



The Monk Fryston & Saxton Federation of Church of England Primary Schools

Behaviour Policy

Rationale

All teachers have the right to teach and all children have the right to learn in a classroom free from disruptive behaviour. Such a classroom should reflect the high standards of behavioural expectations of the teacher where pupils will consistently follow established rules and directions that clearly define the limits of acceptable and unacceptable pupil behaviour.

Good behaviour and self-discipline are essential to successful teaching and learning, and to ensure that children grow to understand the difference between right and wrong and appreciate the consequences of their behavior and actions. It is essential that we expect high standards of behaviour at all times; lessons, breaktimes, lunchtimes and when moving around our school. We expect our pupils to show respect towards everybody at all times. We will not tolerate any forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) and constantly instill in our pupils positive attitudes towards other in line with our Christian values, so that they understand and demonstrate tolerance, acceptance and love for one another.

Parents are partners in the establishment of good behaviour and discipline and teachers have the right to ask for the assistance of parents when support is needed in handling the behaviour of pupils.

Teacher's management of behaviour should enhance the self-esteem of pupils through an emphasis on praise and reward.

Aims

- 1) All pupils will be able to learn in a safe, purposeful and happy environment where they are valued as individuals and their self-esteem is preserved and enhanced.
- 2) All pupils will be taught how to behave appropriately as well as being given an understanding of acceptable and unacceptable behaviour in school according to school rules.
- 3) Expected behaviour will be promoted using Growth Mindset and helping pupils make good choices.
- 4) Pupils will demonstrate a respect for others and their property and a proper regard for authority.
- 5) Pupils will understand that it is their personal responsibility to behave well and to support the resolution of conflict.
- 6) School will be consistent, fair and sensitive in its treatment of pupils.
- 7) School will develop links with parents in order that they will be constructively involved in the interpretation of this policy.

Rules

We expect pupils to be:

- 1) Kind
- 2) Fair
- 3) Safe

Objectives

1. To place a strong emphasis on praise and reward where staff will not look for negative behaviour, instead take every opportunity to recognise pupils' appropriate behaviour.
 2. Pupils will be taught the expectations of the school, and every adult in school should act as models and examples of acceptable school behaviour.
 3. To tackle all cases of bullying (including cyberbullying, prejudice-based and discriminatory bullying) purposefully through implementation of the school's anti-bullying policy.
 4. To deal quickly and consistently with incidents of abusive language, persistent disobedience, or violence, and all incidents reported to the headteacher.
 5. To make consistent use of appropriate assertive language when dealing with incidents of inappropriate behaviour (eg talking to the child about the choice they have made).
 6. Consequences / punishments will not be degrading or humiliating.
 7. P.S.H.C.E. work will include issues relating to feelings and personal problems and will encourage pupils to empathize with the situation of others.
 8. Pupils will be given the opportunity to reflect upon their behaviour and understand that it is their choice to behave well or inappropriately.
 9. To have in place an effective S.E.N.D. policy which makes provision for pupils with emotional and behavioural difficulties (pupils who have statements or EHCPs for behavioural SEND are not dis-applied from this policy but their own Support Plans should be followed).
 10. Parents will be informed as to the expectations of behaviour and involved in the reinforcement of the high expectations of the school.
 11. Positive consequences for acceptable behaviour will always include praise and reward.
 12. Negative consequences will be agreed by staff in advance and will include a scale of consequences for severe behaviours as well as persistently unacceptable and dangerous behaviour.
 13. Pupils will be made aware that acceptable / unacceptable behaviour and consequences will apply at all times, including playtimes and the lunch hour, in the classrooms, hall, corridors, toilets, cloakrooms and playground.
 14. All members of staff, including supply teachers, M.S.A.s, T.A.s and students will implement this policy.
- Please also refer to school Anti-bullying policy, Teaching & Learning policy, and S.E.N.D. policy.

Praise

The strong emphasis placed on praise and reward in school will be applied at all times by all members of staff and adults in school.

Celebration Assemblies will support our ethos of recognising outstanding behaviour (behaviour for learning as well as general behaviour).

Stamps and stickers may be used as an instant reward system.

Each class will have a system which recognises exceptional behaviour of the class, group or individual and rewards the child or group for behaviour which is over and above the expected norm.

Staff will keep a record of awards.

Restorative Practice

We believe in the philosophy of restorative practice. This helps to develop community and to manage conflict and tensions by repairing harm and building relationships. It aims to ensure fairness and develop empathy, and has three principles:

- Engagement - involving all participants in the process
- Explanation - shared understanding
- Expectation Clarity - clear vision for the future

This is not about decisions by consensus or to achieve harmony, and does not set out to win individual support through compromises that accommodate every individual's opinions, needs or interests. It is a fair process builds trust and commitment, which produces voluntary co-operation and drives performance. It leads people to go beyond the call of duty by sharing their knowledge and applying their creativity.

When dealing with incidents, staff may use restorative questions to arrive at a fair conclusion, which will generally include the sanctions listed above. If children require time out, they may be asked to answer the restorative questions in written form. A sheet to help structure this can be found in Appendix 1.

Restorative Questions	
<p style="background-color: #f0f0f0; margin: 0;">Responding to Challenging Behaviour</p> <p>What happened? What were you thinking about at the time? What have your thoughts been since? Who has been affected by what you did? In what way have they been affected? What do you think needs to happen next? IRP UK © 2010</p>	<p style="background-color: #f0f0f0; margin: 0;">Responding To Those Harmed:</p> <p>What happened? What were your thoughts at the time? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think needs to happen next?</p>

Sanctions that are imposed when this policy is breached:

Every behavioural incident is different and it is difficult to achieve a list of sanctions that will apply in every situation. We acknowledge that pupils should have consistent boundaries and expectations and will endeavor to ensure that our sanctions are used in the same way in all situations; however, the following list will be used as guidelines and staff will be able to vary them should circumstances dictate. Sanctions used will be age-appropriate and will take into account the developmental needs of the child. Staff will use professional judgement in determining the appropriate sanction to impose when taking into account individual pupils and circumstances.

SLT may track the behavior incidents of individual children who persistently receive sanctions. Behaviour records will be monitored regularly, and emerging issues discussed with parents.

EYFS & Key Stage 1

Therefore, children in EYFS and KS1 will have a chart-based system that allows for an instant response for rewards and sanctions. These are applied consistently with all children. Parents will be informed swiftly if their child persistently receives sanctions.

Key Stage 2

1. The first time a pupil breaks a rule a child is given a verbal warning, reminding them that they have broken a rule.
2. The second time a child breaks a rule they will receive time out. This will enable them to calm down and reflect upon their actions. Staff may use the sheet in Appendix 1 to support this reflection.
3. The third time a child breaks a rule they will receive longer time out (often at playtime) and a parents should be informed (this may be verbally, in a planner, or via text). The incident should be recorded on Scholarpack.

4. The fourth time a child breaks a rule they will be sent to the Headteacher or Deputy Headteacher, who will impose a longer sanction and may contact parents.

Midday Supervisory Assistants – all the staff will support MSAs in managing behaviour. An MSA may remind the child of expected behaviour. If they have to speak to them a second time they will apply the same sanctions as teachers, and pupils may be brought in to the headteacher or class teacher. Every warning should be reported to the class teacher for recording in Scholarpack.

Severe Behaviours

Children who demonstrate the following severe behaviour will usually be sent to Head teacher immediately and parents may be informed of the incident:

- Violent behaviour towards another child or adult.
- Using foul or abusive language.
- Persistent disobedience including refusing to carry out an instruction given by a teacher or any adult working in school.
- Vandalism.
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)

The response taken will be age-appropriate and the context of the incident will always be considered carefully. A pupil may be excluded from school for any of these behaviours at the discretion of the headteacher. Exclusions will follow our exclusion policy and guidance.

Physical restraint (RPI)

In extraordinary circumstances, it may be necessary to physically restrain a child to ensure the protection of themselves or others. Reasonable force may be used to prevent a pupil committing an offence, causing personal injury or damage to property, or in the interests of maintaining good order and discipline. The degree of force used will be the minimum to achieve these aims. All staff have been trained on the use of appropriate physical restraint and only these techniques will be used. Any physical intervention incidents will be recorded and reported to governors.

Social media and electronic communication

The school encourages the use of praise via email to parents. This should be done using the agreed communications protocol and not through personal email addresses. Staff should not use social media to communicate with parents or pupils. Staff must not form relationships with pupils or parents using social media or accept them as a 'friend'.

This policy to be reviewed annually.

R Weights
December 2021



What were you thinking about at the time?



What have your thoughts been since?



Who has been affected by what happened?



In what way have they been affected?



What has been the most difficult thing for you?



What do you think you need to do to make things right?



