



Simmondley Primary School Behaviour Policy

At Simmondley Primary School, we believe that everyone has:

- The right to learn
- The right to feel safe
- The right to be treated with respect

The Right to Learn

As outlined by the United Nations, the opportunity for children to learn is considered to be a basic human right. At Simmondley Primary School, we actively teach children to demonstrate a positive attitude towards their own **learning behaviour** as well as the right for others to learn.

Assemblies

Weekly assemblies focus on a variety of **learning behaviours** such as perseverance, trust, independence and teamwork. These themes are followed up in class and, in a celebration assembly at the end of each week, certificates are presented to children who have exemplified these strengths. The rationale behind this is to make the children at Simmondley School better equipped for learning and to have the life-long skills required to become successful citizens.

PSHE

All children follow a program of Personal, Social and Health Education and Citizenship. This includes aspects of SEAL (Social and Emotional Aspects of Learning) and SUMO 4 Schools program. Within these programs, children explore aspects of behaviour and learn how to empathise with others.

Circle time

Circle time takes place each week in all classes. Children are encouraged to feel that they may discuss current issues or concerns in a safe, nurturing environment; it is a vehicle through which many aspects of behaviour can be tackled.

The Right to be Treated with Respect

Playground Agreement

A playground agreement (Appendix 1) has been drawn up in consultation with the children of Simmondley Primary School. The content reflects all stakeholders in the school and is referred to and revisited on a regular basis; it is signed by children at the beginning of each academic year.

Simmondley Primary School Behaviour Policy

Playtime behaviour is monitored and recorded on a daily basis by the Behavioural / Pastoral Coordinator whilst any serious incidents are referred to the Deputy/ Headteacher.

Class Rules

Each class formulates their own rules. These are based on individual needs; they are designed to be fluid and may be changed, as required, during the year.

The Right to Feel Safe

We believe that everyone within our community should feel safe, secure and cared for when coming to school. We know that adults are the single biggest determining factor and the staff at Simmondley strive to ensure that this happens.

The perimeter of the school is fenced off and the school premises are regularly inspected to maintain the safety of both children and adults.

Bullying

At Simmondley School, we define bullying to be aggressive or unpleasant behaviour directed at a child or group of children over a period of time. Often, there is an imbalance in power. This may be in the form of an older child being hurtful to a younger child or a group of children being unkind to an individual.

Bullying of any form will not be tolerated. Every effort is made to deal with any incidents swiftly and effectively.

All allegations of bullying are recorded and investigated thoroughly. This process is outlined in the Anti Bullying Log (Appendix 2) It is important to note that we seek to find reconciliation between all parties although we recognise that this may not always be possible.

Each year, we participate in various national initiatives such as Anti Bullying Week and E Safety Day.

Racist behaviour

Racist behaviour or language will not be tolerated in any form. All reported incidents are recorded on the Anti Bullying Log and submitted to the Headteacher. These are dealt with on an individual basis.

More serious behaviour concerns

- Deliberate acts of aggression are treated very seriously and internal exclusions will be used.
- Where children are involved in incidents of very poor behaviour, parents will be consulted. Our aim will always be to work with parents to improve the child's behaviour.
- Parental permission to involve the school's behaviour support teacher may be requested.
- An individual behaviour plan will be drawn up, in consultation with the behaviour support teacher, parents and school staff and behaviour will be closely monitored.

Simmondley Primary School Behaviour Policy

Exclusion

Where a child behaves in a way which causes serious disruption, or harm to others and has received three internal exclusions, they may need to be excluded from the school.

When making exclusions, guidance from the Education Authority must be followed. Exclusions can only be made by the Headteacher and, in her absence, the Deputy Headteacher.

Rewards

We try to encourage children to believe that there is intrinsic value in behaving well and acting as a responsible member of the school community. However, we recognise that rewarding children has a positive effect on their self esteem which often encourages better behaviour.

Stars are awarded to children for a variety of reasons including good work and excellent behaviour. These are recorded in each class and counted up every week. The colour team with the most stars is awarded a trophy which is then presented during the Friday celebration assembly. A further reward is offered to the colour team with the most stars at the end of each term. This may include an extra playtime or a non uniform day.

Many classes have their own reward systems- the following examples are currently on offer:

Headteacher Award, 'Strength' certificates, Stickers, Cloud 9, 'Colours' trophy

In order to reward children who consistently adhere to our rules, there is an extra 5 minute play time every two weeks.

Consequences

For those children who do not follow the school rules, there is a clear structure of consequences:
(See Appendix 3)

- Verbal Warning
- Written Warning
- X by name (miss playtime)
- Consequence Slip (see attached) and sent to another class for time out.
- Start a Behaviour Record to last for the half term (see appendix 4)

We believe that the children of Simmondley Primary School are well behaved, polite pupils who enjoy learning. On the occasions when the behaviour of a child or group of children is impairing the rights of others, we aim to respond fairly and appropriately. We are a school with a positive, nurturing ethos and hope that is reflected in this document.

January 2013

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