



Behaviour Policy

Rationale

At Crayke Church of England Primary School, we want to help our pupils to grow socially, personally and academically. This policy sets out how we will foster good respectful behaviour to each other.

We believe that good behaviour needs to be carefully developed. We believe that young children learn best when we are clear about what they are supposed to do and when they are constantly encouraged to do it. This policy outlines:

- ◆ What we mean by good behaviour
- ◆ What we think are the benefits of good behaviour
- ◆ How we encourage good behaviour in school

What do we mean by good behaviour?

At Crayke CE Primary School we feel that good behaviour means that everyone in school is:

- ◆ Caring and kind
- ◆ Polite and friendly
- ◆ Helpful to each other
- ◆ Respectful and considerate
- ◆ Engaged and hardworking

We want to encourage this behaviour in every area of school life for example entering and leaving the school, at lunchtimes, on educational visits and at after school clubs as well as during classroom hours.

What does this mean for our pupils?

- ◆ A whistle is blown at the end of playtime and lunchtime to indicate that the children will need to freeze. On the second whistle, the children line up in their class groups and are sent inside one class at a time.
- ◆ Pupils should walk inside school and enter their classrooms quietly.
- ◆ School uniform to be worn as per the policy and not variations of it.
- ◆ Pupils should work collaboratively in classes and other learning environments, when required. Pupils will not interrupt each other or adults but will wait patiently.
- ◆ In the dining hall pupils are expected to conduct themselves in a calm manner, including talking at an appropriate volume.
- ◆ School property will be looked after. The school will expect parents/carers to replace property deliberately damaged by pupils.
- ◆ Rewards and Consequences displays are in all classrooms and work areas to remind children of behaviours that will promote rewards and of the inappropriate behaviours.

FOLLOW YOUR PATHWAY AND WE GROW TOGETHER WITH CONFIDENCE

Friendship

Forgiveness

Respect

Determination



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Benefits of good social behaviour

By supporting respect and good behaviour, we know we will be supporting the Christian ethos of the school; one that aims to foster a very positive attitude to life. We aim to promote self-image and respect for the attitudes and values of others.

As well as developing self-confidence, our pupils will learn the value of friendship in a safe and happy environment where they can grow and achieve. We encourage children to play an active role in their education. We foster a strong sense of identity with their school and aim for them to form an emotional attachment to our school, which manifests itself through a high degree of self-motivation.

As a staff we aim to meet the needs of all our pupils and good behaviour helps to facilitate this, enabling us to teach effectively with few behavioural difficulties. We believe this allows for an uncluttered, safe learning climate in which all pupils are free to realise their potential.

We welcome supportive contributions from parents/carers as there are several benefits to be gained from viewing the development of good behaviour as a home/school partnership. Parents/carers can feel confident that their children are growing personally, socially and academically in a safe environment which enables all to thrive. They can be assured that their children will receive support when they need it, in order to develop cognitively, socially and emotionally. Above all, parents/carers can feel welcome in the school to discuss their children's progress in a positive atmosphere.

How do we encourage good behaviour?

We want all our pupils to feel that they have a personal investment in making our school be the best it can possibly be. We offer all pupils opportunities to develop independence, confidence and responsibility. This helps to promote good behaviour and we feel that to promote it further children need:

- ◆ To know what they are required to do
- ◆ To have goals to aim towards
- ◆ To be praised, supported, recognised, celebrated and encouraged constantly and effectively
- ◆ To have clear, concise expectations that are upheld by all staff, about their work and behaviour
- ◆ To take responsibility for the choices that they make and be involved in improving or school

As a staff we:

- ◆ Recognise and highlight behaviour as it occurs
- ◆ Explain and demonstrate the behaviour we expect
- ◆ Will sanction appropriately as per this policy and we will all do this consistently
- ◆ Let parents/carers know about their child's good behaviour
- ◆ Model the level of respect and behaviour we expect from pupils
- ◆ Try to anticipate where issues might occur
- ◆ Provide support through intervention, nurture and check in

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At all times we believe that positive reinforcement is the best way to achieve good behaviour and we have several systems set up in school to achieve this. We have a clear set of routines around the school so that pupils know what is expected of them.

Pupils are helped to recognise examples of good behaviour at all time and we feel it is important for pupils to be involved in decision making that is going to affect them. This will help them to become more responsible for their own actions. Classroom "rules" are succinct and positively phrased. Each class discuss and agree these at the beginning of each year and is displayed in the classroom.

We expect parental support in upholding school rules and reinforcing sanctions and ask for agreement to this by discussing and signing the home school agreement with your child.

Special Educational Needs (SEN)

For some of our pupils with special educational needs, an individual behaviour plan will be organised to help those pupils who find it more difficult to conform to the behaviour policy, although the principles of the policy remain the same. A behaviour plan will be part of a pupil's special needs provision and will offer the pupil a precise achievable structure to work within in order that they, and others, remain safe and work is not disrupted. A specific reward, appropriate to the pupil's needs, is offered as part of the behaviour plan.

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Rewards

We know that the vast majority of our children behave very well, most of the time. We would like to recognise this and ensure that children know and can verbalise what good behaviour looks like. This is most meaningful because they align with our school values:

- **Friendship** – we include everyone, using kind words and actions
- **Forgiveness** – we are honest and we learn from our mistakes
- **Respect** – we are active listeners who look after our belongings and each other
- **Determination** – we try our best, aiming high without giving up

In addition, there are times when we feel it is appropriate to acknowledge good behaviour in a special way.

- **Good news texts** – these can be sent to a parent from a member of staff to recognise positive behaviour either in the classroom or around school
- **Team Points** – these can be distributed by any member of staff to any child in school. They are recorded within classrooms and the outcomes are shared weekly in Achievement Worship and in the school newsletter.
- **Certificates** – each week two children are chosen by the class teacher as Star of the Week; these are aligned to our school values and recognise examples of when children have demonstrated friendship, forgiveness, respect or determination. Two children from school are presented with a Headteacher's Award each week for similar reasons. One child is chosen by the lunchtime staff for positive lunchtime behaviour.
- **Fine Diners** – one group of children each week is selected as the Fine Diners. They are allowed juice instead of water with their lunch and are given a small sweet treat with dessert.

Certificates are given out in weekly Achievement Worship on a Friday and names are displayed on the newsletter.

All members of staff are expected to offer praise and encouragement to pupils and particularly focus on pupils who need to develop aspects of their character in order that they may grow into responsible and caring members of the community. At the same time, all staff, regardless of their role, must adhere to the standards set out above and must sanction pupils when necessary. In some cases, pupils with SEN will not be expected to follow the policy but in these cases the pupil **MUST** have an individual learning plan.

Class teachers are expected to release children a few at a time at break and lunchtimes and monitor transitions through the school.



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Sanctions

A 'ladder' system will be used to support children who find it difficult to adhere to the behaviour policy.

The system is the same in all classes and follows the following steps:

1. Warning
2. 1 minute time out within the classroom
3. 5 minute time out outside the classroom
4. Yellow card
5. Red card – parents informed

In some instances, more severe behaviours can trigger an immediate move to step 5. These behaviours include spitting, swearing, kicking, punching or damage to property.

Restorative Practice

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. It helps children to learn how their actions have affected others, by thinking through their behaviour, its consequences and what they can do to make it better. It is a way to develop, maintain and repair relationships, building a community around empathy and self-learning, where children take responsibility for their behaviour.

When things go wrong, we ask the questions outlined below.

Responding to challenging behaviour:

- ◆ What happened?
- ◆ What were you thinking about at the time?
- ◆ What have you thought since?
- ◆ Who has been affected by what's happened? In what way?
- ◆ How could things have been done differently?
- ◆ What do you think needs to happen next?

Responding to those harmed:

- ◆ 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?



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Severe behaviour

In the highly unlikely event of behaviour being so severe that it warrants an exclusion, the NYCC exclusions policy and procedures will be followed. On return to school, a reintegration meeting will be held between school and home to aim to prevent any further escalation of incidents and to fulfil the Christian value of forgiveness and to be able to repair and restore relationships.