



## Positive Behaviour Policy Autumn 2018



At Glusburn Community Primary school we are committed to enabling all children to access education successfully and are committed to establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all areas of school life. Therefore, a well thought out approach to this aspect contributes directly to both the social and emotional well-being of all and the learning aspects of our school.

### Rights Respecting School

Glusburn Community Primary School is proud to be a UNICEF Rights Respecting School. This behaviour policy encompasses the following articles from the UNICEF Convention on the Rights of the Child.

- **Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.
- **Article 15 (Freedom of association):** Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.
- **Article 16 (Right to privacy):** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes
- **Article 19 (Protection from all forms of violence):** Children have the right to be protected from being hurt and mistreated, physically or mentally.
- **Article 28: (Right to education):** All children have the right to a primary education, which should be free. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way. Any form of school discipline should take into account the child's human dignity.
- **Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.
- **Article 31 (Leisure, play and culture):** Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.
- **Article 37 (Detention and punishment):** No one is allowed to punish children in a cruel or harmful way.

### Aims of the policy

We strive to create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others. We aim for children to be able to show respect and consideration for other people and property. In order to achieve this we will praise and reward positive attitudes to behaviour and work, as well as ensuring that we maintain a high level of fairness and consistency whilst also encouraging self-discipline. We will promote an ethos of respect and encourage children to feel confident to speak out if they feel that they are unhappy. All children will know that they can approach any member of staff. We will not tolerate bullying or discrimination. We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. Therefore we expect all stakeholders to behave in a considerate, respectful and fair way towards others as well as encouraging and praising good behaviour and anti-discrimination.

By promoting good behaviour we can build individual self-esteem and encourage good personal relationships. This will:

- Ensure caring and happy school where children feel safe.
- Promote all children's social, emotional and mental health.
- Develop the 'whole' child enabling them to take responsibility for their own behaviour and enable them to make the right choices.
- Promote good citizenship, good self-esteem, self-discipline and emotional intelligence.
- Prevent bullying and discrimination.



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### Beliefs

This positive behaviour policy is based on the following beliefs:

- Children need to know when they have been successful
- Improved self-esteem underpins good behaviour
- Praise and positive reinforcement is more effective than punishment
- Individual differences are valued
- Good behaviour should be held in high esteem by all members of staff who will overtly and consistently reward and promote it at all times
- Each new day is a fresh start
- Children will have equal access and opportunity to the curriculum
- Effective links between home and school are essential to success and good behaviour
- Consistency is the key to success. All staff (both teaching and non-teaching) will endeavour to follow the positive behaviour policy of the school and implement its procedures
- Developing self-esteem and emotional intelligence should be explicitly taught through weekly timetabled PHSE lessons led by the class teacher

### How is good behaviour recognised?

All children who use appropriate behaviours will be encouraged and rewarded. Rewarding good behaviour is the norm and is the responsibility of all adults in the school. Staff are expected to be pro-active in celebrating ordinary good behaviour overtly and on a regular basis during the school day. Rewards need to be consistent across the whole school. Good behaviour of children will be shared with parents on a regular basis.

Children are:

- Rewarded with positive praise and good behaviour acknowledged through the class Dojo system
- Given a fresh start each day with no judgements made on any previous incidents of poor behaviour
- Rewards are given for demonstrating good behaviour, good work and learning behaviours and acts of kindness in line with the school rules
- Class teachers and HLTAs can send individual praise messages through the class Dojo system as well as verbally contacting parents or sending praise postcards home
- The Headteacher will award Headteacher Awards for exceptional behaviour
- Good behaviour will be acknowledged in assemblies that celebrate success and achievement
- A **Star Learner**, for each class, is awarded for outstanding achievement throughout the week either academically, socially or achieving a personal target. The star learner has the privilege of sitting on a chair in assembly and going to the front of the queue for lunch with a friend. They can then choose to sit with their friend at the specially prepared Star Learner lunch table. A praise postcard will be sent home each week by post to inform parents
- A **weekly Dojo Champion** will be awarded for each class and a certificate sent home each week
- The weekly newsletter to parents highlights the Star Learner and Dojo Champion for each class for that week, as well as the winning class with the most class Dojos



# Glusburn Community Primary School

*Respecting Rights, Recognising Responsibilities*

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Reg Charity No 1060322  
Headteacher Mr. R.Hunt



North Yorkshire's First

## What is Class Dojo?

Each pupil is assigned an avatar to represent them. When they demonstrate positive behaviours, staff can simply click on the avatar, choose the appropriate behaviour from a list, and award the child a positive **Green Dojo Point**. Equally, when a child chooses a negative behaviour staff can award a **Red Dojo Point**. Children will only be given these negative points following a verbal warning, giving the individual the chance to make the right choice.

<p><b>Green Dojo points:</b> Good citizen Teamwork Exceptional manners Fantastic work Amazing contributions</p>	<p><b>Red Dojo points:</b> Disruptive behaviour Damaging property Being unkind to others Poor attitude to work</p>
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## More information about Class Dojo

- Children can be awarded class Dojo points individually or as a whole class.
- Parents can receive information about their child's successes by logging into their child's account using smartphone, tablet or PC (school will provide log in details).
- Teachers and non-teaching staff can all award Dojo points but only one at a time.
- Once children have achieved 50 Dojo points they can 'trade' them in at the Dojo Reward Shop for additional rewards or bank them. Children can do this when they have achieved 100, 150, 200 and so on through the year. These rewards will be decided by the School Council in conjunction with all children in school. They may include extra playtimes; ICT time or other rewards as determined by the children.
- Each week in Monday Assembly the class with the most Dojos will be announced. They will be allowed to sit on the benches in Assembly. A class Dojo league table will be kept for the half term with the winning class receiving a prize at the end of term Achievement Assembly.

## How do we prevent inappropriate behaviour?

As a school we will strive to prevent behaviour problems arising by:

- Effective classroom organisation and management
- Delivering an appropriate and well planned curriculum that matches the children's needs and ensures they are engaged, motivated and challenged at the appropriate levels
- Establishing positive and effective relationships
- Teaching co-operative strategies
- Promoting children's ability to take ownership of routines
- Always acknowledging good behaviour
- Developing self-esteem and emotional intelligence by explicitly teaching PHSCE in all classes (led by the Class teacher)
- Early contact with parents, by the class teacher in the first instance, when children are unsettled in school



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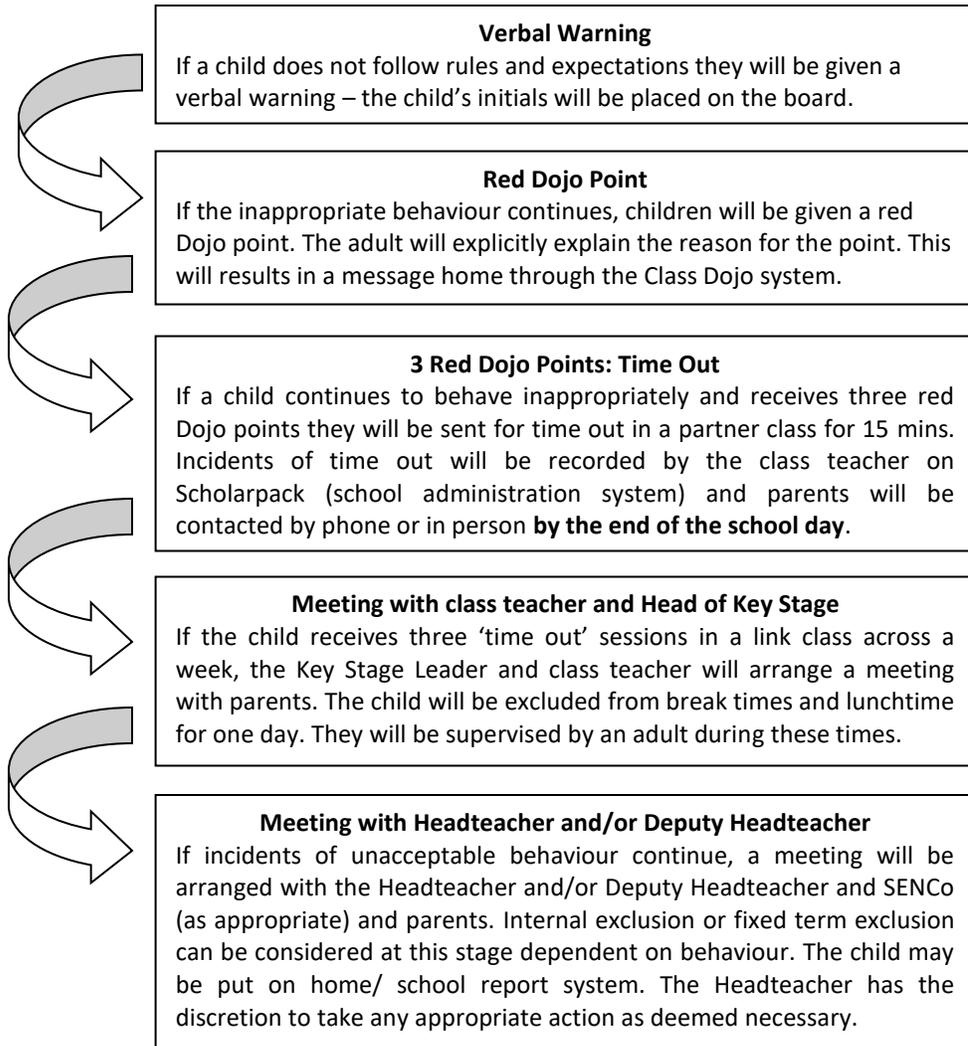
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## Procedures for Sanctions



**Please note. There are set non-negotiables that will result in the need to directly move to the final step and the intervention of the Headteacher and/ or Deputy Headteacher:**

- Physical assault against a pupil or adult
- Persistent verbal abuse
- Theft
- Damaging school property
- Bullying and discrimination
- Persistent disruptive behaviour



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## **Midday Supervisors**

MSAs will follow the same procedures for rewards and sanctions as outlined in the policy. Specific rules are in place for the dinner hall and the field at lunchtimes. Incidents of sanctions will be recorded in the lunchtime behaviour book. The Senior MSA will share this information with class teachers immediately after the lunch break. It is the Senior MSA's responsibility to oversee the passing of information back to the class teacher regarding any inappropriate behaviour and sanctions.

## **Internal Exclusion**

Internal exclusions can be used to exclude pupils from their playground at break time or lunchtime if a child has received three 'time out' sessions in a link class, or if the child is deemed to be unsafe and a risk to others/ themselves outside. Pupils will need work to complete whilst in an internal exclusion and will be supervised by a class teacher, Deputy or Headteacher. Children on internal exclusions will not be left unsupervised in the main entrance corridor as an internal exclusion. Parents will be informed as soon as possible and no later than the end of the school day. Any longer term internal exclusion will be used in discussion with parents where a child may be at risk of fixed term exclusion and requires time to reflect on their behaviour.

## **Exclusion for Serious incidents**

The school reserves the right to exclude any pupil for a fixed term exclusion without using the detailed process for sanctions. This will only be used where there may have been or is likely to be significant harm or risk to pupils or staff.

## **Pupils with Special Educational Needs**

Sometimes behavioural difficulties are an indicator that a child may have a special educational need. When concerns are significant the Inclusion Manager and SENCo, following discussions with parents, will evaluate the case and may decide to seek additional support from outside agencies. These individual pupils may need specific behaviour strategies and plans to address their needs. These will be shared with all staff involved with the child during the school day, as well as parents, in order to ensure consistency of approach. They may differ from the standard policy. When taking advice from outside agencies, the needs of the child, the other pupils in the class and the staff will be taken into consideration.

## **School Trips and Residential**

It is very rare we exclude a child from a school trip or residential visit and we always strive to make all reasonable adjustments to enable all children to access these opportunities. However, the school reserves the right to not include any child on a trip or residential visit whose behaviour may cause a threat to the safety of themselves and/ or others. The school has a duty of care to all children and so no compromises can be made for children whose behaviour is a concern. Parents will be contacted early in the planning process for trips and residential visits if there is a concern about their child's behaviour in order to plan the best outcome for all.



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## **Anti-Bullying and Anti-Discrimination**

Bullying: WE ARE A 'TELLING' SCHOOL

We annually support 'Anti-Bullying' week in school.

Bullying is defined as persistent, systematic and deliberate desire to hurt others and can be verbal, mental or physical. At Glusburn Community Primary School we are keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend.

All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim. Incidents will be initially dealt with by the class teacher who will investigate the incident and then follow the appropriate sanctions. Parents of all involved will be contacted by the class teacher. If incidents of bullying persist the Headteacher or Deputy Headteacher will invite parents to a formal meeting where future action and appropriate sanctions will be discussed. Support will be put in place for children who have been victims of bullying in order to develop their self-esteem and ensure they feel safe in school.

The role of parents is important in reducing any incidents of bullying. We ask that parents watch out for signs of distress, such as repeated illness, damaged clothing etc, and take an active interest in your children's social life including their use of social media as they get older.

If parents feel that their child is being bullied we advise them to give them the following advice:

1. Tell them that there is nothing wrong with them.
2. Advise them to tell a trusted adult at school.

Please help us by encouraging your child to tell someone if they are being bullied.

## **Anti-Bullying Ambassadors**

We have a team of Anti-Bullying Ambassadors who work throughout the school promoting friendship and respect. Each class in Key Stage 2 has two representatives who are elected through a democratic process. They attend fortnightly meetings and are trained to support children with conflict resolution, problem solving and seeking adult help and guidance. In addition to this the Ambassadors update the Anti-Bullying boards in their classrooms, help their teacher solve problems in their class worry boxes and help to decide on a weekly Friendship Star. The Ambassadors play an important role during Anti-Bullying Week which this year has been led by the team leaders. This important role ensures that our playgrounds feel happy and safe and that children know there is somebody always available to talk to.

## **Play time 'Buddies' and Lunchtime Young Leaders**

Playground Buddies and Lunchtime Young Leaders encourage positive relationships between pupils during playtimes: guiding pupils when playing games, looking out for children who appear upset or lonely and making sure that all children feel happy at playtimes.

## **Links to other policies**

The Positive Behaviour Policy operates in conjunction with the following policies: Inclusion, Educational Visits Policy, Equal Opportunities, Health and Safety, Safeguarding.