Telephone/Fax:** 01757 288487

**E-mail:** [admin@northduffield.n-yorks.sch.uk](mailto:admin@northduffield.n-yorks.sch.uk)

**Website:** [www.northduffield.n-yorks.sch.uk](http://www.northduffield.n-yorks.sch.uk)

**Headteacher:** Mr A Russell

Maintained by North Yorkshire County Council

**North Duffield Community Primary School Home-School Agreement**

**The School will:**

* Provide a safe and happy environment for all children.
* Encourage children to do their best at all times.
* Provide an appropriate curriculum to meet the needs of all children.
* Achieve high standards of work and behaviour by providing opportunities for children to develop positive social relationships, self-esteem and a sense of responsibility.
* Ensure that all pupils are made aware that unacceptable behaviour will not be tolerated.
* Be open and welcoming and offer opportunities for parents to be involved in the life of the school.
* Report formally on your child’s progress each term.
* Provide appropriate homework to support the curriculum.

School’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Parents will:**

* Ensure that their child attends throughout each school term, and arrives on time.
* Ensure that their child wears the correct school uniform.
* Inform the school if their child is absent by telephone on first day of absence.
* Make the school aware of any concerns that might affect the child’s work or behaviour as soon as they become apparent.
* Support their child’s homework.
* Attend parents’ consultations about their child’s progress and any school information evenings.
* Support the school’s guidelines for behaviour.
* Respect all members of the school community, abiding by their policy of zero tolerance towards rude and aggressive behaviour
* We will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset or offend any member of the school community (staff, pupils, local community and parents relating to school).
* Ensure my child gets enough sleep before school.

Parents’ signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_

Name of Child/ren \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Pupils**

**The pupils will:**

* Keep each other safe.
* Follow class charters and the school’s expectations
* Come to school regularly and on time.
* Wear school uniform and be tidy in appearance.
* Do their school work and homework as well as they can and finish on time.
* Look after their school and surroundings

This agreement is to be discussed with all children at home and at school.

I promise to do my best to keep this agreement.

Pupil Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Timeline

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