



Behaviour Policy Autumn 2016



Rights Respecting School

Glusburn Community Primary School is proud to be a UNICEF Rights Respecting School. Our school was the first in North Yorkshire to receive the award in 2009.

This Policy covers the following Rights in respect of UNICEF's The 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.

Glusburn Primary School Mission Statement.

We want our school to be a place where everybody feels welcome.

We want all our children to feel safe and happy so that they can enjoy their learning and achieve to their full potential.

We will provide a stimulating learning environment, offering a variety of exciting learning opportunities and experiences within a broad and balanced curriculum.

We aim to give children the best possible start to their education by developing their independence, curiosity, imagination and desire to learn.

We will promote our common values and value our differences within the school and the wider community.

Our common values

- Show Respect
- Practise Manners
- Being Safe
- Working together
- Being Honest, Trustworthy and Responsible citizens.

Every Child Matters

Overriding common values:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Economic well-being

Responsibilities

For their rights to be maintained children have to be responsibility for their own behaviour and that they must accept the consequences of their actions.

Unacceptable Behaviour



Behaviour Policy Autumn 2016



Rewards

Good behaviour will be praised in class, both verbally and by receiving tangible rewards such as stickers. Children may also share their achievement with the Head and gain certificates to take home, as well as certificates awarded during achievement assemblies.

Housepoints

Each child in school is placed into one of four different teams or 'houses', each house has a name and colour: Pendle red, Pen-y-Ghent blue, Wherside yellow, Ingleborough green. The children can score 'housepoints' for their house through demonstrating good behaviour including: good manners, showing respect and working as part of team. Any member of the school staff can award a house point. The points are totalled each week with the winning team being moved 1 step up on the housepoint ladder. Each staff member in school is also assigned a house. A head of house is nominated from the Year 6 class.

At the end of each half-term the team which has progressed furthest on the ladder is given a 'treat' this may include a disco during school time, extended play, a movie, inviting performers into school...

Star Learner

This 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. Star Learners are invited for drinks and a treat with the Headteacher.

A weekly letter to parents highlights the star learners for the week as well as the house point champion from each class for the week.

Sanctions

1. Class teacher explains to the child the behaviour that is unacceptable and the 'UNICEF right', giving the child a warning.
2. If the unacceptable behaviour continues then the child is given a 'yellow card'. The child's initials are recorded on the 'yellow card'. The child will miss 5 minutes from their next break. If a child is given a 'yellow card' during the final session of the day, the card will carry over to the next day.
3. If further unacceptable behaviour continues then the child's initials go on to a 'red card' and they miss 15 minutes from their next break.
4. Should a child continue to misbehave their name is again recorded on the 'yellow card' and another 5 minutes is taken from a further break.

The class teacher should discuss the child's behaviour with the child's parents at the end of the school day. However, the class teacher may decide that in certain circumstances the punishment has been sufficient. Cards will not be given for forgetting homework.

If a child persistently continues to receive red cards, then a meeting should be arranged between the class teacher, the appropriate Head of Key Stage and the child's parents. However for serious incidents, such as physical or verbal assault towards a pupil or an adult, then the matter should be referred immediately to the Headteacher, or in his absence, the Deputy Headteacher. In extreme cases the Headteacher may decide upon excluding the child, following NYCC guidelines.



Behaviour Policy Autumn 2016



Bullying: WE ARE A 'TELLING' SCHOOL

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

Bullying is the persistent 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.

The role of parents is important in reducing any incidents of bullying. Watch out for signs of distress such as repeated illness, damaged clothing etc. Take an active interest in your children's social life.

If you know that your children are being bullied 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.

Behaviour, Care, guidance and support

The support, guidance and care provided to promote personal development and well being is provided through all staff including: teachers, support staff, MSAs and in particular the Learning Mentor and Parent Support Advisor. Pastoral guidance for pupils is provided through the school's website 'Learning Mentor Page'; here children can easily access quality information regarding issues such as: emotional well-being, how to be a good friend, anti-bullying; anger management, self-esteem, as well as explaining the Learning Mentor's role and how children can access help. The quality of the information and individual guidance provided helps pupils make the best choices. Pupils are also guided by all school staff including the learning mentor and Parents Support Advisor.

Peer supporters

Year 6 Peer Supporters are taught skills to help them solve problems and help resolve conflicts between others in a non-aggressive way; these skills include:

- Dealing effectively with their own relationships
- Developing their own self confidence
- Developing listening skills and becoming more assertive
- Problem solving

It is important to stress that our peer supporters will not be placed at risk. They will not be asked to mediate fights or serious incidents, including severe bullying, should these occur.

Play time 'Buddies'

Playground Buddies encourage positive relationships between pupils during playtimes: guiding pupils when playing games, looking out for children who appear upset or lonely, making sure that all children feel happy at playtimes, referring children to Peer Supporters if necessary.