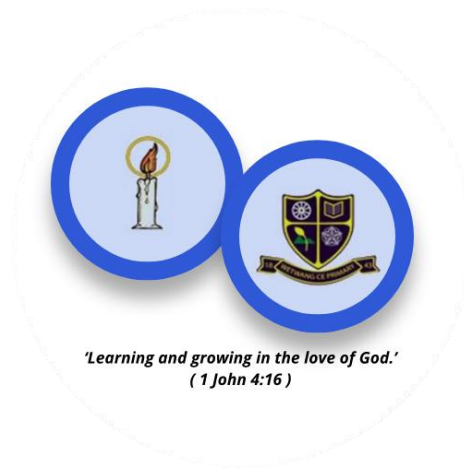




Sledmere and Wetwang Federation

POSITIVE BEHAVIOUR POLICY – October 2025

Adopted by Sledmere and Wetwang Federation Policy Review Group

Signed: Andrew McCormack

Position: Chair of Governors

To be reviewed by Governors October 2027

Vision
'Learning and growing in the love of God' (1 John 4:16)

1. Our Philosophy

At Sledmere and Wetwang Federation we believe that a high standard of behaviour is essential for effective learning and to the spiritual, moral, social and cultural development of every child. Our values statement demonstrates how our Christian ethos underpins our aims to develop curious, successful learners.

'Our schools offer a safe, welcoming and nurturing environment for every child. All individuals get the chance they deserve and the opportunity to develop skills for life. The Christian ethos of the schools is underpinned by the Christian values of friendship, honesty, responsibility, respect, perseverance and forgiveness. We all work together to ensure that our schools are a happy and exciting place in which to learn and to inspire a sense of awe and wonder. Children leave us with the potential to become respected, independent and tolerant members of society.'

At all times we encourage children to develop their independence and take responsibility for their own actions and to reflect on how their actions affect the rights and freedoms of everyone else. Children are actively involved in making decisions about their own behaviour, expressing their actions in terms of **right and wrong choices**.

We want our children to grow up to respect each other and those around them. This will only happen if staff show the same respect to each other and to the children. There is a staff code of conduct which outlines these expectations.

We keep the school rules, or expectations of behaviour, as simple and child friendly as we can to ensure everyone understands them. We expect children to:



Be Safe



Be Responsible



Be Respectful

2. Rewarding the Right Choices

We aim to **catch children being good** so that we can reinforce positive behaviour.

Our school believes that children should be rewarded for positive behaviour on an individual, class and whole school basis.

All teachers in school have their own class reward systems to reward the children being safe, responsible or respectful. These may include:

Stickers Stampers Reward charts Treats Class certificates Responsibilities Extra playtimes

In addition we have some structured whole school rewards such as:

Certificates for Celebration Assembly

Writer Award Science Award Maths Award Reading Raffle Christian Value

We believe in a structured and consistent approach to rewarding positive behaviour. Alongside that we also know that 'catching them being good' is the right approach and to facilitate that the rewards should be given as close to the positive behaviour as possible. Therefore, we will, on occasions, give rewards outside of the usual structures that are in place.

At the end of each half term children who receive ten growth points will be awarded a token leaf and certificate, which will be given out during a special assembly. These leaves will be displayed in the school building on a display celebrating Growth Mindset.

3. Making the Wrong Choices

Our youngest children enter Sledmere and Wetwang Federation at age three and embark on a process of learning. We understand that in order to grasp what the right choices are, it is inevitable that children will sometimes make wrong choices and that too is a valuable part of learning. As a staff body, they can learn from those experiences and when considering the wrong choices made by children, staff should first ask themselves the following:

- ☐ Have I planned my lesson appropriately and shared my learning outcomes with children?
- ☐ Am I praising and rewarding those who behave?
- ☐ Is the work challenging and exciting enough to engage children in learning?
- ☐ Are the resources appropriate and readily available so that pace is maintained?
- ☐ Have I greeted them at the door and made my high expectations clear at the beginning?
- ☐ Is my seating plan right and have I made my 'reasonable requests' clear?
- ☐ Have I taken control of the class on entry, during the lesson and at dispersal?

Communication between staff and consistency when applying this policy is paramount if it is to be successful. Staff are expected to share with each other particular concerns about any individual child or particularly positive actions by a child. A book will be kept in the staff room which will act as a log of wrong choices.

Communication with parents and carers is also important. Our aim is to inform parents as early as possible about behaviour, good or bad. We don't see informing parents as a sanction within itself but merely as information giving in the spirit of partnership. When contacting parents officially for meetings they should, because of open communication prior to the event, never be surprised. We also expect parents to contact us if anything happens outside of school which may affect a child's behaviour in school.

Clearly, children can make the wrong choice to varying degrees and as a result we have developed a series of reminders.

4. Using Reminders

'Reminders' are designed to give children choices. Its principal role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the children's own learning or that of others. If unchecked this sort of behaviour wrecks lessons and undermines the authority of the teacher. It is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

Each session will begin with rule/expectation reminders; these can be followed up with blanket reminders to the whole class.

A chart is placed on the wall to record the number of reminders and is a visual reminder to the class of the school rules. The children are taught that the chart is there to help them regulate their own behaviour. Once recorded the reminders cannot be rubbed off until the end of the session.

Reminder 1 (R1) – The child's name must be written on the board at this point – "Michael, you have continued to talk across the classroom. Michael, I am now marking you on an R1 as a reminder that you should be responsible in class." – Teachers will mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. They will raise expectations and defuse the situation by praising those who are working well.

Reminder 2 (R2) – A second tick must go on the chart – "Michael, you have again continued to talk you have now moved to a R2 as I have had to remind you twice, once more and your parents will be informed and you will miss your next break time." – When teachers have given the verbal comment, they may speak privately to the child. Getting down to the child's eye level being more personal helps diffuse whole class communication, keeps the class calm, additional signals or nonverbal refocusing may also be used.

Reminder 3 (R3) – (Recorded – parents informed – miss next breaktime) – A third tick will be recorded – "Michael, that is your third reminder, your behaviour will be reported to your parents, you are on the verge of leaving the lesson because you are not behaving reasonably." – Teachers will remind the child that it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour: For example:

Set time markers for completing work – "You are here now and when I come back you should be here" – mark with the time; Moving seats – if this is possible; Offer different activities; Ask them to take a minute to think about their behaviour.

R3 will be recorded on Scholar Pack with the behaviour and the class teacher will inform the parent/carer verbally at the end of the day. The total number of R3's will be recorded on the pupil review report which goes home termly.

Reminder 4 (R4) (Recorded – parents informed – miss next breaktime – immediate withdrawal from class to 'Base Class') – At this point the child must leave the room to an agreed partner class with a brief explanation to the receiving staff member until the end of the session. If they become argumentative then defer and ask for them to discuss this when they return.

When they return discuss with them their behaviour and the strategies that will be put in place to support them next time. It could be some of the strategies above. This needs to be explained before next time so they can start with a clean slate. An R4 will also involve missing the next playtime at the next opportunity.

Reminder 5 (R5) – (Recorded – parents informed – miss next breaktime – immediate withdrawal from class to be sent to Headteacher – half day isolation) Should a child's behaviour still not improve and require another reminder then the child is sent to the Headteacher or other member of the Senior Team. The senior teacher will determine a space appropriate to the school and the age of the child where the child will work in isolation for the remainder of the session. The child will then work from the next half day period in this space and will miss lunchtime play. Additionally, an immediate R4 can be given for:

- ☑ Health and safety, violence or threatening behaviour towards others
- ☑ Refusal to follow a reasonable request*

❑ Refusing to hand over items which are not allowed in school

❑ Swearing

❑ Bullying

Guidance for failure of following a reasonable request* Refusal to follow a reasonable request means that children are persistently not complying with a reasonable request. It does not mean that students are immediately given a R4, but they are asked 4 times to comply – “Michael can you please...” “Michael, I have asked you to... can you please do so.” “Michael, are you refusing to follow a reasonable request to...” “Michael you have refused to follow a reasonable request, this has resulted in a R4 as you have had to be reminded four times”.

It should also be noted that all behaviour is contextual and needs to be dealt with on an individual basis taking into account the context. Consequences are also judged on the basis of severity and previous incidents.

5. More Serious Issues Relating to Behaviour

Where appropriate the following may apply:

❑ Involvement of Behaviour Support Service

❑ Fixed Term Exclusion

❑ Permanent Exclusion

Fixed Term Exclusion

Fixed Term Exclusion means that a child is not allowed on the school site for a defined period determined by the Headteacher.

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.’ (DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The following are examples:

❑ Failure to comply with a reasonable request from a senior member of staff.

❑ Failure to wear school uniform.

❑ Breaches of health and safety rules.

❑ Verbal abuse of staff, other adults or students.

❑ Possession of drugs and/or alcohol related offences.

❑ Failure to comply with the requirements of the ‘Reminders’ system see section 5 above. ❑ Wilful damage to property.

❑ Homophobic or racist bullying.

❑ Bullying.

❑ Sexual misconduct.

❑ Theft.

❑ Making a false allegation against a member of staff.

❑ Persistent defiance or disruption.

❑ Minor assaults or fighting.

❑ Other serious breaches of school rules.

Permanent Exclusion

Permanent Exclusion (also known as expulsion) means your child is permanently removed from the school.

‘A decision to exclude a pupil permanently should only be taken:

- *in response to serious or persistent breaches of the school’s behaviour policy; and*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school’.* (DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- ☐ Serious actual or threatened physical assault against another student or a member of staff.
- ☐ Sexual abuse or assault.
- ☐ Supplying an illegal drug.
- ☐ Possession of an illegal drug with intent to supply.
- ☐ Carrying an offensive weapon.
- ☐ Making a malicious serious false allegation against a member of staff.
- ☐ Potentially placing members of the public in significant danger or at risk of significant harm.
- ☐ Persistent defiance or disruption where all other avenues have been exhausted.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

For children who are deemed to be at risk of exclusion a formal meeting will be called for a discussion between the parents or carers, the Headteacher and other relevant and significant staff involved with the child, and where appropriate outside agencies. The purpose of the meeting will be to establish and clarify the child's individual targets.

6. Anti-Bullying

Bullying of any kind is unacceptable at our school.

If bullying does occur, all pupils should be able to tell an adult, and know, that incidents will be dealt with promptly and effectively. We are a TELLING and LISTENING school and promote that culture. This means that anyone who knows that bullying is happening is expected to tell the staff.

What is Bullying?

Bullying is the **systematic** use of aggression with the **intention of hurting another person** by an individual or group of individuals. Bullying results in pain and distress to the victim.

Bullying can be:

Peer-on-peer **see below**

- ☐ Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- ☐ Physical pushing, kicking, hitting, punching or any use of violence
- ☐ Racist racial taunts, graffiti, gestures
- ☐ Sexual unwanted physical contact or sexually abusive comments
- ☐ Homophobic because of, or focussing on the issue of sexuality
- ☐ Verbal name-calling, sarcasm, spreading rumours, teasing
- ☐ Cyber All areas of internet, such as email and internet chat room misuse; mobile phone threats by text messaging and calls; misuse of associated technology, i.e. camera and video facilities

Expectation in relation to Bullying

- ☐ All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- ☐ All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- ☐ All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- ☐ As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- ☐ Bullying will not be tolerated.

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- ☐ is frightened of walking to or from school
- ☐ begs to be driven to school
- ☐ changes their usual routine
- ☐ is unwilling to go to school (school phobic)
- ☐ begins to truant
- ☐ becomes withdrawn, anxious, or lacking in confidence
- ☐ starts stammering
- ☐ attempts or threatens suicide or runs away
- ☐ cries themselves to sleep at night or has nightmares
- ☐ feels ill in the morning
- ☐ there is a change in school performance
- ☐ comes home or to class with clothes torn or books damaged
- ☐ has possessions which are damaged or "go missing"
- ☐ asks for money or starts stealing money (to pay bully)
- ☐ has unexplained cuts or bruises
- ☐ comes home starving (lunch has been stolen)
- ☐ becomes aggressive, disruptive or unreasonable
- ☐ is bullying other children or siblings
- ☐ stops eating
- ☐ is frightened to say what is wrong
- ☐ gives improbable excuses for any of the above
- ☐ is afraid to use the internet or mobile phone
- ☐ is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. We are a listening school and if you have any concerns please speak to your child's class teacher, the Headteacher or any other member of staff.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); (See KCSIE 2021 Part 1)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; (See KCSIE 2021 Part 1)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos¹⁰ (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Procedures for dealing with bullying and child-on-child abuse

1. Report bullying incidents, including **child-on-child abuse** to staff or an appropriate adult.
2. In cases of serious bullying, the incidents will be recorded by the relevant member of staff on the bullying record sheet in the staff room.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, the police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. Every attempt will be made to help the bully/bullies change their behaviour.

Outcomes

1. The bully/bullies will be asked to genuinely apologise. Other consequences may take place, see section 4 'Making the wrong choices' and section 5 'Using Reminders' above.
2. In serious cases, Fixed Term or even Permanent Exclusion will be considered.
3. If possible, the pupils will be reconciled.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Sexual Violence

5. 428 Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of 'it could happen here'. (From KCSIE 2021)
6. 429 Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. (From KCSIE 2021)

What is sexual violence?

7. Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
8. Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
9. Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
10. Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?

11. Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.
 - a child under the age of 13 can never consent to any sexual activity;
 - the age of consent is 16;
 - sexual intercourse without consent is rape.

What is Sexual harassment (From KCSIE 2021)

12. For the purpose of this advice, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
13. Whilst not intended to be an exhaustive list, sexual harassment can include:
 - sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
 - sexual "jokes" or taunting;
 - physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
 - online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
14. o consensual and non-consensual sharing of nude and semi-nude images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence; o sharing of unwanted explicit content;
15. o upskirting (is a criminal offence²⁰);
16. o sexualised online bullying;
17. o unwanted sexual comments and messages, including, on social media;
18. o sexual exploitation; coercion and threats.

Procedures for dealing with sexual violence

19. Reassure all victims that they are being taken seriously and that they will be supported and kept safe. (A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. (From KCSIE 2021).

Prevention of Bullying

We strive to ensure that the personal, social and emotional development of children is at the forefront of all we do at school. Our Philosophy underpins our work and through this we encourage children to make our school a safe place in which to learn. We strive to promote good decision making, children taking responsibility for their actions, raising an awareness of bullying and the daily living out of a life centred around Christian teaching.

15-17 *'If a fellow believer hurts you, go and tell him—work it out between the two of you. If he listens, you've made a friend. If he won't listen, take one or two others along so that the presence of witnesses will keep things honest, and*

try again. If he still won't listen, tell the church. If he won't listen to the church, you'll have to start over from scratch, confront him with the need for repentance, and offer again God's forgiving love.' Matthew 18:15-19

These messages are constantly reinforced by all members of staff at all times.

Further guidance on behaviour and discipline in schools can be obtained on the DfE website

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>