



Federation of Beckwithshaw and Kettlesing Felliscliffe Schools and Ripley Endowed CE School

Behaviour Policy

'Therefore encourage one another and build each other up, just as in fact you are doing' 1 Thessalonians 5:11

Rationale

This policy sets out the expectations of behaviour across the Federation of Beckwithshaw & Kettlesing Felliscliffe Schools and Ripley Endowed CE School. As caring and respectful communities, we aim to create environments that encourage and reinforce good behaviours and the fostering of positive attitudes.

We have high expectations for good behaviour throughout our federation and during our learning. We expect our children to represent each school well whilst on visits or at sporting fixtures, as well as on their way to and from our schools. This is closely linked with Beckwithshaw's Six Spirits, Kettlesing Felliscliffe's guiding principles and Ripley Endowed's STAR as we feel it is vital that a consistent approach to behaviour is adopted and maintained, through the use of restorative practices (see appendix), by all members of the federated community.

Aims

- To promote a calm, purposeful and happy atmosphere within school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout each school with parental cooperation and involvement.
- To raise children's self-esteem.
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- To help children, staff and parents have a sense of direction and a feeling of common purpose.

Approaches

Our approach to behaviour aims to improve the educational outcomes for all pupils by promoting and supporting their emotional well-being and their engagement in learning. To achieve this we will:

- Empower pupils to become independent, resilient learners and thinkers so they can flourish.
- Provide a safe, caring and happy environment that reflects our values.
- Support one another in applying the schools' individual values.
- Inspire each pupil to have a natural curiosity and love of learning.
- Ensure inclusion and equity.
- Promote high expectations of teaching, learning and behaviour.

We believe that everyone in our schools has a responsibility to actively help pupils develop these core skills and abilities by:

- Staff modelling the skills and abilities.
- Setting appropriate boundaries for pupil's behaviour.
- Showing empathy and understanding of pupils.
- Listening carefully to our pupils and ensure they receive the support they need.
- Showing respect and understanding to everyone in the schools' communities.
- Providing feedback in an informative way to children.
- Using positive consequences to encourage the learning of appropriate behaviour.
- Using negative consequences to discourage the learning of inappropriate behaviour.
- Teaching the skills through curricular subjects and assemblies or worship.

Our Ethos

Beckwithshaw Primary school's guiding principle follows the six spirits of the youth sports trust: determination, honesty, passion, respect, self-belief and teamwork. Children displaying these spirits can be awarded a 007 award each week in Celebration Assembly. One spirit each week is focussed on. Additionally, Magic Moment stamps are awarded for children who show positive behaviours in attitudes and learning.

Each child is placed into a 'family' group upon arrival to school. These families are: Yew, Horse Chestnut, Oak, Rowan, Ash, Holly, Hazel and Hawthorn. At relevant points in the year, the children will work in these groups.

Kettlesing Felliscliffe has one positive rule that forms the basis of classroom, school and playground guidelines and routines. This is:

Do the right thing, at the right time, in the right place.

Additionally, the guiding principle LEARN (Learning, Enjoyment, Achievement, Respect and No Negativity) forms the basis for discussions, plenaries and reflection at Celebration Assembly. Children have the opportunity to reflect upon a specific letter of LEARN during this time. Teachers nominate one pupil from each class to be the 'Star of the Week' based on this. Teachers also award good work certificates in this assembly.

Upon joining Kettlesing Felliscliffe, the children will be placed in 'buddy groups'. Throughout the school year, the children will work together in buddy assembly as well as on specific topics.

Ripley Endowed's guiding principle is based around the Ripley STAR (Share, Trust, Aspire, Respect). This principle is based on the Christian values. During Celebration Worship, the children reflect on the Ripley STAR, considering how they have supported and encouraged one another throughout the week. Teachers nominate one pupil from each class to be the 'Star of the Week' based on this.

The children are placed in to 'houses' when they arrive at school. These are Ingilby, Brimham and Nidd. They receive house points for good learning and behaviour. In Celebrations Worship, the Captains and Vice Captains award certificates to pupils in their houses who have shown positivity towards the Ripley Star and teachers award good work awards.

There is also the Lady Inglby Cup which is given out annually for positive citizenship (school calls it the Good Egg Award).

These respective ideologies are discussed frequently in all classes across the federation to reinforce their messages. Reference will also be made to them in consequences at all levels.

Bullying

There is no place for bullying in our schools. Types of bullying:

Cyber-Bullying: bullying that takes place over digital devices like cell phones, computers, and tablets.

Prejudice Based Bullying: is connected with prejudices around belonging, identity and equality in wider society. In particular, prejudices to do with:

- disabilities and special educational needs
- ethnic, cultural and religious backgrounds
- gender
- home life, for example in relation to issues of care, parental occupation, poverty and social class
- sexual identity.

The above, together with age, pregnancy and maternity form the protective characteristics referred to in the Equality Act 2010.

Discrimination

Our federation works hard to create a culture and ethos that reflects the importance of feeling safe, and being part of an inclusive and supportive community, by:

- Ensuring staff and pupils understand what behaviour is expected of them. Acknowledging that discrimination exists in wider society, and that it can lead to discriminatory bullying in schools.
- Create a talking culture where any hurtful behaviour is quickly brought out in the open, discussed and dealt with.

This is done through the curriculum, children are taught how to stay safe online, about positive relationships, different families, ethnic, cultural and religious backgrounds. They are also taught how to report incidents. However, if an incident should occur we will:

- Take it seriously, reassure the victim and let them know they have done the right thing.
- Ensure the victim is safe.
- Ask the victim not to erase evidence but to screen shot it and save it.
- Inform parents immediately and, if appropriate, outside agencies who we will work with if required.
- Consider the behaviour of the bully to give appropriate sanction and put restorative practices in place for them so they learn from their mistake.

Peer on Peer Abuse

Peer-on-peer abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm

- on and offline bullying
- teenage relationship abuse

It can even include grooming children for sexual and criminal exploitation.

Positive Encouragement

We use positive encouragement to reinforce good behaviours. It is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour, should be measured against their previous performance rather than against that of other children in their class.

We use the following positive rewards:

- Good behaviour should be encouraged and rewarded verbally throughout the day, by children and adults alike.
- Good manners and thoughtful behaviour should be rewarded with verbal praise, Magic Moment stamps, house points and stickers.
- Magic Moment certificates (Beckwithshaw) will be issued at 25, 50, 75 and 100 points. The children will then receive a bronze, silver, gold and platinum certificate for each extra 25 magic moments after that.
- Positive attitudes to learning and class work will be commended in Celebrations Assembly (Kettlesing Felliscliffe) and Celebrations Worship (Ripley Endowed) by a good work certificate.
- A '007 Award' or 'Star of the Week' from each class will be chosen weekly and commended in Celebrations Assembly/Worship. This will be for following the guiding principles.
- Pieces of work, which are classed as a significant mile stone for the child, could be shared in Celebrations Assembly/Worship.
- 'Special Mentions' can be shared in Celebration Assembly/Worship. These are based on achievements outside of school.
- Displaying children's work around school.
- Other rewards include –class based systems such as 'Golden Time', stickers, praise and the showing of excellent work to other adults, peers and classes in school.

Negative Consequences (Consequences)

If a child should display inappropriate behaviour, a system of logical consequences is in place. Such consequences should be linked to the inappropriate behaviour and should be set within the context of the schools. Our hierarchical systems of consequences are:

Consequence	Explanation
Warning	Only one warning will be given.
Reflection Time	The child is asked to leave the learning area; stand/sit in an area where they can be seen and reflect upon what has just happened. At the end of this period, they must then share their thoughts with the class teacher/GTA.
Missed Playtime	Up to 10 minutes of playtime will be missed.
Sent to the Base Leader	They will discuss the behaviour with the child/children and a suitable consequence will be given or action taken. This discussion will be recorded and logged on the schools' system.
Sent to the Head Teacher	They will discuss the behaviour with the child/children and a suitable consequence will be given or action taken. This discussion will also be recorded and logged on the schools' system.

Speak with parents	This may involve speaking to the child at the same time. Follow up actions will be set if required and monitored with the parents in partnership..
Exclusion	School will follow the NYCC guidelines for exclusion should this consequence be required.

These consequences can be escalated at any time should they need to be and poor behaviour could result in the loss of a privilege e.g. going on a school visit or taking part in a non-uniform day. In the case of purposeful and serious physical violence towards a member of school, the consequence will be exclusion.

It may also be necessary for school to confiscate items. Items such as toys, pencil cases will be returned to the child either at the end of the day or end of the half term depending on the type of behaviour displayed. Should the need arise for a child to be searched; advice will be sought from the police as staff members have not been trained in this.

Items found through a personal search or search of the child's possessions will be dealt with according to legislation e.g. weapons will be handed over to the police.

Restorative Intervention

The staff of the Federation of Beckwithshaw and Kettlesing Felliscliffe Schools and Ripley Endowed CE School are trained in Restorative Intervention. This is a programme designed to give alternative techniques to staff so they can calm children and de-escalate difficult situations.

Monitoring and Review

This policy will be monitored by staff, school council, head teacher and governors and will be reviewed yearly.

Appendix

Restorative Practice Information

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. Restorative Practice is a philosophy and ought to guide the way we act in all our dealings.

The Four Key Elements of Restorative Practices

1. Social Discipline Window
2. Fair Process
3. Restorative Questions
4. Free Expression of Emotions

Fair Process - The Central Idea:

'...individuals are most likely to trust and co-operate freely with systems - whether they themselves win or lose by those systems - when fair process is observed.'

(W Chan, Kim & Renee Mauborgne, Harvard Business Review, July – August 1997)

Fair Process - The Three Principles:

- Engagement - involving all participants in the process
- Explanation - shared understanding
- Expectation Clarity - clear vision for the future

Restorative Questions for the perpetrator of 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 needs to happen next?

Restorative Questions for affected by others' actions:

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

When Asking Restorative Questions:

- Seek to build an understanding rather than to blame.
- The person asking is seen as objective and respectful.
- Allow each person to tell their story.
- Promote responsibility.
- Give solutions that can be applied in every situation.
- Ask thinking questions that are likely to get 'feeling' responses

Under the Equalities Act 2010, school has a legal duty to make reasonable adjustments for its children.

Document Status			
Date of Next Review	September 22	Responsibility	<i>HT/FGB</i>
Date of Policy Creation	Federation written policy	Responsibility	Helen Smith/Helen White
Date of Policy Adoption by Governing Body:	Signed		

Method of Communication: Website	
---	--