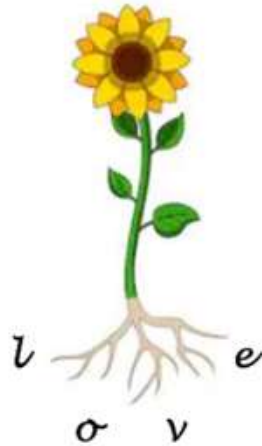


# North Stainley CE Primary School

*We are our school, we have our roots and foundation in love*



*Our school is us, we will grow, blossom and flourish.*

## Behaviour & Discipline Policy

**Policy agreed: 25/11/2020**

**Policy reviewed: 5/12/2022**

**Policy Reviewed: 16/11/23**

**Headteacher:** *LE Wallen*

**Louise Wallen**

**Chair of Governors:**

*Nathaniel Potts*

**Nathaniel Potts**

**Policy to be reviewed: 5/12/2024**

As a church school we value each individual and seek to be a place where all are welcomed and treated with dignity and respect.

Our school vision speaks of us having our roots and foundation in love. Love is the rich soil in which all our Christian values take root. Living out these values will enable us all to grow, blossom and flourish and become confident, successful and responsible citizens of our amazing world.

We are our school; our school is us. The children work together to write their own behaviour customs (**Custom: practice common to many or to a particular place**) for their classes, for the playground and for around the school. These customs are presented as petals on a sunflower that can be regularly changed should the children decide that there is a need for a new custom to be written.

### **Aims**

- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety through positive approaches and support.
- To encourage a calm, purposeful and happy atmosphere within school.
- To work in a Christian environment, that values children as individuals and preserves or enhances their self-esteem.
- To encourage independence and self-discipline so that each child learns to accept responsibility for their own behaviour and belongings.
- To give pupils, staff and parents a sense of direction and a feeling of common purpose.
- To demonstrate a respect for others and their property, the property of others and a proper regard for authority.
- Pupils and staff will be polite and courteous.
- The staff will be consistent, fair and sensitive in their treatment of pupils.
- Children with complex SEND may follow an alternative or additional positive behaviour system in consultation with parents and staff

### **Rewards**

Meaningful praise and encouragement should be used as much as possible in school. Positive behaviour management strategies underpin school life. House Points are awarded daily for particularly positive conduct behaviour and behaviours for learning. Each week, the winning team are announced, weekly points are collated half termly for a House Reward. Good lunchtime behaviour is recognised by the cook and MSA's who awards stickers for positive behaviour. Children's efforts in class and towards modelling our Christian values are recognised weekly by the Headteacher who awards Purple Ribbons and certificates in celebration worship.

Class reward systems are in place at the discretion of the class teacher. A class teacher may decide that a visit to the Headteacher is in order, to choose a reward from the Surprise Basket. We also award team points for good manners and White Ribbons as and when a child shows extra ordinary positive behaviours.

### **Consequences**

For behaviours which do not follow our school customs or display our school's values and learning expectations we take the following actions:

1. Verbal warning
2. Name on the board  
(Names will be rubbed off at the end of the lesson to enable the child to have a "clean slate" within the next session.)
3. 5 minutes playtime missed
4. 10 minutes playtime missed
5. Whole playtime missed
6. Parents will be spoken to
7. Internal exclusion, working away from class
8. Excluded from school

If behaviour shows no improvement, a formal interview with the parents and the child(ren) concerned will be requested.

Support from Outside Agencies may be used: Compass Phoenix, North Yorkshire Hubs and Education psychologist.

Exclusion would only be considered as a last resort.

### **Headteacher**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, Education Act 2002, Education and Inspections Act 2006 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 Head Teacher to ensure the health, safety and welfare of all children in the school. The 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. The Head Teacher keeps records of all reported serious incidents of behaviour. The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified. Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 15 days in any one term. (See Exclusions Procedure). The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.