



UNSWORTH PRIMARY SCHOOL

BEHAVIOUR POLICY

*To be read in conjunction with the
(DFE – Behaviour and Discipline in Schools – February 2014.)*



Our school community is committed to providing a safe, secure and stimulating environment. We value and promote personal achievement, high standards and respect for the individual. We believe that by working together we build understanding of one another and develop the self-esteem of every child.

Rationale

Our school motto, "Together we build understanding", expresses our approach to behaviour and discipline at Unsworth Primary School. We expect and encourage good behaviour and self-discipline from all our children in order to achieve an environment which enables emotional development, effective learning, high standards and the smooth functioning of the school as an orderly community.

We believe that by working closely with parents and pupils we can ensure a common understanding of the rights and responsibilities of all members of the school community to treat each other with respect regardless of a person's race, religion, nationality, ethnicity, disability, gender, gender identity and sexual orientation (LGBT).

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

Aims

At Unsworth, we aim to create a happy and caring school for all our children and help each child to develop self-confidence and respect for others. We put these principles into practice through our positive approach towards behaviour management. We aim to:

- develop a moral framework within which children can mature emotionally and in which sound relationships can flourish.
- enable children to develop a sense of self-worth, respect and tolerance for others
- produce an environment in which children feel safe, secure and respected.

Through these aims we will expect our children to show:

- Self confidence
- Self-control
- Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others feelings
- Respect for their environment and community

Teachers and all staff are expected to be good at managing and improving children's behaviour. It is expected that parents will support the school in encouraging their children to show respect and support the school's authority when disciplining its pupils.

A whole school approach of positive reinforcement is taken to the management of behaviour and this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and wider community.

A variety of methods are used to encourage and support pupils to behave appropriately:

- Golden Rules used consistently across all year group
- PSHE- PATHs work
- Assemblies
- School Council
- Code of Conduct
- Sanctions
- Rewards
- Areas of Responsibility/good role models
- Mutual respect expected of all adults and children
- Anti-Bullying policy
- A range of visitors into school and a variety of visits offsite

Standards of Behaviour expected:

All members of the school community are expected to:

- be responsible for their own actions and know how to behave.
- show self-discipline and support others.
- have good manners and be polite.
- show understanding and respect towards each other and others' property. display positive attitudes to school and work which emphasises high standards.

When behavioural/discipline problems arise, a number of sanctions are exercised depending on the nature, circumstances and severity of the behaviour. The majority of these problems can be dealt with informally by the class teacher and child. Occasionally, parents need to be more directly involved and we believe that by working closely with pupils and parents we can achieve positive results.

How Standards of Behaviour are maintained:

The school is sensitive both to the **rights** and the **responsibilities** of the pupils in its charge, and matters of concern for the pupils are addressed swiftly by all staff and the Headteacher.

The school **staff** is responsible for modelling good behaviour and having high expectations of all children with regard to their behaviour. All staff have been involved in whole school, positive behaviour management training and as a result of this training, we reviewed our policy and procedures.

We believe that a stimulating, structured **curriculum** contributes significantly to good behaviour. Thorough planning for the needs of individual pupils and the active involvement of pupils in their own learning are essential.

Classroom management is seen as having a crucial influence on behaviour, as well as on learning. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Resources should be arranged to promote independent learning and minimise disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Praise should be used to encourage good behaviour as well as good work.

Each classroom displays a copy of the '**Golden Rules**', which are referred to constantly by the class teacher with the pupils. These are used to promote good relationships within the classroom, respect for others, and for the school.

All year groups (Y1-6) follow the **PATHs** programme which provides a framework to deliver elements of PHSE. The weekly sessions give children the opportunity to express their concerns and discuss issues relevant to them. The children participate in discussions, group building activities, and share stories which provide a vehicle to talk about issues linked to behaviour, feelings and friendships. It also allows the children to gain in self-confidence in tackling issues that concern them in an open and safe forum.

The School Council contributes to good behaviour in the school. The council consists of ten pupil members from Y2 to Y6 who meet fortnightly with a member of the Pastoral team. The pupil councillors determine the agenda for the discussions and vote on issues raised. Other members of the school community are invited to attend from time to time e.g. Chair of Governors, teachers, teaching assistants, Mid-day Supervisors, to observe or give their views. Decisions made by the council are communicated to the other pupils through assemblies or class council meetings.

The whole school PSHE and assembly plans contribute to the promotion and reinforcement of positive behaviour. Whole school, Key Stage and Class **assemblies**, focus on matters related to the school ethos, good relationships, behaviour issues (including bullying), as well as the wider community and the world outside.

Parental/carer partnership is vital and the standards of behaviour expected of all pupils are included in the school's **Home-School-Pupil Agreement** which parents are asked to sign. Our *Behaviour and Good Manners* booklet is also issued to all parents. This contains information about rules, rewards and sanctions, as well as details of different levels of behaviour and how it is dealt with.

School Rules:

Pupils and parents are made familiar with the '**Golden Rules**', via displays, newsletters, progress meetings, etc. At Unsworth Primary school we believe that our rules should be positive, clearly stated and consistently applied. The Golden Rules are:

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

At the beginning of each year, each class interprets and agrees these rules, producing a class charter which all children sign.

Rewards

In line with our approach to behaviour management, good behaviour is actively encouraged and rewarded. Achievements in all aspects of a child's life are celebrated.

Rewards include:

- **Verbal praise** from members of staff and other pupils. This may be simple praise for a good answer in class or a thoughtful or helpful action. It could also involve public praise in class or another class.
- **Highlighting good work, effort or behaviour**
e.g. displays on classroom, corridor or hall walls,

reading work aloud to other pupils,
telling others in assemblies,
showing work to other members of staff (e.g. previous teacher, Headteacher),
stickers, positive comments written in children's books.

- **Reward systems in class**

e.g. smiley faces, stickers,
class charts on classroom walls on which children gather points for their "team",
house point system (Y2-Y6) in which each pupil is a member of one of four houses –
points are gathered both individually and for the house,
opportunities to choose own activities as reward for good behaviour,
extra playtimes.
Each class has its own reward system, linked to the Golden Rules/ behaviour targets.
(e.g. Year 6 children have a *Good to be Green* behaviour scheme.)

- **Whole school reward systems**

e.g. Well Done Assembly – held on Thursdays in which 2-3 pupils from each class
are rewarded for good work or good behaviour. They receive a sticker and a Well
Done postcard to take home.

Well Done Display Book – names of children chosen for Well Done Assembly are
collected in our Well Done Book.

Monday Achievement Assembly – held weekly in which children bring certificates and
trophies achieved outside school e.g. swimming awards.

Trophies – awarded to Y6 pupils at the end of the year in six areas – academic
achievement, personal and social skills, creativity, endeavour, progress and sporting
achievement. **The children's names are added to our Roll of Honours** Lunchtime
Award System (Y3-Y6) – teaching staff can nominate individual children who have
kept to the rules/or impressed them in some way, to have lunch at the VIP "Top
Table" on Friday.

- **Head Teacher awards** –stickers, text home.

When Things Go Wrong

Most examples of undesirable behaviour can be dealt with informally by the class teacher/ or
other member of staff and the child. The Staff have agreed on the consistent use of
language with regard to sanctions. Each classroom displays behaviour rules and graded
sanctions, which the children have been involved in defining. These sanctions might include:

- Reprimand/ reminder of school rule being broken and choices of behaviour
- Reminder of appropriate behaviour and warning of possible consequence.
- Discussion with child at appropriate time e.g. end of lesson.
- "Time-out/cooling off" period elsewhere in classroom.
- "Time-out" outside classroom/with another member of staff.
- Loss of part or whole of playtime – time to reflect/discuss/write about the problem
behaviour

If the above sanctions are not working and a child persists in behaving inappropriately, a
more formal procedure will be employed. It should only be necessary in cases of persistent
poor behaviour or an incident of a serious nature e.g. aggression/violence, bullying etc. It is
vital that when used, staff, parents and pupils work collaboratively and support one another
to achieve success for the child. Children will be actively involved in the process at a level
appropriate to their age and/or understanding.

Levels of Behaviour

1. The class teacher or another member of staff will contact parents, usually by telephone, expressing concern over the child's current level of behaviour. The school will do this when informal procedures (as previously described) are not having any effect on the situation. Parents may also be contacted after one-off incidents of a more serious nature e.g. fighting, hurting another child, bullying, stealing. Parents will be asked to discuss the situation with their child and support the school in its expectation of appropriate behaviour. Senior members of staff such as the Head teacher or Deputy Head teacher will be informed of the concerns raised. The Parent School Advisor may become involved.
2. If the behaviour persists or other incidents occur parents will be contacted again. At this stage regular meetings between the member of staff and parents might be arranged to monitor the situation. A behaviour plan may be drawn up between the member of staff, the pupil and the parent. This could be a smile chart, a home-school book or a report sheet – see examples. It may also be necessary to employ further sanctions such as exclusion at lunchtime. Senior members of staff such as the Head teacher or Deputy Head teacher may be involved in the meetings or the follow-up action with the pupils.
3. If the above has taken place and concerns remain, the following action may result:
 - All parties meet to consider whether it is appropriate to register the child on the Code of Practice for Special Educational Needs/Disability (for behaviour/emotional needs)
 - A "Learning Plan" will be agreed and drawn up.
 - The child is put on a formal report i.e. behaviour is monitored and recorded daily.
 - A shorter timescale/reporting schedule is agreed.
 - Outside agencies may be invited to help e.g. Education Welfare Service, Pupil Learning Centre.
 - At this stage temporary or permanent exclusion from the school might be used. Parents will be fully informed as to their rights regarding exclusion. Guidelines available in school – see DfES Circular 10/99 Social Inclusion: Pupil Support.

Pupils' conduct outside the school gates

Staff have the power to discipline pupils for misbehaving outside the school gates, "to such an extent as is reasonable."

This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities, eg offsite visits, residential visits, when representing the school
- Travelling to and from school,
- Misbehaviour when wearing school uniform
- Or any misbehaviour at any time that could have repercussions for the orderly running of the school,
- poses a threat to another pupil or member of the public,
- could adversely affect the reputation of the school. (including misbehaviour online)

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (e.g. offsite visits and residential visits).

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Policy written by: T Ali