



**Sand Hutton and Warthill Federated  
Church of England (VC) Primary Schools**



**BEHAVIOUR POLICY June 2017**

**MISSION STATEMENT**

The schools aim to serve its community by providing an education of the highest quality within the context of Christian belief. It seeks to develop the full potential of all children in a caring environment which values all its members. A school family of children, staff, parents, governors and friends of the school who all share a commitment to putting universal Christian values at the centre of our daily lives, in all our actions, in all that we think, say or do.

Love and Respect	We care and share and treat others as we would like to be treated.
Responsibility and courage	We are brave enough to admit when we make mistakes.
Self-control and Moderation	We know the effect our actions can have on others.
Honesty and Integrity	We are honest and trust each other.
Kindness and Compassion	We are polite and helpful.
Contentment and Thankfulness	We recognise how fortunate we are.
Patience and Perseverance	We try hard, have a go and don't give up.
Peace and Humility	We appreciate quiet and reflection.
Loyalty and Commitment	We are fair and know what makes a good friend.
Forgiveness and Justice	We understand and forgive each other.
Hope	We are positive, resilient and forward looking

To learn and to grow and **'to be the best we can be'**

**CORINTHIANS**

**Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.**

**Rationale**

We believe children thrive in a caring, secure environment where they are valued as individuals whilst caring for others within the school community. Through praise and encouragement, we aim to provide positive, consistent guidance for children as they develop self awareness and responsibility for their own actions, creating secure foundations for future happiness and well being. Christian principles of 'treating others as we would wish to be treated', is central to the ethos of our schools and is at the heart of how good behaviour is nurtured.

## **AIMS**

Our schools are happy, safe places based upon sound personal relationships built upon respect for others. We work in partnership with parents and families to ensure the best for all the children in our care.

We aim to help the children to:

- ❖ Become independent whilst being aware of the needs of others.
- ❖ Become tolerant whilst understanding the difference between right and wrong.
- ❖ To develop confidence and self esteem.
- ❖ To develop responsibility for their own actions.
- ❖ To develop self motivation to be the best they can be whilst celebrating and appreciating the skills of others.
- ❖ To be aware of the choices necessary for good friendships and behaviour to be sustained.

## **OUR GOLDEN RULES**

Children are encouraged to understand and follow the GOLDEN RULES to promote the smooth day to day running of our schools.

- We are gentle, kind and helpful.
- We are friendly and polite.
- We respect others.
- We listen to others.
- We are honest.
- We work hard.
- We look after property.

Staff will help children by:

- Modelling Golden Rules.
- Praising the children for good behaviour at all times.
- Staying calm, avoid confrontation. If necessary remove child from situation.
- Speaking quietly and clearly.
- Giving the child opportunity to explain what happened.
- Finding out what has happened.
- Being prepared to listen.
- Being fair and consistent.
- If necessary give time for children to calm down, remove from the situation.

- Accepting apologies and reiterate relevant Golden Rule.
- Being consistent.
- Entering any incident into Incident Book if appropriate.

Good behaviour will be recognised through praise and rewards:

- ✓ In assembly.
- ✓ At lunchtimes.
- ✓ Headteacher Awards
- ✓ Classroom reward systems.
- ✓ Notes or letters to parents.
- ✓ Verbal praise

### **UNACCEPTABLE BEHAVIOUR**

See appendix

In all situations staff will use their own judgement to deal with an incident and determine the appropriate sanction depending on the age of the child, nature of the behaviour, frequency of occurrence and the impact on other children. This may include:

- A verbal reprimand and reminder of the rule that has been broken.
- Time out sitting away from others for a set period of time.
- Standing away from others by the wall at playtime for set period of time.
- Miss playtime, Golden Time or other activities as appropriate. Finish any work if necessary.
- Write the rule that has been broken.
- Child sent to another member of staff,
- Child sent to the headteacher to discuss incident.
- Child completes a reflection sheet or writes a description of events.
- Child writes a letter of apology.
- Parents informed at the teacher's discretion.
- Decide if it is appropriate to enter incident into Incident Book.

Frequent and persistent poor behaviour will result in the child being monitored in close cooperation with parents. A Behaviour Book or chart may be used to record progress or further incidents. An Individual Behaviour Plan will be devised and discussed with parents. Incident forms will be completed and all staff including Teaching Assistants and Mid-Day Supervisors will be informed of the situation to ensure consistency of approach.

In some cases it may be appropriate to seek external advice and support through NYCC Enhanced Mainstream School (EMS) Behaviour Centre. This will be with the full consent of parents and when various strategies have been tried.

In cases of persistently poor behaviour or in the event of a serious incident a child may be temporarily excluded for a set period of days or lunchtimes. Permanent exclusion would only be considered in extreme cases after all other options have been considered. Any such exclusion will be in accordance with NYCC Policy and with full knowledge of Governors.

## **Appendix**

Unacceptable behaviour includes:

### Physical Aggression

- Pushing
- Kicking
- Tripping
- Grabbing
- Nipping, deliberately hurting someone.
- Spitting

### Verbal Aggression

- Name calling
- Shouting aggressively
- Swearing
- Rudeness

### Inappropriate Behaviour

- Interrupting
- Talking when others are talking.
- Calling out.
- Distracting others.
- Stealing
- Telling lies.
- Disregard for property.
- Disregard for others.