



Husthwaite and Sessay CE Primary Federation Behaviour Policy

At the Husthwaite and Sessay CE Primary Federation we are committed to providing an inclusive, stimulating education based upon Christian values. We all work together to promote a school environment where children feel welcome, safe, happy and confident at all times in line with our key Christian values.

The Federation shows itself to be a stable, ordered, caring community where children are encouraged to be self-reliant, to make sensible choices and to exercise self-control. Throughout the school there is an insistence on acceptable standards of personal behaviour where all staff are key role models. We aim to reinforce good behaviour and emphasis is placed on praising good manners, kindness and consideration towards others.

‘Forgive us our sins as we forgive those who have sinned against us.’ Luke 11 v 4

This policy will provide staff with a framework in which to foster the healthy growth and development of a child’s spiritual, moral, emotional and social education.

Aims

- To help each child acquire a set of moral values which will guide his/her personal behaviour
- To develop a respect for and responsiveness to the needs of others
- To develop a positive attitude to emotions, life and learning
- To encourage pupils to co-operate with one another, and other members of the school community
- To encourage each child to develop as an individual, grow in confidence and self knowledge, and learn how to deal with the more difficult emotional experience of life and self-regulate these emotions
- To help each child to understand and acknowledge the need for rules and authority
- To help each child develop a sense of personal responsibility
- To work with parents to develop a mutual understanding of the behaviour we expect in school.

Equal opportunities

All children irrespective of race, gender, social background or disability are treated equally in respect of the strategies included in this policy for the management of children’s behaviour. We start from the premise that we expect good behaviour from all children.

How we hope to foster good behaviour:

- By providing a safe, well ordered environment in which learning can take place
- By valuing each child as an individual
- By providing challenging programmes of teaching, guidance and a range of opportunities (including extra curricular) designed to enable pupils to develop their full potential
- By teachers inspiring confidence
- By emphasising co-operation and interdependence
- Through close liaison with parents, giving information about progress and performance and early warning of problems whether associated with work, relationships or behaviour
- By creating a positive environment where children feel secure enough to try, succeed, fail and take constructive criticism
- By providing children with a set of school rules to adhere to and making them fully aware of the consequences of disregarding them
- By celebrating success with parents, Head teacher, and the wider community
- Use of 'merit' awards including a 'Wow!' chart for public praise
- Use of stickers, rewards and certificates across the school

Rules and Routines

Clear rules and routines are taught which apply to different times of the school day.

Routines are established early in the school year and are regularly reviewed and reinforced.

Good behaviour is continually praised; however, we acknowledge that children do forget and are placed in situations that can cause them to respond in a variety of ways. For some children good behaviour needs to be taught.

The following anti-social behaviour is considered to be particularly serious and appropriate action will be taken to address such behaviours.

- Bullying – virtual, verbal or physical (see anti-bullying policy)
- Deliberate damage to property of belongings
- Racist/homophobic abuse
- Peer on Peer abuse
- Behaviour that is likely to cause injury to self or others
- Abuse of adults – verbal or physical
- Bad language
- Aggression
- Stealing
- Name-calling
- Behaviour that is likely to detract from their work or the work of others

When children are involved in behaviour that is unacceptable, we remind them:

1. **Why** we need good behaviour

2. **What** that have done wrong
3. **Help** them to think about the possible/actual consequences of their actions
4. **Remind** them again of **how** we expect them to behave
5. **Encourage** them to do so

For any unacceptable behaviour in the classroom/playground the 'traffic light' warning system must always be used in line with our zones of regulation (see appendix 1).

Rewards

- **Good behaviour is continually praised.**
- **Friday celebration assemblies reward good behaviour.**
- **Traffic light 'WOW' is an acknowledgement of behaviour excellence.**

Sanctions – In class

When a child does not follow the school expectations and is disruptive in class then the following sanctions will be applied.

1st warning – Child is warned that their behaviour is unacceptable and why.

2nd warning – Child is told that their behaviour is still unacceptable and they are moved to amber

3rd warning – Child is told that their behaviour is still unacceptable and they are moved to red

If disruptive behaviour persists then the child is sent to the Senior Teacher or Headteacher with their work to complete. They will stay out of class/miss a playtime for a specified amount of time dependant on the seriousness of the behaviour or the age of the child.

Class Teacher, Senior Teacher or Headteacher will ring parents to discuss strategies to improve the situation if required.

Personalised behaviour plans may be put into place for some pupils to teach and encourage good behaviour (for example behaviour chart / time out strategy/home school link behaviour book). The impact of these is monitored by the class teacher, headteacher and SENDCO. Parents are always informed if a plan for their child is put into place and they will be updated on progress.

Where incidents are more serious then the child will see the senior/headteacher immediately.

Sanctions - On the Playground

1st warning – Child is warned that their behaviour is unacceptable and why.

2nd warning – Child is told that their behaviour is still unacceptable and they are to walk around with a member of staff/stand by wall for (1 minute per year of age) up to 11 minutes.

3rd warning – The child is sent to the Senior Teacher or Headteacher and will miss the rest of the play/lunch time.

A 2nd or 3rd warning must be reported to the class teacher, who will make a log in class behaviour log.

Serious Incidents

- Parents will be informed and will be given the opportunity to discuss the matter with the headteacher
- Serious incidents of bad behaviour including those of a racial or sexual nature must be recorded in the Serious Incidents book which is kept in the locked cupboard in the school office and actions taken recorded.
- Reports of bullying will be reported to the Headteacher or Senior Teacher and will be investigated and followed up to ensure the matter is resolved quickly and effectively.

If persistent inappropriate continues over a period of time or a behaviour occurs that is so serious as to warrant exclusion from school then the procedures laid down under the Education Act in line with the LA/DFE Exclusion Guidance will be followed.

Exclusion will always be a last resort and is retained as an option by the school to safeguard the Health, Safety and well being of all remaining staff and children.

September 2021