



The Fellowship of All Saints Kirkby Overblow and North Rigton Church of England Primary Schools

Behaviour Policy

History of document: To be reviewed annually and re-approved every two years, or sooner if deemed necessary.

Issue number	Author	Date written	Approved by Governing Body	Comments
1	A Andrews	Sep 2019	19/9/2019	
2	A Andrews	Sep 2021	30/11/2021	
3	S Gardiner	Nov 2022	30/11/2022	Policy amended and updated to reflect internal findings.

Rationale:

At The Fellowship of All Saints and North Rigton Church of England Primary Schools, our Behaviour Policy ensures that our children grow, blossom and flourish, as children of God; developing a strong set of values for self-regulation and self-reflection, which results in a strong moral compass.

Aims:

We aim to:

- promote our Christian Values to encourage all members of our community to care for one another and help and support one another
 - promote self-discipline so that children learn to accept responsibility for their own behaviour as well as give and accept forgiveness.
 - have a consistent approach to behaviour throughout the school by providing clear boundaries and teaching appropriate behaviour
 - promote and encourage the behaviours demonstrated by effective learners
 - promote a culture of responsibility and independence rather than simple compliance
 - provide a calm, safe, purposeful and happy atmosphere within school at all times
 - ensure that every member of the school community behaves in a considerate, co-operative way towards others
 - make appropriate, reasonable adjustments to behaviour strategies for individual pupils with specific needs
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How will we do this?

All adults in our schools have an important 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 in the form of a simple yet powerful set of values (**The North Rigton Tree - Appendix 1, The All Saints Tree – Appendix 2**) are displayed round the schools. These are re-visited at the start of the academic year and re-visited continually throughout the year.

Wherever possible, a problem-solving approach will be adopted by children and adults to resolve differences. Sanctions may still need to be used but the decision is shared and explained.

Where unacceptable behaviour becomes a persistent problem in an individual affecting his/her work, then a behaviour record will be kept (either Level 1 or Level 2 as outlined below). We will seek the support and co-operation of parents/carers. We will involve parents for feedback on positive behaviour as well as unacceptable behaviour.

Supervision outside classroom, before and after school, during break and at lunchtime:

The schools begin at 8.50 promptly. Teaching staff will be in classrooms from 8.45.

The schools end at 3.30pm. At the end of break a whistle is blown once and the children all stop. They stand and wait in the playground until the second whistle is blown at which time they walk calmly to their line. At lunchtime the midday supervisors are responsible for the children and their well-being. At the end of lunchtime the whistle is blown once and the children stop. They stand and wait in the playground until the whistle is blown a second time at which point they stand in line.

Children walk quietly around the school's buildings. They give way at doors and respect other people and their property. At assembly time they enter the hall calmly, listen carefully and take time to think.

Roles:

Governors are responsible for:-

- Supporting the schools, which provides 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.

Head teacher and Staff (teaching and non-teaching) are responsible for:-

- Providing a calm, safe, purposeful and happy atmosphere within the schools, where everyone feels safe and secure.
 - Discussing and consistently reinforcing the schools expectations.
 - Ensuring that they are aware of the Behaviour Policy and the Behaviour Tree and that they have the necessary skills to deal with situations as they arise.
 - Implementing, communicating, publishing, monitoring, evaluating and reviewing the schools policy.
 - Ensuring that every opportunity is made to resolve conflicts, should they arise, in a manner that maintains positive relationships.
 - Acting as good role models.
 - Managing challenging behaviour in accordance with the schools policy.
 - Keeping parents informed of behaviour issues as they arise.
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Parents/Carers are responsible for:-

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

Pupils 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.

Planned Intervention (de-escalation):

The shared view of staff and governors is that certain types of behaviour are unacceptable – for example, bad language, verbal abuse, shouting, screaming, bad manners, aggressive behaviour, bullying, disrespectful behaviour and racism.

In the event that an example of this kind of behaviour should occur, we recognise that consistency of approach is required. It has been agreed that the following procedure is appropriate:

- We will make sure that the child is safe.
- We will talk quietly and calmly with the child, offering advice and support and avoiding an audience.
- We will be prepared to listen to the child and encourage a dialogue with them.
- We will tell the child what we expect of them (reference to the Behaviour Tree).
- We will identify the appropriate level of consequence.

Learning Behaviours (The Tree – Appendix 1 and 2)**Principles:**

- I work hard, take responsibility for my learning, enjoy challenges and take pride in my work.
- I actively listen, tracking my teachers, so that I can ask questions and answer thoughtfully.
- I will look after and respect all property and equipment.
- I work and play well with others and know I can learn from them.

Promoting Good Behaviours:

At the schools in the Fellowship good behaviour is a basic expectation. In order to reinforce and encourage the type of behaviour that reflects the ethos and values of the Schools there is a set of actions which all staff follow in order to encourage and promote effective learning behaviours in addition to class based sets of actions. Whole school Promoting Good Behaviour actions may include:

- Yellow and white ribbons and/or presentation of certificates – recognition in Collective Worship of children who have promoted our behaviour and learning values
 - Badges, stickers and Tapestry may be used and/or sent home to family members celebrating when children have promoted our behaviour and learning values
 - House points awarded
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- Visits to the Head Teacher or Base Leader(s)

Consequences:

In the event of unacceptable behaviour we recognise that consistency of approach is required. Children need to be reminded of the expectations without this process distracting from teaching and learning – we follow a three-step process:

1. Each class has its own set of initial consequences.
2.
 - Time Out
 - Visit to the Head Teacher
 - Note taking of behaviours (Level 1)
3.
 - Discussions between class teacher and or Head teacher & parent/carer
 - Child placed on a Formal Report Card (Level 2) which could determine whether the child is able to participate in wider school privileges, such as school trips
 - Fixed-term exclusion
 - Permanent exclusion

Recording behaviour incidents (severe behaviour):

Any serious incidents relating to behaviour will be reported by staff to the Head teacher. A written record will be made by the staff involved and recorded via ScholarPack/CPOMS for the Headteacher/Base Leader(s) to view (Level 1). If the behaviour is deemed more serious and a reoccurring pattern has been noted, the Headteacher or Base Leader(s) will place the child on a Formal Report Card (Level 2). Behaviours will be tracked on the report card and will require signing off by a member of the SLT each day. This will also be shared with parents on a daily basis.

Other agencies will be informed as appropriate.

Training:

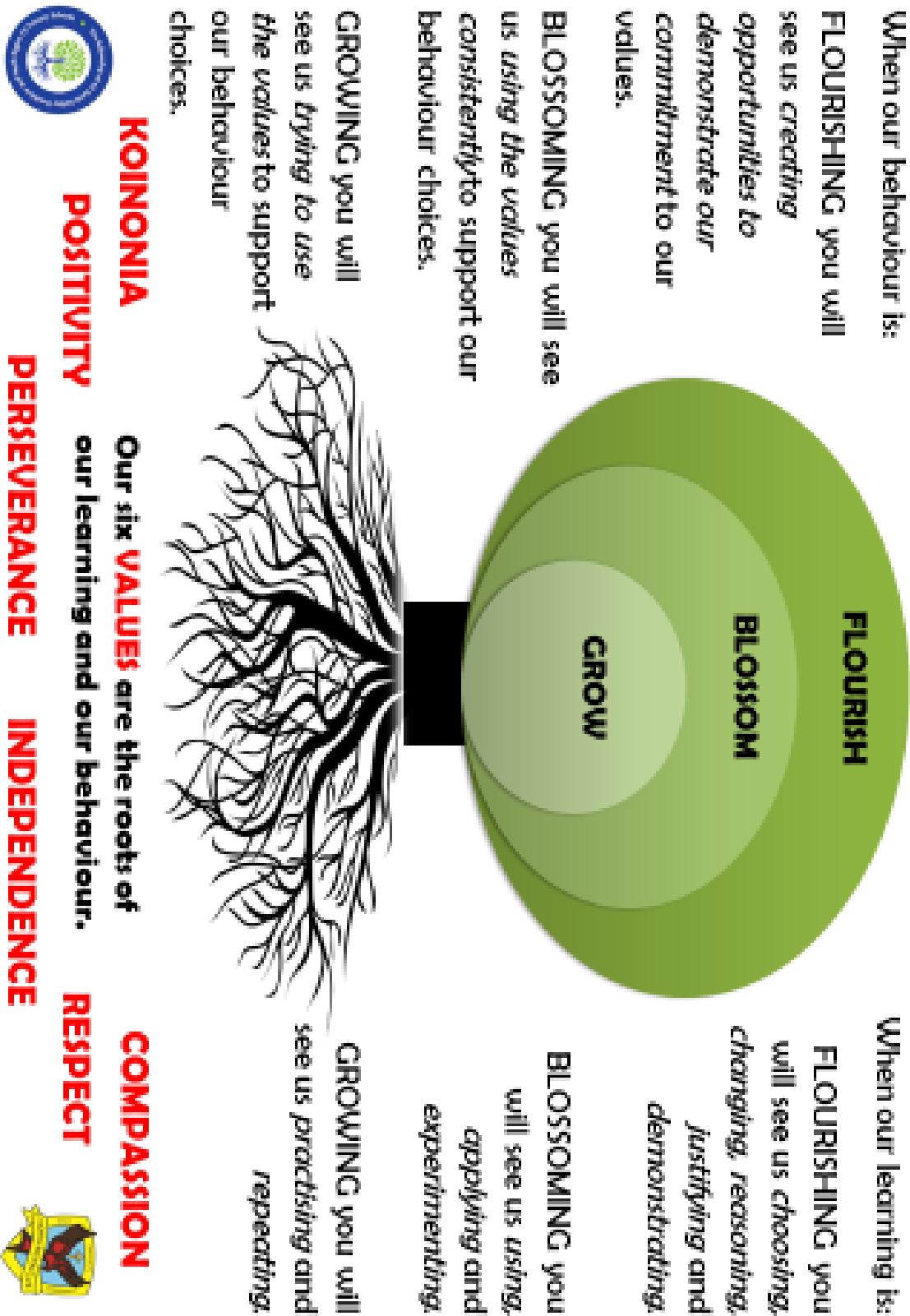
Staff will have access to training when and where appropriate.

Individual pupil behaviour needs may require a set script for all staff to follow so that a consistent approach is maintained. Training on this will be provided where appropriate.

Attached:

Appendix 1: The North Rigton Tree

Appendix 2: The All Saints Tree



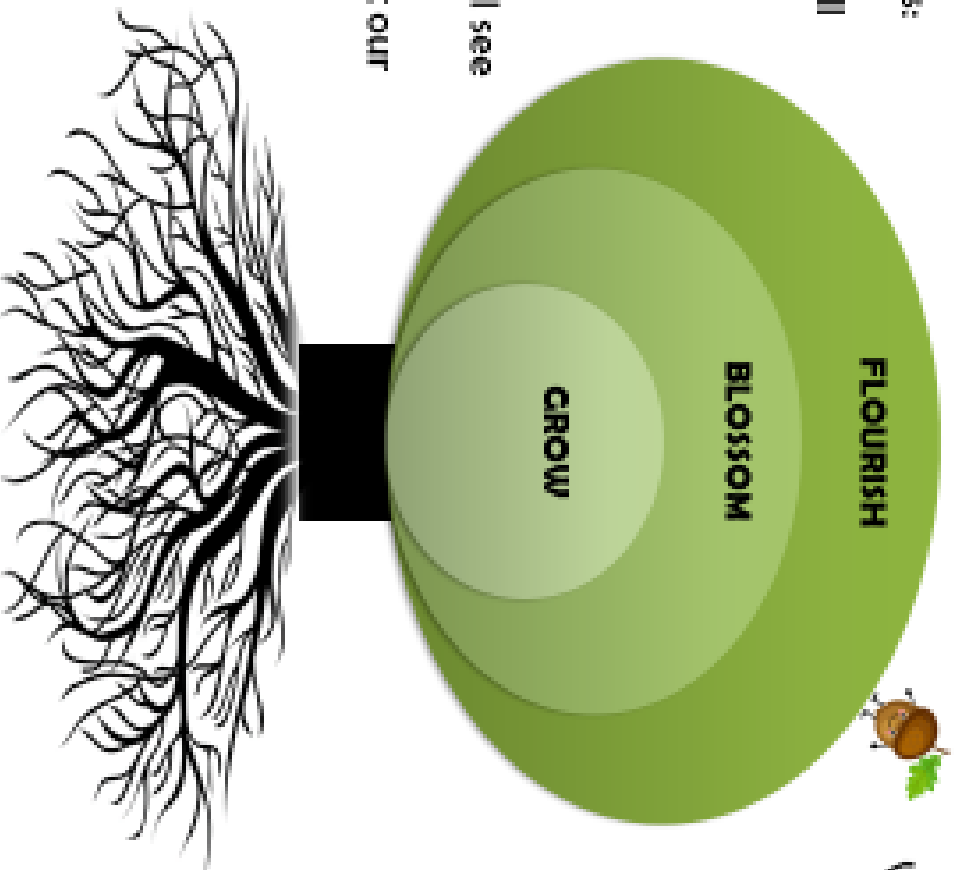
THE ALL SAINTS KIRKBY OVERBLOW TREE

When our behaviour is:

FLOURISHING you will
*see us creating
opportunities to
demonstrate our
commitment to our
values.*

BLOSSOMING you will see
*us using the values
consistently to support our
behaviour choices.*

GROWING you will
*see us trying to use
the values to support
our behaviour
choices.*

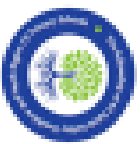


When our learning is:

FLOURISHING you
will see us *choosing,
changing, reasoning,
justifying and
demonstrating.*

BLOSSOMING you
will see us *using,
applying and
experimenting.*

GROWING you will
see us *practising and
repeating.*



KINDNESS

POSITIVITY

PERSEVERANCE

RESPONSIBILITY



Our six **VALUES** are the roots of
our learning and our behaviour.

FRIENDSHIP

RESPECT