



Blessed is the one who trusts in the Lord, whose confidence is in him.
They will be like a tree planted by the water that sends out its roots by the stream.
It does not fear when heat comes; its leaves are always green.
It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

BEHAVIOUR POLICY

Reviewed September 2023

Next review date September 2024

Our Federation Vision

This Bible passage is the foundation of our federation's vision. It reflects the unique location of our schools, close to the rivers Ure and Cover. The nearby confluence of these two rivers helps us to visualise our families, children and staff from each school coming together.

In our logo, the tree is in the shape of the cross to remind us that Christ is at the centre of our school family, that we can put our trust in Him and that all our values are rooted in His love. As rural schools, beautiful trees surround us and we feel that the tree symbolises the way we are growing together in community and also as individuals.

We seek to give our children healthy roots, to enable them to **learn** and live fruitful lives: to **love** one another, to care for the environment in which they are planted and the wider world, and to **grow** in whatever they do.

Our Behaviour Ethos

The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools is committed to creating an environment where exemplary behaviour is at the root of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy is rooted in our Christian vision and values with a heavy emphasis on love: When asked, 'which is the greatest commandment?' Jesus answered, 'love God, love your neighbour and love yourself'. (Matthew 22:36-40).

We keep the school rules, or expectations of behaviour as simple and child friendly as we can to ensure everyone understands them. We expect children to:

Be Safe

Be Respectful

Be Responsible

These are displayed around the school and in classrooms and, if needed, children are reminded of these expectations to support them in making the right choice.

Growth Mindset & Emotional Wellbeing

We encourage children to be adventurous in their learning and to develop a 'Growth Mindset' with high expectations of themselves. Children are supported and taught to manage their emotions effectively and develop strategies to support them to communicate with everyone in an appropriate and respectful way.

We use Zones of Regulation to support emotional wellbeing and self-regulation. This is revisited on a regular basis. The school uses PSHE lessons to help children understand their emotions and the impact this has on learning, relationships and a sense of wellbeing. Circle time provides the ideal opportunity for reinforcing our expectations and encouraging children to feel valued and included.

Recognition of Positive Behaviour

Learning environments are positive places, where pupils feel valued and respected by staff. This positive ethos supports good behaviour, where verbal praise can be as effective as large, public rewards. Where individual rewards are used, they are consistent, age appropriate and valued and inclusive for all children to benefit from.

At The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools, we organise rewards and feedback:

- to promote a 'Growth Mindset' (A Positive way of thinking!) and a 'can do' attitude towards learning
- to praise for effort and the learning strategies used rather than ability
- to focus on behaviours such as being willing to have a go, being resilient, being aspirational and respectful
- to value positive behaviours, including our three school rules
- to value when pupils have lived out our school Christian Vision and Values

Personal and team rewards – 'Dojo' points are used to support and encourage effective behaviour choices, these points are collated into House Points at the end of each week. Each term the winning House Team is rewarded with a treat.

Messages of praise are sent home (stickers, verbal, phone call, Class dojo messages, postcard).

Public recognition – 'Stars of the Week' are identified by adults in school, during the week, and acknowledged in Friday celebration worship and in the school newsletter. Each week, a pupil in each class is acknowledged for their 'Growth Mindset' with an award. When appropriate, pupils may be involved in choosing one of their peers to be acknowledged in celebration worship.

Headteacher Awards - Each half term, one pupil from each year group who has lived out the School Vision and half term Christian Value, will be awarded a special 'Headteacher Award'. This will be chosen by the adults in school.

Special Education Needs and Disabilities

This policy may be adapted for those children with Special Educational Needs and Disabilities (SEND). We recognise as a school that some pupils may have behaviour and social needs that require additional and different provision for them to access the curriculum alongside their peers. In these cases, a specific Behaviour Support Plan and Risk Assessment will be agreed, resourced and implemented in discussion with parents, Parent Support Adviser, outside agencies and regularly monitored by our SENCO.

Managing Unacceptable Behaviour

Our priority is to address unacceptable behaviour in a fair and consistent way, providing opportunities to turn situations around, put right things that have gone wrong, reflect on actions and show forgiveness.

Staff will use the steps below if behaviour is disruptive, in order to support children in making the right choice (to be displayed visually in the classroom – see Appendix A):

- Look
- Redirection - Gentle encouragement, a 'nudge' in the right direction.
- Verbal warning
- Move away from where they are working
- Five minutes off break – including resolution discussion with adult*
- Miss a full break – including a resolution discussion with an adult and Headteacher (recorded on CPOMS)*
- Contact with home
- Exclusion internal/external Each day is a fresh start, except under exceptional circumstances (to be agreed by the Class teacher, Headteacher in discussion with the pupil and where appropriate the parent).

* see Appendix B for Restorative Practice definition and questions to aid discussions

Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues are addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse.

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools we make sure that this is done discreetly.

If a serious incident occurs, parents of all parties will be informed as soon as possible. They will be given an indication of the seriousness of the incident and an early opportunity for discussion. Such incidents may be: hurting someone enough for them to receive First Aid; known bullying; sexual violence or sexual harassment; racist, sexist, homophobic or discriminatory behaviour; vandalism; repeated swearing or defiance. These incidents will also be logged on CPOMS and will be monitored by the Executive Headteacher.

In rare circumstances, unacceptable behaviour may be serious enough to warrant further action. As a last resort, trained and authorised individuals may need to use physical intervention as permissible in Section 93 of the Education and Inspections Act 2006.

In summary, staff may use such force as is reasonable to prevent a pupil from:

- a) committing any offence,
- b) causing personal injury or damage to a pupil or property,
- c) prejudicing the maintenance of good order and discipline.

The school uses the NYCC 'Guidance on the Use of Restrictive Physical Intervention with Children and Young People'. The guidance recognises that behaviour can almost always be managed using proactive and preventative approaches and that any restrictive intervention is only necessary after all other strategies have been exhausted. It is always unlawful to use force as a punishment.

The Executive Headteacher may take the decision to use internal exclusions, fixed-term exclusion, exclusion from school at lunchtime or permanent exclusion. In this case parents/carers will be in full communication with the Executive Headteacher. The North Yorkshire County guidelines and policy for exclusion will be followed and governors will be informed.

Leaving the school site

In the unlikely event of a child leaving the school site, a member of staff would observe the child from a distance and attempt to re-engage them in a positive dialogue about the best thing to do next. They would not follow them closely as this could cause them to run, possibly into the road. The Executive Headteacher would be informed who would contact the child's parents and if necessary the police - See NYCC Guidance on the use of RPI and the school's Missing Child Policy.

Bullying

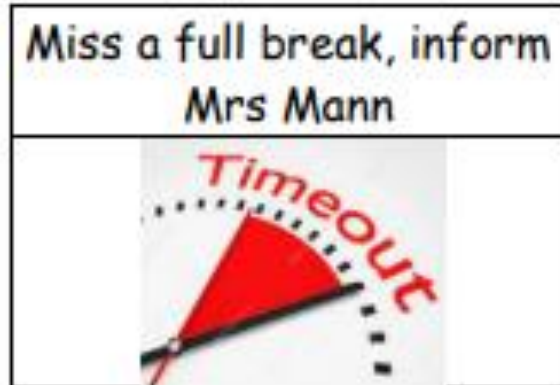
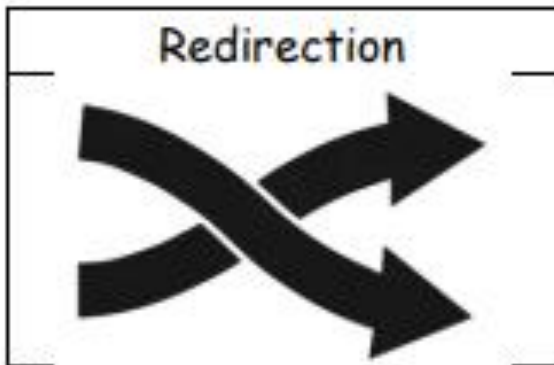
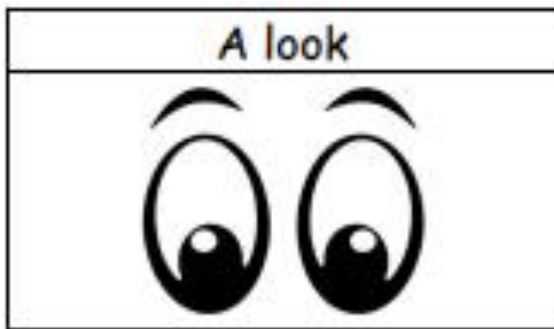
Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
 - Repeated, often over a period of time
 - Difficult to defend against
- Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

This policy has been produced in consultation with children, parents/carers, staff and governors.

When writing this policy, school leaders have referred to: 'Valuing all God's Children', "which offered Church of England schools guidance in challenging homophobic bullying and in how to offer a safe and welcoming place for all God's children".

Appendix A



Appendix B:

Restorative Practices

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships:

Restorative Questions 1

To respond to challenging behaviour:

- 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 you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?