

Behaviour Policy

2019-2020

|  |  |  |  |
| --- | --- | --- | --- |
| **Document Status** | | | |
| **Date of Next Review** | **May 2020** | **Responsibility** | *Full Governing Body* |
| **Success Criteria for review completion** |  | **Responsibility** | *Headteacher/Chair of Governors* |
| **Date of Policy Creation** | **May 2023** | **Responsibility** | *Chair of Governors* |
| **Date of Policy Adoption by Governing Body** | | **Signed:**  **Headteacher…………………………………….**  **Date:**  **Chair of Governors……………………………..**  **Date:** | |
| **Method of Communication:**  **School Website**  **School Prospectus** | |

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 children with SEND or medical conditions have the same opportunities and expectations placed upon them as all other young people.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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. The school community shows mutual respect for each other, their property and the school

environment.

1. Parents and guardians understand and support the school expectations.
2. 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 treatment of pupils and employ a

positive approach to discipline.

1. 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.
* Each class develops a class charter (that interprets and links to the school expectations) 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 zone board sanctions are ineffective, pastoral support will be discussed (with teachers in the

first instance) to find a method of ‘Catching the Child Being Good.’

* Parents will be contacted if a child is put in purple (x2 per week) and informed of the next

steps to support their child.

* 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.

## 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 or positive 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.

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 and other all de-escalation strategies have been exhausted (especially if part of a child’s individual risk assessment). However if a child needs to be removed from a dangerous situation, send for help and use the physical intervention methods taught during training.

**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.

* 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)

## Rewards

1. Always reward correct behaviour verbally, and ‘catch children being good’. House points should be given for consistent appropriate effort, learning behaviours and work. **Outstanding** learning behaviour/work, children will be placed on an extension of the zone board and receive an award from the Headteacher.
2. Each class may run its own reward system which leads to a whole class reward at the end of term, e.g. Pyjama Day.
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 housepoints 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. Children who have been in Gold and Cream Zones all week will be awarded 10 minutes extra break time on Friday during afternoon break time.
6. Merit badges are awarded in Friday’s assembly for pupils who demonstrate good learning behaviours in each class.
7. At the end of each school year the House Trophy is awarded to the house with the most points over the year.
8. MSA Certificates awarded to 2 children in the whole school in awards assembly for good behaviour/following expectations at lunch times.

## Sanctions

**The order is:**

* **Effective, consistent and positive use of zone boards**
* **Missing break time if in purple zone**
* **Parents called if in purple zone x2 (in a week)**
* **Discussion with Pastoral Support and Assistant Head**
* **Referral to SENDCo (who may refer to outside agencies)**
* **Involvement of Head Teacher**
* **Internal exclusion e.g. Isolation within class, or working outside HT’s office.**
* **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 SENCO.

**Exclusion**

Although an extreme sanction, it may be necessary for the Headteacher to exclude a child. Exclusion is seen by the school as a means to include. 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:**

* 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
* Follow class charters and the school’s expectations

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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_