



Higher Failsworth Primary School

Behaviour Policy

2013

'Working together for an Education for Life.'

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Staff Member:	Matt Thompson
Governor:	Alan Smith

HIGHER FAILSWORTH PRIMARY SCHOOL

Behaviour Policy

Good behaviour is a strength of our school.

“Pupils behave well around school. They have a good understanding of each other’s needs and care for each other well. For example, older pupils talk very maturely about their friends who have trouble managing their own behaviour, and understand why they need extra support.” (Ofsted, June 2013)

Rationale

At Higher Failsworth Primary School we aim to ensure that all members of our school community are within a safe, caring and positive environment where they are appreciated and valued as individuals, and given the opportunity to succeed.

We aim to help children to develop into positive, responsible and increasingly independent members of the school community and help them to understand how making the right choices can have a positive impact on their learning.

Principles

We believe that for effective teaching and learning to take place all members of the school community should strive to demonstrate positive behaviour.

We aim to do this by:

- Promoting respect for others, ourselves and our environment
- Rewarding good behaviour and celebrating success
- Promoting self-discipline and high self-esteem
- Being fair and consistent in our approach and response to both positive and negative behaviour
- Acknowledging that all children are different and require different methods of behaviour management
- Providing an environment that is purposeful, calm, secure, and safe from disruption

Roles and Responsibilities

Promoting positive behaviour requires the commitment of all members of the school community.

We expect all members of school staff to apply this policy consistently and fairly and to model positive attitudes and behaviour.

We expect all pupils to do their best to follow the school rules and take responsibility for their own actions.

We expect parents and carers to support us in implementing this policy and in honouring the home-school agreement.

We expect Governors to apply this policy consistently and fairly.

Practices and Procedures

School Rules

Children and staff worked together to establish our school rules. Four whole school rules have been agreed on, which are to be followed by the children and staff around school.

These rules are:

- Be Safe
- Be Polite
- Be Kind
- Be Learners

The “Always” system

Our policy for promoting positive behaviour is based on the principle that good behaviour should be rewarded and that those children displaying positive behaviour should receive more attention than those who do not. This system runs annually and begins again each new academic year.

At the beginning of a new academic year each class discuss “Always” rules. These are the rules which, every child should try to adhere to at all times. They must be decided upon with full input from all the children and adults who work in that class. They may be based on attitude e.g. we will always do our best, we will always listen to others. They may be linked to personal management skills e.g. we will always bring in our PE kits, we will always remember our homework. They may be linked to issues of respect e.g. we always have kind hands and feet. They may be specifically linked to an attitude towards learning. They will, by their nature, reflect the individual personality of the classes.

The rules may be changed as the year progresses but only after discussion with the whole class has taken place.

The Always rules are displayed prominently in the classroom alongside an “Always Board”. The Always Board shows the children’s progress towards meeting the rules all of the time and culminates with the presentation of the Always badge. Always Boards are designed by the classes themselves and as such reflect the interests of the class e.g. football, X Factor, race to the moon. This will be reviewed weekly.

On award of the Always badge for the first time (each academic year) children will visit the Headteacher’s office and be presented with the badge by a senior member of staff and have their name recorded in the special book. Their photograph and name will be displayed in the entrance area. Children wearing Always badges should be celebrated and congratulated.

If children do not follow the Always rules they may move backwards along the board and lose their badge. The Headteacher, Deputy Headteacher or Assistant Headteacher make this decision based

on their professional judgment and knowledge of the child. The member of SLT will keep the badge until such time as it can be re-awarded, a minimum of one week.

Termly rewards for those children who have their Always badge celebrate their achievement. Rewards are given in a specific week each term. This information is available from the Inclusion co-ordinator.

Some children will find it very difficult to earn their Always badge. In these circumstances we may vary our expectations. Some pupils may have short / long term difficulties and in consultation with parents we may agree alternative targets. (See section on children with Emotional and Behavioural Difficulties - EBD).

Traffic Light Behaviour Management system

Each class has a traffic light behaviour management system. Each child starts the day on green card. Showing the right behaviours, making the right choices and following the school rules will keep children on a green card.

If a child is making the wrong choices and not presenting the expected behaviours then a member of staff will issue a warning, explaining what behaviour they are showing and why it is not acceptable. They will also explain that this is a warning and if the behaviour continues it could result in a yellow card.

If, after the warning, the behaviour continues then a yellow card will be issued and the child's green card will be taken from the display. The system is progressive and if the behaviour continues then the child will be moved to a red card.

It is only in exceptional circumstances, or for particular behaviours such as fighting that a child would be moved from a green to a red card.

We understand that everyone can make mistakes and sometimes present the wrong behaviours. Because of this, we allow children the opportunity to move back from red to yellow and yellow to green by showing the right behaviours over the lesson or period of time as deemed appropriate by an adult.

Children who end the day on a yellow or red card have a sanction. The following playtime children will be kept inside for 5 minutes for a yellow card and 10 minutes on a red card. Each unit have a space where children go for reflection time managed by a member of staff.

At the end of each school day all children go back to a green card ready for the next morning.

House Points

Every child from Y3 to Y6 belongs to a 'house' in the school- Earth, Air, Fire and Water. There are nominated Year 6 captains for each House.

Children can earn points for their house. House Points are awarded for good behaviour and good work.

House points are collected weekly and announced in Key Stage 2 Merit Assembly. House Captains accept the House Cup on behalf of their house.

The House with most points each half term receives an extra 10 minutes lunchtime on the Friday of the winning week.

Merit Assemblies and Little Gems

These are held each week in each Key Stage to celebrate special achievements. Two children from each class are chosen to receive a Merit certificate and mention in assembly and others from each class are chosen as Little Gems. To achieve this status children should have put in 100% effort over the week.

Personal, Social, Health Education and Citizenship (PSHE+C) Programme

All year groups undertake regular PSHE+C lessons and follow the SEAL (Social and Emotional Aspects of Learning) programme. The SEAL curriculum includes the skills of self awareness, self regulation, motivation and empathy as well as social skills. SEAL assemblies celebrate these skills half termly.

Prefects, Monitors and Lunch Time Buddies

Children from Unit 2 are asked to volunteer for the above roles which help with the smooth running of the school, especially at lunch times. They are expected to carry out their roles responsibly.

Children with Emotional or Behavioural Difficulties (EBD)

Some of our children are identified as having Additional Educational Needs with regard to some aspects of their behaviour. These children are identified by the class teacher and Inclusion Coordinator in full consultation with their parents.

For these pupils the usual range of rewards and sanctions may not be appropriate. These children may have:

- Individual Education Plans (IEPs)
- Additional Needs Personal Profiles (ANPP's)
- Care and Support Plans
- Statements of Special Educational Need

These plans may carry their own short term rewards and sanctions outside those followed by the rest of the school. They may include specific management systems e.g. Gain 10 system. These are shared with all members of staff who work with the child.

Other Reward Systems

Some classes have devised their own systems of rewards e.g. smiley faces and Class Treat Points. Sometimes other children are involved in nominating others for good behaviour and attitude e.g. Star of the Day, Good Citizen Awards.

Fixed Term and Permanent Exclusions

On occasion, the Headteacher has the need to exclude a child from the school. In doing so, the Headteacher will follow the LA (Local Authority) guidelines (copies available from the school office).

Lunchtime Supervision

Midday Supervisors are expected to follow this Behaviour Policy consistently and fairly. However, it is not appropriate for Middays to apply some of the sanctions. Sanctions used at lunchtime are:

- A reminder of the school rules
- A warning that the behaviour is unacceptable
- In cases of severe disruptive and/or dangerous behaviour a senior member of staff is sent for to deal with the situation in situ.

NB: Under no circumstances should a child be told to stand against the wall or be sent into school. Some children with special educational needs find playtimes and dinner times difficult and will need support and encouragement in order to socialise and play appropriately.

Rewards by Midday Supervisors include:

- Positive comments and praise
- Stickers
- Comments passed onto class teacher
- Yellow Cards – a maximum of one child per midday per day
- Busy Bee Awards – for one child per midday per week and announced at merit Assembly
- Nomination for Diamond Diners (the child must also abide by the healthy eating rules)

Acknowledgement

With many thanks to the Staff and children of Greenacres Primary School, Oldham from whom we adopted the “Always” system.