



North Wolds Federation Behavior Policy

July 2017

1 Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose Christian values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

2.1 Rewards

The reward system we use **must** be used by all people who come into contact with children through the life of the school. This could include teachers, teaching assistants, learning support assistants, parent helpers, administrative staff or site staff. We feel it is important that positive rewards are applied consistently school wide. We want our children to be “showered” with rewards for good behaviour.

We reward children amongst other things in our school for following our values, their academic achievements, their attitudes and their behaviour.

This is the structure of our reward system

Praising Children

This is a very powerful tool. As much as possible we “Catch children being good.”



House Points

These are used to go towards the team total in Friday’s celebration Collective Worship and also on a pupils own card which hold 100 points. When a pupil reaches a team point milestone (every 25) they can choose a treat for themselves from the agreed class list.



Merit Stickers

These are awarded for extra effort and are worth more than team points. When a child achieves 10 merits they get a certificate in whole school assembly.



Golden Coins

These are awarded for something that is outstanding and are worth more than house points and merit stickers. Children with Golden Coins can

attend the Golden Coin Party.

In addition to these, class teachers are empowered to run their own reward systems
E.G marbles in a jar, secret student or terrific tickets.

In addition to this once a week a child in each class is awarded the Golden(MR)/Emerald(NCPS)
Jumper for a specific achievement for either work, behaviour or following the school values.

2.2 Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

This is the Structure of Our Sanction System

1) Children receive non-verbal cue that their behaviour is poor.



2) Children receive a verbal warning



3) Children begin the session (Morning or afternoon) on the sun. If they don't respond to the verbal warning they move to the cloud. Older classes may modify the sun and clouds to more age appropriate objects. The cloud will have an agreed sanction that is appropriate for the age of the children in that class.



4) If a child still continues to misbehave they will move to the black cloud. The black cloud will have an agreed sanction that is appropriate for the age of the children in the class. Teachers will communicate with parents at the end of the day if the child get to the black cloud if necessary.



5) If a child's behaviour still doesn't improve they will be referred to the Key Stage One Leader / Key Stage 2 Leader / Head of School



6) If a child behaviour still doesn't improve then they will be sent to the Executive Head Teacher. At this point parents will be informed by the Executive Head Teacher. This should be a rare occurrence.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident in the STAR file of Pastoral care log and the child is referred to the Executive Head Teacher or Head of School.

If a child repeatedly acts in a way that regularly disrupts or upsets others the school, in partnership with parents, will employ personalised behaviour management systems. These may include:

- Daily reward chart
- Behaviour contract
- Behaviour Checklist (I.E If you do this..... this will happen)
- Report cards overseen by senior staff

2.3 Behaviour During Collective Worship.

Collective worship is a special time in our school day and children's behaviour is expected to reflect this. Children are expected to come into and leave the hall in a quiet, orderly manner. Children who do not follow this will stay behind after the collective worship to speak to the person who has led it.

3 Behaviour At Playtime And Lunchtime.

Children are expected to behave as well in the playgrounds as inside. Children will be well supervised so that any poor behaviour can be pre-empted before it escalates. Children in our school are not allowed to fight or play fight. **Every example of poor behaviour seen, no matter how minor, must be challenged with reference made to our school rules or values.** Children who need time to reflect on their behaviour may be given time out at the pit stops to give them somewhere quiet, away from their peers, to either calm down, reflect on their own behaviour or the school values.

4 The Role Of The Class Teacher

4.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

4.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

4.3 The class teacher treats each child fairly and enforces the classroom rules consistently. The teacher treats all children in their class with respect and understanding.

4.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents whilst following the sanctions part of this policy.

4.5 The class teacher liaises with the SENCo and external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with outside agencies.

5 The Role of Lunchtime Supervisors

5.1 Lunchtime supervisors have the same access to the rewards system of the school and are encouraged and expected to distribute house points for good behaviour.

5.2 Lunchtime supervisors should follow the same sanction procedure as everyone else. In addition to this is they can provide time out in order for children to have the chance to reflect on their own behaviour and calm down if necessary.

5.3 Lunchtime supervisors should only escalate issues they cannot deal with as it undermines their own position of authority when they do so unnecessarily. The system of escalation is Key Stage Leaders, Head of School and then the Head teacher in extreme cases.

5.4 Issues that happen during lunchtime should be resolved during the lunchtime session including any sanctions. Lunchtime supervisors should hand over any issues to the class teacher quickly and in private in order that effective teaching and learning can take place.

5.5 Lunchtime supervisors must ensure any issues are added to pastoral care or STAR files as they occur.

6 The Role Of The Executive Head Teacher

6.1 It is the responsibility of the Executive Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Head Teacher to ensure the health, safety and welfare of all children in the school.

6.2 The Executive Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

6.3 The Executive Head Teacher (or Head of School) keeps records of all reported serious incidents of misbehaviour. The logs we keep include bullying log, racism log, homophobic behaviour log, team teach records, exclusion file, first aid overview, STAR files (for children identified as needing support with behaviour), and pastoral care log.

7 The Role Of Parents

7.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

7.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.

7.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

7.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Executive Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

8 The Role Of Governors

8.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

8.2 The Executive Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Executive Head Teacher about particular disciplinary issues. The Executive Head Teacher must take this into account when making decisions about matters of behaviour.

9 Fixed-Term And Permanent Exclusions

9.1 Only the Executive Head Teacher (or the Head of School in the absence of the Head) has the power to exclude a pupil from school. The Executive Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Head Teacher may also exclude a pupil permanently. It is also possible for the Executive Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

9.2 If the Executive Head Teacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Executive Head Teacher informs the Children's Services and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

In days 1 to 5 of a fixed period exclusion, parents are informed of their responsibility to ensure that their child is not present in a public place during school hours.

From September 2007, the school has a legal duty to provide full time education (off-site or in a shared provision) from Day 6 of a fixed period exclusion. This education should be delivered by an appropriate person and not left to the parents to deliver work on behalf of the school.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Head Teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

9.3 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

9.4 If the governors' appeals panel decides that a pupil should be reinstated, the Executive Head Teacher must comply with this ruling.

10 Monitoring

10.1 The Executive Head Teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

mic

10.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents of note the pastoral care file and STAR files that are reviewed termly. In the cases of a serious incident these will be recorded on a serious incident form and sent to the Executive Head teacher or Head of School for follow up and recording purposes. These slips will be available to Governors during behaviour reviews.

10.3 The Executive Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

10.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

11 Review

11.1 The governing body intends to review this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Chair of Governors:

Date

Executive Head Teacher :

Date: