



Inspire ★ Believe ★ Achieve

'Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith.' 1 Timothy 4:12

Yealand Church of England Primary School

Behaviour Policy

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Values and beliefs

The staff and Governors of Yealand CE Primary School believe that a behaviour policy in a church school is informed by Christian Values which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ.

“So in everything, do to others what you would have them do to you.” (*Matthew 7*) and “I give you a new commandment, love one another as I have loved you.” (*John 13:34*)

Known as our ‘Class Promises’ these teachings also supports our school ethos:

- We are kind and show respect for one another
- We are polite and helpful
- We are quiet and calm in school
- We are thankful for our school buildings and grounds and look after our resources
- We are honest and try hard to do our best

We believe in the importance of promoting and praising good behaviour. We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships. Staff and children are expected to show respect for other children and adults working on or visiting the school site or whilst engaged in off-site visits

Through our behaviour policy we aim to:

(Values are highlighted in **bold type**)

- foster a positive and **compassionate** environment in which all children can flourish and reach their full potential,
- develop relationships based on **respect**, generosity, integrity and **trust** between all members of the school community, including parents and members of the Governing Body,
- raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have demonstrated values in practical ways,
- ensure that there is clarity about the procedures and sanctions agreed by all stakeholders,
- give children the confidence that issues relating to behaviour will be referred back to the ‘Class Promises’ and the School ethos.

This Behaviour Policy should be read alongside the school's Safeguarding & Child Protection Policy and the Child on Child Abuse Policy. Reference throughout is made in response to behaviour and the schools actions and procedure.

Rights and responsibilities

CHILDREN - Every child has the right to be safe, secure and valued as an individual.

Each child is taught to understand that rights carry responsibilities.

Rights	Responsibilities
The right to be valued	The responsibility to value others
The right to have belongings safeguarded	The responsibility to respect others belongings.
The right to be taught effectively	The responsibility to enable others to be taught
The right to be and feel safe	The responsibility to keep others safe
The right to play happily	The responsibility to let others be happy in their play

The right to be spoken to and treated kindly	The responsibility to speak to and treat others with kindness
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As a direct consequence of the Behaviour Policy:

Children will:

- build strong relationships
- experience what it means to live as a member of an open, **generous** and **forgiving** community
- benefit from a calm and secure learning environment
- be fully involved in regular reviews of the Behaviour Policy, particularly in relation to levels of unacceptable behaviour and relevant sanctions

Staff will:

- model **forgiveness** and the possibility of restoration and a new beginning in their relationships with both adults and children
- be able to convey clearly and with confidence expectations for behaviour
- benefit from a calm and secure environment in which to teach effectively
- build positive relationships with parents and the whole community

Parents will:

- be fully informed about the school's ethos, core Christian values and the Behaviour Policy
- feel confident that all the decisions regarding behaviour are **just**, unbiased and informed by our 'Class Promises' and the school's values
- be confident that their child is developing personally, socially and academically
- feel welcome in school to discuss their child's learning and progress in a positive atmosphere.

Promoting Positive Behaviour

Children gain a sense of themselves from the way people respond to them. Children need their efforts and successes to be acknowledged and valued but not necessarily always rewarded. The whole of the school environment will be geared towards the development of appropriate values and therefore positive behaviour.

Response to Good Behaviour

- *Verbal praise and positive comments*: Praise and positive comments will be given readily. Class and supply teachers, lunchtime supervisors and support staff will be encouraged to comment on good behaviour using the 'values language' in order that children understand what the value e.g. **compassion**, looks like in practice
- *Class rewards*: Class rewards e.g. 'Pennies' (Robin) and 'Smiles' & 'Table points' (Swallows) are given not only for academic success but also when children demonstrate living out the school expectations for behaviour and Christian Values
- *Tokens*: Pupils are awarded counters to 'buy' items in the school shop. Counters are awarded for four main areas; trying hard & making an effort (green counters), asking for help when appropriate (blue counters), listening in class to the teacher (yellow counters) and completing work (red counters).
- *Yealand VIP*: This recognises pupils demonstrating the Christian Value for this term; pupils wear a school VIP sash for the week. This will be celebrated during Friday's Celebration Assembly which parents and families are welcome to attend.

- *Raffle Tickets*: Positive playtime behaviour is rewarded by a raffle ticket which is placed in a draw at the end of the week. These tickets are also added up each half term to present children with small prizes

Response to Inappropriate Behaviour

When dealing with behaviour that falls below the expected standard throughout the school, adults will:

- use the 'Class Promises' as the starting point to challenge the child on how he/she would have felt if he/she had been on the receiving end of the behaviour in question, and encourage the child to feel empathy
- ensure that the child understands why his/her behaviour is not appropriate
- seek to avoid confrontation and demonstrate **compassion** through active listening and **forgiveness** where there is acknowledgement of wrong doing
- establish the facts and reserve initial judgement
- remember that quiet, personal, explicit reprimands are preferable to general criticism of whole groups
- provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable
- use punishments sparingly; a removal of privileges will be used as the principal sanction
- Racist and homophobic incidents will not be tolerated in any form.

When dealing with behaviour that falls below the expected standard within and around school, staff will:

- deal with classroom problems, whenever possible, within the classroom
- Use the 'ask, tell, send' approach. (Ask – Ask child to behave reminding him/her of appropriate behaviour. Tell – Tell the child to behave appropriately e.g. *I've asked you to sit quietly, now I'm telling you to sit quietly...* Send – If the child continues to misbehave, he/she is sent to another area in or out of the classroom for some thinking time. When the teacher has an opportunity he/she will then speak to the child calmly about his/her behaviour. If inappropriate behaviour continues, the child will be seen by the Head teacher as appropriate.

Other Sanctions for dealing with inappropriate behaviour include:

- Non-verbal or verbal warning
- Missing Play/ Lunch time
- Made to sit away from peers
- Seen by Head teacher
- Parents informed
- In extreme circumstances withholding attendance on trips and visits
- Exclusion fixed or permanent

These are not in order and are dependent upon the level of inappropriate behaviour.

Incidents of inappropriate behaviour are recorded and stored centrally.

Pupils who demonstrate consistent low-level disruptive behaviour can be subjected to a Behaviour Plan which includes a Pupil-Teacher contract. This document is used to record and reward good choices the pupil makes. This document is revisited daily/weekly and termly to ensure that it meets both the pupil and teacher needs. **See Appendix 2.**

SEN

This policy is designed to support the needs of all children in school. However, from time to time there may be individuals whose behaviour excludes them from this policy. These children would have an Individual Behaviour Plan produced in conjunction with parents, staff and SENCo.

Conduct outside of the school premises

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises; when taking part in any school-organised or school-related activity, travelling to or from school, or were they can be clearly identified as a pupil of Yealand CE School.

Behaviour from parents/carers and visitors to the School

Our School encourages close links with parents and the community. We believe that children benefit when the relationship between home and school is a positive one, as demonstrated in the home/school agreement.

As role models, and for the safety and well-being of our children, staff and parents, parents and other visitors are expected to behave appropriately when on school premises.

Parents and other visitors are expected to show respect and concern for others and support the respectful ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community.

The vast majority of parents, carers and others visiting our school set a good example. This policy addresses those rare occasions when behaviour is inappropriate.

Incidents involving others' children

If an incident has happened at school involving your child, please do not approach/telephone other parents. By all means come in and tell staff how you are feeling and what your child's account of the incident was but let us deal with it in school.

Approaching someone else's child in order to discuss an incident or "tell them off" because of their actions (whether alleged or observed) is not appropriate in any circumstances. If you have concerns about something that has happened in school, please speak to a member of staff promptly.

Please read this document alongside the Home-School Agreement.

Anti-Bullying Policy

At Yealand we wish to secure the happiness and safety of all our pupils and to ensure that each child is working in an environment where the behaviour of other pupils does not hinder their academic progress and social and emotional well-being. Bullying is seen as a totally unacceptable form of behaviour, which has a negative impact on both the bully and the victim. Our policy is designed to prevent bullying wherever possible and to provide strategies for early identification and an effective response.

Definition

An open, agreed definition of bullying is important because an active policy is impossible without one:

Bullying is therefore:

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else by physical, verbal or psychological means.
It may be distinguished from other unacceptable forms of aggression in that it involves the dominance of one person by another or a group of others.
It is premeditated and usually forms a pattern of repeated behaviour rather than an isolated incident.

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against.

It can take many forms but the main types are:

- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, making someone the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones/social networking sites.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying
- The use of homophobic, biphobic or transphobic language
- Bullying of pupils who have special educational needs or disabilities.

Indicators of Bullying

Bullying can bring about changes in children's behaviour. Signs like these may show that a child is being bullied. They may:

- Be unwilling to go to school
- Be underachieving in their school work
- Become withdrawn or distressed
- Refuse to say what is wrong and evade the issue

Key Strategies for tackling bullying

Preventing and tackling bullying has a high priority within the school, with a clear commitment from the Head teacher, Governors and Staff. Our school's Christian Values reject bullying and promote co-operation and consideration for others. Our Behaviour Policy is based on these same values of:

- Love
- Respect
- Compassion
- Truth
- Friendship
- Forgiveness

Any bullying behaviour is responded to promptly and consistently. It is logged and brought to the attention of the Head teacher and Deputy Head teacher using the school behaviour log.

What else is done?

We will provide support to pupils who are bullied:

- They will be reassured that they do not deserve to be bullied and this is not their fault.
- We will assure them that it was right to report the incident.
- We will encourage them to talk about how they feel.
- We will try to ascertain the extent of the problem.
- We will engage them in making choices about how the matter may be resolved.
- We will try to ensure that they feel safe.
- We will discuss strategies for being safe and staying safe.
- We will ask them to report immediately any further incidents to us.
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does.
- We will involve their friends / older pupils in peer support / the buddy system/ mediation

Where bullying is of a racist nature, we will report this to the Local Education Authority using the Racial Incident Report Form.

We may then adopt strategies from the following list as appropriate:

- We will interview the pupil (or pupils) involved in bullying separately.
- We will listen to their version of events.

We will talk to anyone else who may have witnessed the bullying.

- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- We will seek a commitment to this end.
- We will affirm that it is right for pupils to let us know when they are being bullied.
- We will adopt a joint problem-solving approach where this is appropriate, and ask the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.
- We will consider sanctions under our school's Behaviour Policy.
- We will advise pupils responsible for bullying that we will be checking to ensure that bullying stops.
- We will ensure that those involved know that we have done so.
- When bullying occurs, we will contact the parents of the pupils involved at an early stage.
- We will keep records of incidents that we become aware of and how we responded to them.
- We will follow up after incidents to check that the bullying has not started again.
- We will also work with pupils who have been involved in bullying others to ascertain the sort of support that they themselves need.

There is a tendency, often quite a natural one, to want to investigate an incident and "get to the bottom of it." Sometimes this will be entirely appropriate. There will be other occasions where an extended investigation is actually unhelpful and where a problem-solving approach will be the most effective response.

Our policy will be to use our discretion to respond flexibly and in an appropriate way to each incident

When tougher measures are needed

If necessary, we will invoke the following range of sanctions that are in line with the school's Behaviour Policy (See Appendix 1). These include

- Removal from the group (within the class)
- Withdrawal of break and lunchtime privileges
- Withholding attendance on school trips and visits
- In extreme cases we will also consider fixed term and / or permanent exclusion from school.

Our responsibilities

Everyone within school is expected to:

- Act in a respectful and supportive way towards one another, and
- Adhere to and to promote the objectives of this policy.

Pupils are expected to:

- Report all incidents of bullying and suspected incidents that victims may be afraid to report.
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.

Parents can help by:

- Supporting our anti-bullying policy and procedures.
- Encouraging their children to be positive members of the school community.
- Discussing with their child's teacher any concerns that their child may be experiencing bullying or if they are unhappy in some other way.
- Helping to establish an anti-bullying culture outside of school.

Bullying outside the school premises

Schools are not directly responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us of bullying off the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the Head teacher of another school whose pupils are bullying.
- Talk to the police.

The DfES says that, "exceptionally failure to take disciplinary steps to combat harmful behaviour outside the school might breach the school's common duty of care." Legal Services advise that schools can take disciplinary action against pupils for incidents that occur outside of school.

Concerns, complaints.....and compliments

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Head teacher's notice. If the Head teacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure a copy of which may be obtained from the school office or found on the school website.

We would also be pleased to receive Compliments – feedback from parents when things have gone well.

Evaluating our policy

We will evaluate our anti-bullying policy using the following measures:

The numbers of incidents that are reported to staff over a given period.

Pupils' perceptions of bullying in school through structured discussions in class time and pupil questionnaires.

The number of days of absence which are thought to arise as a consequence of bullying.

We will investigate patterns of absence to ensure that children are not taking unnecessary days off school due to fear of being bullied.

The number of complaints and compliments that we receive from parents.

From the comments made by visitors and other people connected with the school.

Ownership of this policy

This policy was agreed by staff and governors of the school.

The policy applies to all staff and to all pupils, whether temporarily or permanently on the school roll.

The Head teacher is responsible for introducing and implementing this policy. However, all staff, all pupils and their parents have an active part to play in the development and maintenance of the policy, and in its success.

One of our Governors will take a special interest in behaviour within school.

Governors will be given regular information on behaviour within school and any incidents of bullying, alongside a report on the operation of this policy from a named governor.

Last Reviewed: September 2022 Governor approval @ Staffing & Curriculum November 2022

Next Review: September 2023

Appendix 1

Yealand C.E. Primary School Inappropriate Behaviour Log

Name of pupil:	Date:	Logged by:
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Please Circle inappropriate behaviour

Level 1

Blaming others	Pushing in	Ignoring instructions	Thoughtless &/or Minor damage	Insolent gestures or muttering
Interrupting/Attention seeking behaviour	Coming into school without permission	Noisy movement around school	Being bad mannered	Excluding others
Work avoidance	Distracting others	Chatting in lessons	Snatching things	Throwing things in class
Slamming doors	Ignoring people	Unfriendly behaviour	Breaking Class Promise	Deliberately coughing

Level 2

Arguing back	Rudeness	Swearing	Impulsive reaction/Violence	Lying
Pushing, tripping, poking	Compromising safety of self or others	Making threats	Leaving school without permission	Cyber Bullying
Teasing and name calling or disparaging remarks	Intentionally spoiling someone's work	Removing/Hiding other's belongings		

Level 3

Vandalism	Stealing	Bullying – verbal or physical	Smoking/Substance abuse	Aggressive/Violent behaviour
Blackmail	Discriminatory behaviour	Splitting – deliberately towards another person		

Possible Sanctions

- Non-verbal or verbal warning
- Missing Play/ Lunch time
- Made to sit away from peers

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- Seen by Head teacher
- Parents informed
- Withholding attendance on trips and visits
- Exclusion fixed or permanent

Incidents of inappropriate behaviour are recorded and stored centrally.

Please highlight sanction imposed

Appendix 2

This is a contract to say that I will try my hardest in all areas of the curriculum.

I understand the classroom rules and will strive to live by these rules in the classroom and around the school.

3 top qualities that I am proud of are:

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-
-

My Promises:

- Speak politely to adults and other children.
- Stay in the classroom during lessons unless I have used a 'time out' card and the teacher knows where I am.

My Rewards:

I will gain a smile for each session during the day and will receive an agreed 5 minutes reward of my choice...

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My Consequences:

If I break a promise I do not receive my reward.

If I break my promises twice I will receive a consequence.....

Signed Pupil

Signed Class Teacher

Date.....