



Crakehall C.E. Primary School
The Green, Crakehall
Bedale, North Yorkshire
DL8 1HP

01677 422515

www.crakehallprimaryschool.co.uk
generaloffice@crakehall.n-yorks.sch.uk



Crakehall C.E Primary School Behaviour Policy

This policy sets out the expectations for behaviour at our school and the procedures we have created in order to help us implement these expectations. It also sets out the consequences for misdemeanours should they arise and the importance of growing together.

As a Church of England school we live well together and believe that working as one and understanding the importance of forgiveness will ensure a peaceful and inclusive environment, one in which all children and staff feel valued.

We believe that good behaviour and sound relationships flourish within a secure, caring environment. We treasure the importance of enriching connections and have a core focus on these relationships within our community. A positive atmosphere should be fostered which embraces the need for mutual respect, tolerance, Christian love and the understanding that we are all unique and are worthy of positive relationships.

As a school we aim to:

- Achieve a stimulating and secure environment where children enjoy the challenges of learning both independently and through positive interaction with others.
- Seek to promote good personal relationships between people based on mutual respect and Christian values.
- Encourage a caring and responsible attitude towards the lives, beliefs, opinions and property of others at all times.
- Recognise that good behaviour and discipline are key foundations of good education and our Christian ethos.
- Guide children to seek healing, repair and renewal
- Assist every pupil to grow up with a clear view of what is right and wrong, appreciating the needs and beliefs of others and the society around them. We encourage the development of self-control and discipline and acknowledge the vital role that parents must play in this.



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Rules and Procedures

If school rules are broken we need to know:

- what happened
- when
- if there are any underlying factors
- in whose company
- in what circumstances

Each situation is different; it is not possible to lay down strict guidelines that suit everyone. To ensure that a basic value of respect and the preciousness of each person is an embedded part of the school ethos distinction needs to be made between minor and serious incidents; the latter includes bullying, deliberate injury or attempted injury, stealing and truancy.

Staff responsibility

The management of children's behaviour in school is carried out through high expectations and positive responses to good behaviour and by building close relationships with children.

All staff and voluntary helpers commend good conduct and children are made aware of the beneficial consequences of appropriate behaviour for themselves, class and whole school community. All adults who work in the school have a responsibility to encourage good behaviour. We expect staff to have:

- A positive approach adopted by all
- Clear, consistently applied expectations, rewards and sanctions
- An organised secure environment for children
- Good behaviours that are consistently modelled for all children
- Christian Values embedded within the curriculum
- A strong partnership with parents

Role of the Executive Head teacher and Head of School

It is the responsibility of the Executive Headteacher and Head of School 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 Headteacher and Head of School to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting and guiding staff in the implementation of the policy. The Executive Headteacher and Head of School will keep a record of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for





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serious acts of misbehaviour. For repeated or very serious acts of poor behaviour, the Executive Headteacher and Head of School may permanently exclude a child. The school follows the North Yorkshire Local Authority's guidance on exclusions. The school governors will be notified if exclusion occurs.

Role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at school and at home. We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents promptly if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions regarding a child's behaviour the school would look to parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concerns remain they should contact the head teacher. If these discussions cannot resolve the problem, parents should follow the Complaints Procedure Policy.

Role of the Governing Body

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 headteacher in carrying out these guidelines. The governors should follow the normal complaints procedure in cases of complaint.

Systems in place to support the policy

All children are allocated a team (St Gregory's, St Patrick's and St Mary's) on entry to school. All children are encouraged to collect house points. These are counted up at the end of each week and the House with the most points wins a treat at the end of term. House points are awarded for any of the following:

- contribution to lessons
- trying your best and never giving up
- good attitude and behaviour
- homework and being organized

Children can also be awarded **smilies**, these are small cards with a smile on, these are awarded to children for:

- politeness and good manners
- kindness and helpfulness to others
- thoughtful and friendly behaviour





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During celebration assembly, 5 children's names will be pulled out of the smile box and they will each choose a prize from the treasure chest.

Children can also be sanctioned by the use of a penalty. Penalties are used for any of the following, where appropriate.

1. Bad language and swearing
2. Blatant lying
3. Aggressive behaviour
4. Persistent low level behaviour (after already being placed on the red traffic light)
5. Spoiling of own, others' or school's property
- 6.

Any House that does not collect any penalties during a week, will receive a bonus of 20 house points during celebration assembly.

Traffic Light System

Each class employs a traffic light system to encourage positive behaviour. At the beginning of each day, all children begin on "green". Any child displaying inappropriate behaviour are given a warning before being moved to "amber". If inappropriate behaviour persists, they are warned again before being moved to "red". Children will then be supported and encouraged to move back up to amber/green, staff will share their wisdom by giving children suggestions on what they could do to achieve this effectively and promoting the Christian Value, forgiveness. This strategy will be adapted for younger children or those with Special Educational Needs as appropriate.

The Outstanding Learner Award

Each week, the Outstanding Learner Award is given to children who display good learning behaviours. Teachers put children's names and the details of their nominations on the 'Outstanding Learners' Board' in the hall so that this can be celebrated in celebration assembly. The Outstanding Learner Star is placed in each classroom and move their name up when they become 'Outstanding Learners'. This is 'reset' at the start of every week. Staff and children agree that an outstanding learner would:

- Ask good questions
- Never give up
- Be a good listener
- Be resilient
- Respond to feedback
- Support and encourage others
- Challenge theories



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Sanctions

The approach that is taken encourages pupils to understand that their behaviour can impinge on the rights of others and as a result will have consequences. Regular rule reminders are to be used as an initial non-confrontational approach with disruptive behaviour and a discussion linked to our Christian Values. The use of sanctions should be characterised by certain features: - It must be clear why the sanction is being applied. It must be made clear what changes in behaviour are required to avoid similar situations.

There should be a clear distinction between minor and major offences. Possible sanctions include:

- Expression of disapproval
- Referral to the Senior Leadership Team
- Comment made in Homework/Reading Diary, in order for parents to see/make comment
- Penalty
- Individual behaviour charts (usually for children with specific behavioural needs)
- Time out, class exclusion
- Internal exclusion for set period
- Letter to parents
- A letter of apology written by the offender and given to the injured party or persons.
- Missing part or all of play or lunchtime.
- Ultimately, exclusion (following LA guidelines)

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place in order to meet the needs of the individual pupil.



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Children beyond normal rewards and sanctions

Children who are unable to respond to the code of conduct set out in our behaviour management policy are regarded as having special educational needs in the area of social, emotional and mental health support (SEMH). Individualised provision maps (IPMs) will be drawn up in such cases in accordance with the school's special needs policy. Where appropriate and in accordance with the school's special needs policy, external support agencies will be involved to advise on the development of IPMs and to monitor progress in response to intervention. This school operates on the basis that any child with behavioural difficulties is recognised and supported by the entire staff. Class teachers in particular will be provided with support and practical assistance from all staff in addressing the needs of individuals and applying the expectations and targets set for them in their individualised, personalised IPMs.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body and executive Headteacher on the effectiveness of the policy. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor incidents on the child's merit card. The headteacher records serious incidents on the 'Incident Report Form' and place them in their individual pupil record. The headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded. The buildings/health and safety sub-committee monitor the accident book in order to keep a check on aggressive incidents in school.

Accountability

It is the responsibility of the Executive Headteacher, Head of School and the governing body to ensure that the school policy is administered fairly and consistently.