

FEDERATION OF



FOLLIFOOT & SPOFFORTH

CHURCH OF ENGLAND PRIMARY SCHOOLS



Love Learn Thrive

Behaviour Policy

2021-2022

This policy was adopted	September 2021
This policy will be reviewed	September 2022

Policy Aims:

- Outline the aims, principles and theory behind our approach to behaviour management
- Provide a consistent approach to behaviour management;
- Outline how children are expected to behave;
- Summarise the roles and responsibilities of different people in the Federation of Follfoot and Spofforth Schools in regards to behaviour management;
- Outline the Federation of Follfoot and Spofforth School's system of rewards and consequences.

Our Vision:

At the Federation of Follfoot & Spofforth CE Primary Schools our vision is:

Together we Love, Learn & Thrive

LOVE

We nurture each individual, build positive relationships with everyone and value their uniqueness.

LEARN

We inspire children to have a lifelong love of learning. They develop wisdom, knowledge and skills and become fluent learners.

THRIVE

We develop children socially, emotionally, physically and spiritually, help them to be the best versions of themselves and prepare them well for their future lives in a diverse world.

Our vision translates directly into this policy in that;

All children will be treated kindly and in a nurturing fashion.

Children are educated in regard to conducting themselves in a kind, respectful and productive manner that recognises and celebrates diversity and difference. They will learn to manage their feelings and behave appropriately in a range of contexts appropriate to their age and stage of development.

All children have the opportunity to thrive in a safe welcoming and inclusive environment. Their behaviour and that of their peers allows them to thrive.

We believe that everyone is equal and has the right to be treated with dignity and respect. Our school is a place where everyone should be able to thrive in a loving and hospitable community. Behaviour will be managed in accordance with our vision ensuring we recognise each child as a child of god.

Federation Aims:

We aim to:

- build relationships with children and families that creates a culture in which children choose to behave well.
- promote Christian Values to encourage self-discipline so that children learn to accept responsibility for their own behaviour as well as give and accept forgiveness.
- recognise that all behaviour is a form of communication and respond accordingly.
- have a consistent approach to behaviour throughout the school by providing clear boundaries and teaching appropriate behaviours.
- promote and encourage the behaviours demonstrated by effective learners.
- promote a culture of responsibility and independence rather than compliance.
- provide a calm, safe, purposeful and happy atmosphere within school.
- ensure that every member of the school community behaves in a considerate, respectful, co-operative way towards others.
- make all appropriate reasonable adjustments to behaviour strategies for children with specific needs.

Roles and Responsibilities:

Headteacher & Governors are responsible for:

- Establishing an effective strategy to ensure a calm, safe, purposeful and happy atmosphere, where everyone feels safe and secure.
- Ensuring that the schools have a policy, which is implemented, communicated, published, monitored, evaluated and reviewed.
- Making appropriate resources available for the policy to be fully implemented.

Staff (Teachers & Support Staff) are responsible for-:

- Providing a calm, safe, purposeful and happy atmosphere within school, where everyone feels safe and secure.
- Implementation all policy expectation such as the outlined in the behaviour checklist
- Discussing and consistently reinforcing school expectations.
- Ensuring that they are aware of the Behaviour Policy and that they have the necessary skills to deal with situations as they arise.
- Ensuring that every opportunity is made to resolve conflicts, should they arise, in a manner that maintains positive relationships.
- Dealing with behaviour sensitively and calmly without threatening or scaring children
- Acting as good role models.
- Managing challenging behaviour in accordance with the school policy.
- Keeping parents informed of behaviour issues as they arise.

- Keeping records as described in this policy.

Teachers have statutory authority to discipline child's whose behaviour is unacceptable, who break the school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). Teachers can implement the recognition and reminders within this policy any time the child is in school or elsewhere under the charge of a teacher or paid member of staff, including on school visits.

Teachers can implement the recognition and reminders within this policy with children in certain circumstances when a child's behaviour occurs outside of school.

Teachers can confiscate property should the need be required in order to maintain safety.

Parents/Carers are responsible for-:

- Ensuring that they support the creation of a safe and secure school.
- Supporting the school policies.
- Working with the school to encourage children to maintain school expectations.
- Acting as good, positive role models.

Children are responsible for-:

- Following the behaviour principles as set out in the behaviour expectations
- Allowing others to learn and play happily without interference.
- Treating others fairly and courteously.
- Actively listening to others.

Training:

Staff will have access to training when and where appropriate. Staff can request advice, support and training directly from the Head teacher. Statutory training such as Restrictive Physical Intervention (RPI) will be provided through accredited trainers.

RPI will only be used following a comprehensive review and risk assessment process involving staff, parents and behaviour professionals. Unless staff have been part of this process and there is a plan in place for child(s) they should never use RPI as doing so would place them in a vulnerable position.

All staff receive training in how to use CPOMS, the electronic system used in the Federation for monitoring safeguarding, wellbeing and all pastoral issues. There is a separate guide for the use of CPOMS.

Links to legislation/ policy and documents:

We value every child as an individual who has an important part to play in our community. We encourage all children to develop the skills, qualities and aspirations to become independent learners, confident individuals and responsible citizens. Our curriculum and all its associated plans will fully consider our commitment to meeting our duties in relation to the Equality act as well as maximising opportunities to promote equality and diversity at every meaningful opportunity.

Our policy has clear links to:

Complaints policy

Exclusions policy

Child Protection policy

Anti-Bullying policy

Online Safety policy

Special Educational Needs Policy

Equality & Diversity

The Federation of Follifoot & Spofforth CE Primary Schools welcomes its duties under the Equality Act (2010). The Equality Act establishes nine protected characteristics

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

Both schools pay due regard to the need:

To eliminate discrimination, harassment, victimisation and any other conduct that is **prohibited by or under this Act.**

To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Procedures and practices

The procedures and practices outlined below represent the consistent whole school approach. Adapting, altering or adding to them risks compromising the consistency and impact of the approach. They should be followed consistently as described. If adjustments are needed for a specific situation this should be discussed with the SENDCO and Headteacher before any action is taken.

All adults in school have a responsibility to model high standards of behaviour, in their dealings with the children and with each other, as their example has an important influence on the children.

Clear behaviour principles (below) are displayed in every classroom and in shared areas as appropriate. These will be explained to all children at the start of the academic year and re-visited as and when necessary.


- 1. Be kind and respectful to everyone.**
- 2. Take pride in all you do.**
- 3. Be careful and take responsibility for my words and actions.**


Behaviour For Learning Expectations

Our Vision of Love Learn Thrive has shaped our agreed behaviour expectations. They are:

- 1. Be kind and respectful to everyone.**
- 2. Take pride in all you do.**
- 3. Be careful and take responsibility for your words and actions.**

These principles apply at all times, in all places and with all people.

Recognising 	3. Written recognition from the Headteacher. <small>Communication from the headteacher seen hat form.</small>
	2. Written recognition. <small>Widely identifiable MA Behaviour Badge</small>
	1. Verbal recognition from an adult. <small>Teachers may give out a golden sticker.</small>

Reminding 	1. Verbal reminder from an adult. <small>Conversation with the class teacher. Children may be moved within their classroom if considered appropriate.</small>
	2. Recorded reminder. <small>Record made on CPD/M. Class teacher communication to parents.</small>
	3. Serious incident or repeated reminders. <small>Every time incident in a hat form it will equal a discussion with the Senior Teacher or Headteacher and a letter home. The appropriate consequences will be considered and applied. Every single serious incident will equal a discussion with the Senior Teacher or Headteacher and a communication to home. The appropriate consequences will be considered and applied.</small>

These expectations apply at all times in classrooms, the playground and in all other areas of school.

At The Federation of Follifoot and Spofforth CE Schools, we believe that consequences are important to help children understand when they have made a wrong choice, reflect on that and make better choices in the future. We avoid sanctions or consequences where a child is made to feel shame or humiliation. Children do not improve their behaviour after feeling worse about themselves. For this reason, practices such as traffic lights, sunshine and clouds on walls or names on boards are not used. Behaviour is improved by building children's self-esteem and helping them to believe that they can make the right choices, they are kind and they are capable of behaving well. We deal with incidents of disruptive or inappropriate behaviour in a way that avoids shame and punitive responses and punishments. We hope to foster an atmosphere where children have the chance to reflect upon the impact that their behaviour has on other people, including teaching staff.

Applying the 'Recognition and Reminders'

Following feedback from children and staff these have been simplified for 2021-2022 to provide greater clarity and consistency as well as ensure high expectations (Appendix 1).

Recognising

Step 1 – All staff are encouraged to frequently verbally recognise genuine examples of good and outstanding learning behaviour.

Step 2 – Every week on a Friday the class teacher will send an electronic Marvellous ME behaviour badge to every child who has not needed any verbal reminders in relation to behaviour. An appropriate short message of encouragement will accompany the badge. Teachers will give golden stickers throughout the week to children who display any or all of the three learning behaviours.

Step 3 – Children will receive a written message from the Headteacher when they have displayed consistently good behaviour. The headteacher will ask for nominations from each class teacher.

Team Points

Team points can be used to recognise additional and or extra effort or significant improvement in any aspects of school life including behaviour.

Each class teacher will; keep a weekly record of team points awarded which will be collected by either the school administrator or child from upper KS2. The team point trophy will be awarded either weekly or fortnightly in the whole school sharing worship.

Reminding

Step 1 – Exercising professional judgement and in line with and reference to the behaviour expectations staff will clearly and calmly remind children when they are not meeting the expectations. They will be specific as to which aspect of the expectations the child is not meeting and be clear with child as to what they are expected to do. Reminders will not seek to be used to shame or publicly humiliate a child.

Step 2 – Exercising professional judgement regarding time lapsed since step 1 children will be reminded again and be told they have reached step 2. The incident will be recorded on CPOMS and the child's parents will be informed.

Step 3 – Children will be informed their behaviour is in line with Step 3. It will be reported to the HT and recorded on CPOMS. The HT will work closely with the class teacher, any other staff as appropriate and parents on the next steps.

CPOMS must be used to record all behaviour incidents. This must be done on the day. It must **not** be completed in front of the child or any other children.

Step 3 of the consequences refers to additional consequences that may be sanctioned by the Head teacher these may include –

- Missing playtime(s)
- Informal discussion between class teacher and or Head teacher & parent/carer
- Letter sent home
- Further warning
- Parents invited in
- Internal exclusion (moved to another class for a fixed period)
- Supervised isolation during playtime and lunchtime
- Child placed on report
- Fixed-term exclusion
- Permanent exclusion

Monitoring of Incidents

The HT, SENDCO and respective senior teachers are alerted to all behaviour incidents recorded on CPOMS. On receiving an alert they will; review the incident including assessing the action taken so far. If no clear action has been taken they will note on CPOMS in the 'Add Action' that follow up is required and by who. This will be followed up with support as needed.

Behaviour is regularly discussed as a key item at staff meetings with updates in weekly briefings also.

The HT will report to the school development committee and full governing board on key strategic issue relating to behaviour for example policy updates, patterns in incidents.

Talking to Parents about Behaviour

This is often one of the hardest parts of being a class teacher. Careful considerations should be given before each discussions and where necessary advice sought from senior leaders and or the Head teacher. Although difficult these are often some of the most important discussions and must not be avoided. The following basic principles should be followed when talking to parents about behaviour.

- Carefully plan discussions – what are the key messages you want to get across.
- Ensure discussions are conducted in private never 'on the corridor' or on the playground'.
- Ensure you have suggestions, next steps to give to help improve the situation, never say you don't know what else to try. You may sometimes feel like this in which case seek advice before meeting with parents.
- Listen and take on board parent perspective and any ideas/strategies they might have.
- Keep to the facts and avoid opinion e.g. *'The behaviours are interrupting and disrupting learning in most lessons'* rather than *'They are the most difficult child I have ever known'*. The later might be true but does nothing to help improve what is likely to be a challenging conversation.
- Always arrange a time to follow up further.

Staff Behaviour Checklist

Where there is inconsistency, children are more likely to challenge the boundaries. If a child thinks there is a chance that the school will forget about or not apply a sanction then sanctions will be no deterrent in the future.

Doing the simple things consistently makes a difference with behaviour. For example, the teacher who takes the time to meet and greet children at the door will find they come in

happier and ready to learn. At Follifoot and Spofforth Federation, we use a staff behaviour checklist (Appendix 2) so that all staff (including any supply staff) are aware of expectations around behaviour. Teachers who follow these guidelines find there is more consistency of approach to managing behaviour, both in the classroom and around the school. When children know that adults will stick to the behaviour policy and class routines, they feel safer and happy, and behaviour improves.

A laminated copy of the staff behaviour checklist (be kept under the keyboard of every teachers computer.

Supervision of children

Supervision, organisation, consistency and relationships are the fundamental core of managing behaviour well. Without these even the most naturally well-behaved children are unlikely to behave well.

School begins at 8.55 promptly. A single member of staff will be outside from 8.45am. Teaching staff will be on the playground from 8.50am.

School ends at 3.20pm (Spofforth) and 3.30pm (Follifoot). Staff will go into the playground with their class to ensure parent/carers are there to collect their children. A member of staff will accompany younger children to the school bus (Spofforth only).

At the end of break the bell is rung and the children all stop. They line up and wait in the playground until their teacher arrives to collect them. At the end of lunchtime the bell is rung, and the children stop. They line up and wait in the playground until their teacher arrives to collect them. Staff must be prompt in order to encourage prompt and settled lining up.

Children walk quietly around the school building. They give way at doors and respect other people and their property. They hold the door for the person behind them rather than one child holding the door for everyone, this reinforces the principle of everyone having a role in showing good manners. At worship time they enter the hall calmly, listen carefully and take time to think.

Discussion, Conflict Resolution, and Peer Support

Children are always encouraged to resolve any conflict or issues with one another with the direct support and guidance from their Class Teacher. They are encouraged to understand feelings, acknowledge their own behaviours and how they may have impacted on another.

We cannot assume that children already have the skills they need in order to manage their emotions and meet our expectations about their behaviour. We need to take active steps to develop children's social, emotional and behavioural skills. Children may need help and support with their interactions. Adults need to offer support to the children around naming feelings (anger/ sadness and knowing it is ok to have such emotions) and being able to help consider ways in which any wrongdoing can be repaired. When dealing with conflicts or issues, adults consider knowledge and understanding of the child's back story and how that might impact on their behaviour. When considering the child's viewpoint, adults need to see this from the child's perspective, rather than with the logic, cognition and emotional response of an adult.

Where necessary, using the 'Reflect, Rethink, Resolve' sheet (Appendix 3), staff will work restoratively with children to ensure that relationships are stronger, and learning is more effective.

Behaviour and SEND


The Federation's special educational needs co-ordinator will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, Early Help team, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a child, the SENCO will liaise with external agencies such as NYCC SEND Hub, SEMH practitioners (social, emotional and mental health) and plan support programmes for that child. They will work with parents and teachers to create the plan and review it on a regular basis. For children who have social, emotional or mental health difficulties, extra support will be provided. This is evident in many ways for example; visual time tables, nurture time, Volcano in my tummy, personalised reward systems, parental engagement, structured playtimes.

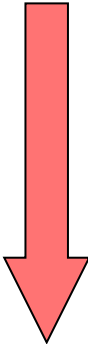
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Recognising		<p>3. Written recognition from the Headteacher.</p> <p><i>Communication from the Headteacher for specific, excellent displays of the three learning behaviours.</i></p>
		<p>2. Written recognition.</p> <p><i>Weekly Marvellous ME Behaviour Badge from class teacher.</i></p>
		<p>1. Verbal recognition from an adult.</p> <p>Teachers may give out a golden sticker throughout the week to recognise children displaying the three-learning behaviours. Class teachers will choose particular children to receive a certificate/ star/ sticker in Sharing Worship.</p>

Reminding		<p>1. Verbal reminder from an adult.</p> <p><i>Conversation with the class teacher. Children may be moved within their classroom if considered appropriate.</i></p>
		<p>2. Recorded reminder.</p> <p><i>Record made on CPOMS. Class teacher communication to parents.</i></p>
		<p>3. Serious incident or repeated reminders.</p> <p><i>Every third incident in a half term in will equal a discussion with the Senior teacher or Headteacher and a letter home. The appropriate consequences will be considered and applied.</i></p> <p><i>Every single serious incident will equal a discussion with the Senior Teacher or Headteacher and a communication to home. The appropriate consequences will be considered and applied.</i></p>

Appendix 2

Staff Behaviour Daily Checklist

Laminated copy kept under keyboard of every staff classroom computer.

Classroom	
Aspect	In Place
Know the names and roles of all adults in class.	
All adults have been appropriately briefed.	
Collect the children on time at the start and throughout the day.	
Behaviour principles including reminders and encouragers clearly displayed in classroom.	
Visual timetable on display.	
Access to CPOMS and MarvellousME.	
Clear system for house point recording	
Children	
Aspect	In Place
Know the names of the children and use them. Avoid the use of informal collective nouns such as 'guys' 'kids' 'gang'.	
Greet the children and ensure children line up smartly and silently before entering the building.	
Morning emotional check in – how are you today?	
Show children all valued equally – children very perceptive to favourites – self-awareness from staff is important	
Ensure cloakrooms are used properly with high levels of care for personal and school belongings. Actively promote and ensure collective responsibility for this.	
Know the children who need extra support in terms of behaviour.	
Teach children the class routines ensuring children have a clear understanding of them.	
Teaching	
Aspect	In Place
Ensure that all resources are prepared in advance and are easily to hand.	
Praise the behaviour you want to see more of. Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).	
Apply agreed Federation routine for stopping the class and talking to children. '3, 2, 1 Stop Look and listen please.' Only start talking when all children are listening. Stop and re-engage if children stop listening while adult talking.	
Consistent use of nomination when asking questions. No use of hands up from children to answer questions.	
Differentiate. Know the needs of the children and adapt provision to promote and encourage independence and sense of success.	
Stay calm. Keep to the steps to avoid 'sudden' escalation from calm to cross very quickly.	
Parents	
Aspect	In Place
Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.	
Always check parents have time and are happy to speak before starting.	
Ensure conversations take place in a suitably confidential location.	

Reflect, Rethink, Resolve

This will help you think about what happened.

Name		Date	
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





So...what happened? *Who else was there/involved? When? Where?*

Who else has been affected by what happened?




.....

What were you thinking/feeling at the time?

How are you feeling now about what happened?

									
Angry	Worried	Don't Care	Annoyed	Guilty	Confused	Ashamed	Glad	Sad	Sorry

How do you think *they* feel now about what happened?

									
Sad	Won't Care	Worried	Annoyed	Angry	Sorry	Confused	Hurt	Vengeful	Shocked

How can I turn this into an opportunity for learning ?

STAFF COMMENT: (completed by the staff member after discussing the report)

On reading and discussing this 'Reflect, Rethink, Resolve', what does the young person appear to have learned from this experience.

Would any further work be advised? If so, what? When ? Who ?
(Please inform any relevant people if unsure seek guidance)