



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 2025

Next review date September 2026

### 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.

*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".*

### 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 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 Ready**

These expectations 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, to develop resilience through 'Growth Mindset' with high expectations and aspirations for 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 – being aspirational and resilient
- 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. An 'Over and Above' award (5 dojo points) is used to celebrate pupils who have

**Pupil of the week** – The pupil with the most Dojo points in each class is recognised in Celebration Worship on a Friday

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

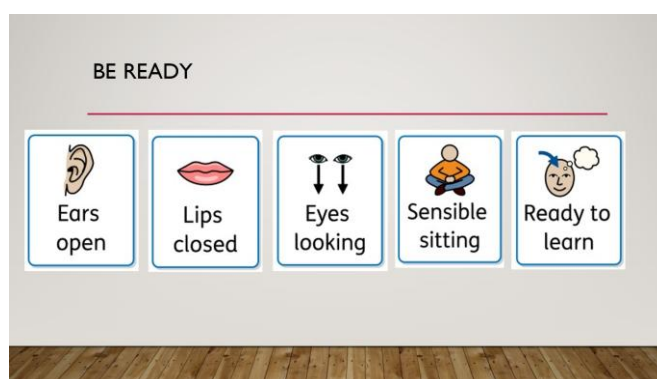
**Public recognition** – 'Stars of the Week' are identified by adults in school, during the week, and acknowledged in Friday Celebration Worship and in the school newsletter. When appropriate, pupils may be involved in choosing one of their peers to be acknowledged in celebration worship.

**Headteacher Awards** - Each half term, at least 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.

### Consistency

Our consistencies, which we will reinforce every day, are:

- Daily 'meet and greet' - staff will greet the children at the gate/door to give a personal welcome in to school
- Lovely Lines - children will line up facing forwards, with hands by their sides and standing quietly.
- Wow Walking - pupils are to walk sensibly and calmly around school and encouraged by staff to do so.
- Be Ready with visual cues, displayed in classrooms and school hall:



### 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):

Steps	Actions
Reminder (in private where possible)	A reminder about the three simple rules (ready, respectful and safe)
Verbal Warning	“Think carefully about your next step”
Last chance	Offer a positive choice to do so and refer to previous examples of good behaviour. 30 second intervention. (See Appendix B)
Time out	Time out (in calm corner or another space in school)
Repair	Restorative conversation (See Appendix C)

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 Executive Headteacher may take the decision to use internal suspension, fixed-term suspension, suspension 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. Please refer to our federation Missing Child Policy. The Executive Headteacher would be informed who would contact the child's parents and if necessary the police.

## **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.

## **Racism**

At The Federation of Middleham & Spennithorne CE Primary Schools it is our aim is to develop in every individual a sense of self-worth and respect for others.

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language/dialect or cultural background or nationality in a negative way. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible racial incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances. It may be dealt with in several ways depending on the seriousness of the incident and the understanding of the children involved.

All racist incidents will be logged on CPOMS and monitored by the Headteacher.

## **Sexual Violence and Sexual Abuse**

Sexual violence and sexual harassment can occur between two children of any age and sex, or it can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Sexual violence and sexual harassment will not be tolerated or dismissed as 'banter'. All unacceptable behaviours that fall within this category will be robustly challenged and dealt with in line with the school behaviour policy and safeguarding policy.

All incidents are recorded on CPOMS and monitored by the Headteacher.

## **Positive Handling**

At The Federation of Middleham & Spennithorne CE Primary Schools, we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small number of children, the use of an approved restrictive physical intervention may be needed. All members of staff are trained in positive handling techniques. Any incidents of physical intervention must be entered into the incident log. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted.

### **Before using physical interventions, we take effective action to reduce risk by:**

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Giving clear directions for pupils to stop.
- Reminding the pupil about rules and likely outcomes.
- Removing an audience or taking vulnerable pupils to a safe place.
- Making the environment safer by moving furniture and removing objects which could be used as weapons.
- Using positive guidance to escort pupils to somewhere less pressured.
- Ensuring that colleagues know what is happening and call for help. During or before intervention, staff should speak calmly as a way of reassurance e.g. "I am doing this to keep you safe."

At this school, we only use physical intervention where there is no realistic alternative. The staff present will conduct a dynamic risk assessment and consider alternatives to physical intervention. All response to challenging behaviour will be reasonable, proportionate and necessary.

Physical restraint can only be used in accordance with the following:

- The member of staff has good grounds for believing that the child is in immediate significant danger of harming themselves or another person where there is the threat of serious injury or death.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure minimum of two team teach trained members of staff before applying the physical intervention.
- Once safe, the intervention should be relaxed to allow the child to gain self-control and regulate themselves.
- Physical intervention is never used to force compliance with staff instructions when there is no immediate danger to themselves or others.
- Physical intervention should be an act of care and control, NOT punishment.
- After the event the physical intervention will be discussed with the child and the parents.

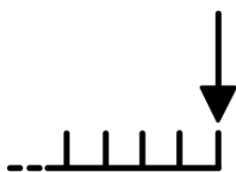
This policy has been produced in consultation with children, parents/carers, staff and governors.



Reminder



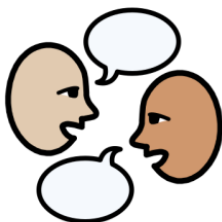
Verbal  
warning



Last chance



Time out



Repair

## Appendix B:

### **30 second script (in private)**

- I noticed you are...
- It was the rule about..... that you broke.
- You have chosen to...
- Do you remember last week when you...?
- That is who I need to see today....
- Thank you for listening.

(Now give the child some 'take up' time).

## Appendix C:

### **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?