



## North Wolds Federation

### Behaviour Policy

May 2024



Our **inclusive school community** puts our **Christian values** at its core and endeavours to develop all members to be **wise, happy and spiritually** aware individuals who can achieve their **dreams and goals**.

Working with our **local community**, we **care for** and educate each person, **respecting individual differences**.

As Jesus welcomed all, so we **welcome everyone** into our school and strive to send them out prepared to be **good citizens** in today's **diverse society**.

We are preparing for a brighter tomorrow.

**Start children off on the way they should go, and even when they are old they will not turn from it. (Proverbs 22:6)**

**Caring, Respect, Co-operation, Commitment to Achieve, Honesty, Fairness**



Our **inclusive school** is at the heart of our **small community** where all families feel **welcome, valued and supported** as friends.

Working with our local **community** children leave us, ready for their next learning adventure, as **well-rounded** citizens with the skills, knowledge and the **confidence** to be happy and successful for the rest of their lives.

We nourish their bodies and characters with our school **values** of respect, cooperation, independence, care, happiness and commitment to achieve.

We ensure they have the armour of our **love** and **guidance** to be the best version of themselves and carry that forward with their actions towards others

**Caring, Respect, Commitment to Achieve, Co-operation, Happiness, Independence**

Policy Approved on : 13/05/2024  
Chair of Governors Signature: Approved Via Governor Hub  
Policy Review Date : 05/2025

This policy is underpinned by the Market Rasen Church School Vision specifically, inclusive school community, Christian Values as its core (respect, caring), develop all members to be wise, happy and spiritually aware, achieve dream and goals, working with our local community and respecting individual differences. The policy should meet the aim of the proverb (22:6) Start children off on the way they should go, and even when they are old they will not turn from it.

## 1 Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

### 2.1 Rewards

The reward system we use must be used by all people who come into contact with children through the life of the school. This could include teachers, teaching assistants, learning support assistants, parent helpers, administrative staff or site staff. We feel it is important that positive rewards are applied consistently school wide. We want our children to be “showered” with rewards for good behaviour.

We reward children amongst other things in our school for following our values, their academic achievements, their attitudes and their behaviour.

This is the structure of our reward system:

#### Praising Children

This is a very powerful tool. As much as possible we “Catch children being good.”



#### House Points

These are used to go towards the team total in Friday’s celebration Collective Worship and also on a pupils own card which hold 100 points. When a pupil reaches a team point milestone (every 25) they can choose a treat for themselves from the agreed class list.



#### Merit Stickers

These are awarded for extra effort and are worth more than team points. When a child achieves 10 merits they get a certificate in whole school assembly.



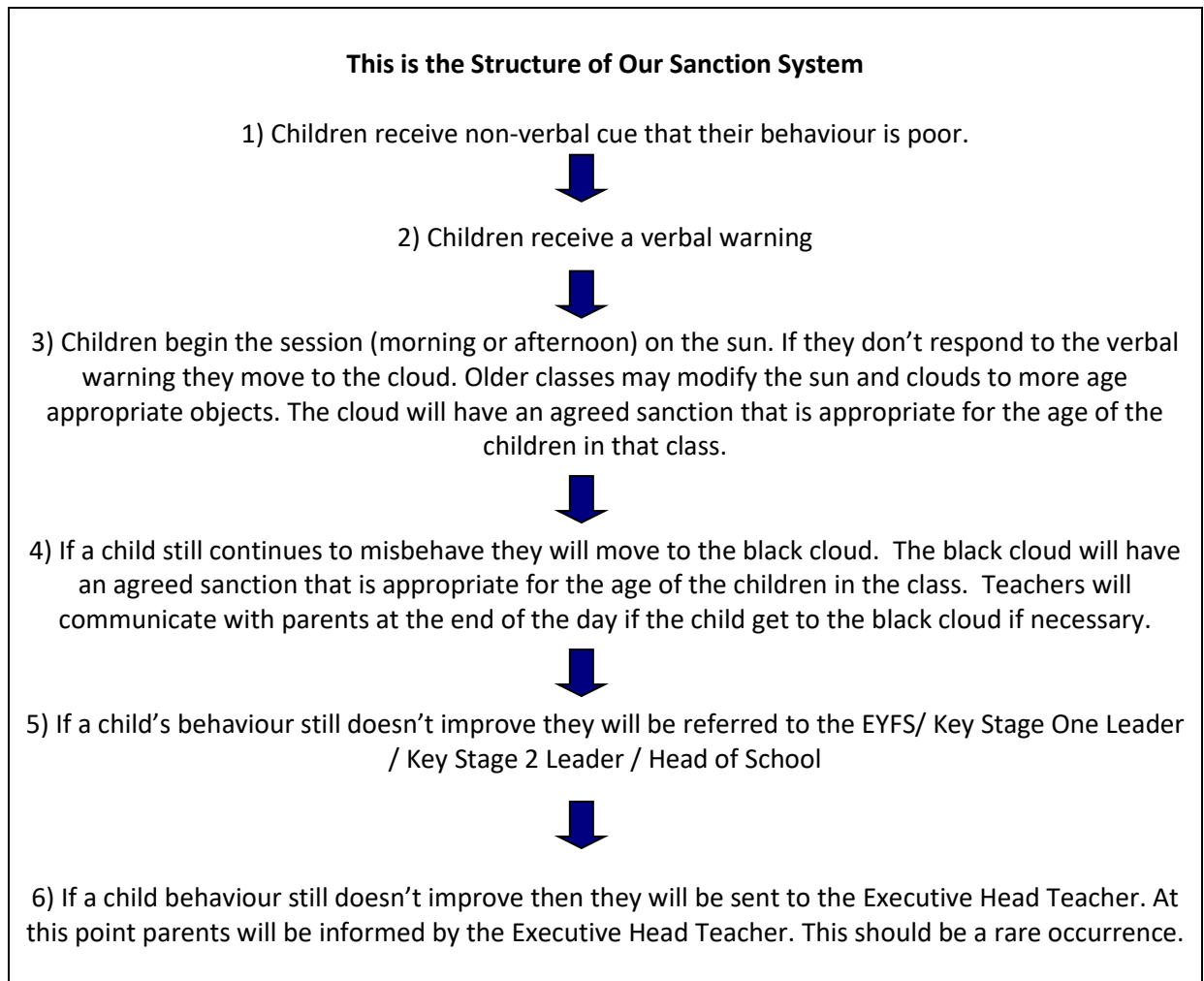
#### Golden Coins

These are awarded for something that is outstanding and are worth more than house points and merit stickers. Children with Golden Coins can attend the Golden Coin Party.  
In addition to these, class teachers are empowered to run their own reward systems E.G marbles in a jar.

In addition to this once a week a child in each class is awarded the Purple(MR)/Emerald(NCPS) Jumper for a specific achievement for either work, behaviour or following the school values.

## **2.2 Sanctions**

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.



The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident on CPOMS and the child is referred to the Executive Head Teacher or Head of School.

If a child repeatedly acts in a way that regularly disrupts or upsets others the school, in partnership with parents, will employ personalised behaviour management systems. These may include:

- Daily reward chart
- Behaviour contract
- Behaviour Checklist (I.E If you do this..... this will happen)
- Report cards overseen by senior staff

### **2.3 Behaviour During Collective Worship.**

Collective worship is a special time in our school day and children's behaviour is expected to reflect this. Children are expected to come into and leave the hall in a quiet, orderly manner. Children who do not follow this will stay behind after the collective worship to speak to the person who has led it.

### **3 Behaviour At Playtime And Lunchtime.**

Children are expected to behave as well in the playgrounds as inside. Children will be well supervised so that any poor behaviour can be pre-empted before it escalates. Children in our school are not allowed to fight or play fight. **Every example of poor behaviour seen, no matter how minor, must be challenged with reference made to our school rules or values.** Children who need time to reflect on their behaviour may be given time out at the pit stops to give them somewhere quiet, away from their peers, to either calm down, reflect on their own behaviour or the school values.

### **4 The Role Of The Class Teacher**

**4.1** It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

**4.2** The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

**4.3** The class teacher treats each child fairly and enforces the classroom rules consistently. The teacher treats all children in their class with respect and understanding.

**4.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents whilst following the sanctions part of this policy.

**4.5** The class teacher liaises with the SENCo and external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with outside agencies.

**4.6** Any incidents of serious behaviour will be recorded on CPOMS using the yellow slip tag. These incidents will be reviewed by senior staff on a regular basis.

### **5 The Role of Lunchtime Supervisors**

**5.1** Lunchtime supervisors have the same access to the rewards system of the school and are encouraged and expected to distribute house points for good behaviour.

**5.2** Lunchtime supervisors should follow the same sanction procedure as everyone else. The addition to this is they can provide time out in order for children to have the chance to reflect on their own behaviour and calm down if necessary.

**5.3** Lunchtime supervisors should only escalate issues they cannot deal with as it undermines their own position of authority when they do so unnecessarily. The system of escalation is Key Stage Leaders, Head of School and then the Head teacher in extreme cases.

**5.4** Issues that happen during lunchtime should be resolved during the lunchtime session including any sanctions. Lunchtime supervisors should hand over any issues to the class teacher quickly and in private in order that effective teaching and learning can take place.

## 6 The Role Of The Executive Head Teacher

**6.1** It is the responsibility of the Executive Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Head Teacher to ensure the health, safety and welfare of all children in the school.

**6.2** The Executive Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

**6.3** The Executive Head Teacher (or Head of School) keeps records of all reported serious incidents of misbehaviour. The logs we keep include bullying log, racism log, homophobic behaviour log, team teach records, exclusion file, first aid overview and yellow slip CPOM reports.

## 7 The Role Of Parents

**7.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

**7.2** We explain the school rules in the school prospectus, and we expect parents to read these and support them.

**7.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

**7.4** If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Executive Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## 8 The Role Of Governors

**8.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

**8.2** The Executive Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Executive Head Teacher about particular disciplinary issues. The Executive Head Teacher must take this into account when making decisions about matters of behaviour.

## 9 Suspensions And Permanent Exclusions

For information on this area please see the North Wolds Federation Exclusions policy.

## 10 Monitoring

**10.1** The Executive Head Teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**10.2** The school records of incidents of misbehaviour or cases of a serious incidents on CPOMS. These reports are seen by the Executive Headteacher and Heads of School to take action if needed.

These records are monitored summarily for patterns and trends. This information is shared with Governors in Termly Safeguarding Meetings.

**10.3** The Executive Head Teacher keeps a record of any pupil who is suspended, or who is permanently excluded. Please see the exclusion policy for details.

**10.4** It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. Please see the exclusion policy for details.

## 11 Review

**11.1** The governing body intends to review this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.