

# GILDERSOME PRIMARY SCHOOL

## Behaviour and Discipline Policy



Agreed by the Governing Body: Summer 2018  
Review Date: Summer 2020

At Gildersome Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment. This policy fully complies with Section 89 of the Education Act. The school acknowledges the legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs.

## **1. Aims and Expectations**

- 1.1. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2. The school has a number of school guidelines, known as the school code, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3. The school expects every member of the school community to behave in a considerate way towards others.
- 1.4. We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2. Rewards and Sanctions**

- 2.1. We praise and reward children for good behaviour in a variety of ways:
  - All staff, including teaching assistants and lunchtime supervisors praise children.
  - Teachers use a variety of reward systems in their teaching (eg stickers, merit charts, badges etc)
  - Each week we nominate a child from each class to receive the 'Merit Box' (We distribute 'Merit Boxes' to children either for consistent good work or behaviour. It is important to recognise the children who are consistently well behaved, i.e. those who do not regularly need reminding of how to behave and are not influenced by the poor behaviour or attitude of others). A list of children who have been awarded the Merit box will be kept by the teacher and passed on through school. Each 'Merit Box' winner receives a yellow badge in class – badges will be returned the following week.
  - Exceptional work is brought to the Head Teacher or Deputy Head Teacher for additional praise and the award of a special certificate and badge.
  - We reward particular incidents or instances of good work, behaviour or kindness using our 'House Points' system.
  - Children who are in the winning team will have rewards such as sitting on the benches in assembly.
  - Children who achieve over 10 house points in a week will be awarded a badge in assembly that matches the house colour.
  - The winning house each half-term will have an extra 15 minutes at morning break time and a cup with the house colours will be awarded.

- Classes, in turn, produce class assemblies for the rest of school. Each class will perform 1 assembly per academic year to the whole school and then to parents (except Reception)
- Each week children from 1 class will be invited to have an afternoon tea party with a member of the Senior Staff such as the Head Teacher. These will be chosen by the teacher and will be the 'Always' children who always do the right thing.
- Achievements both in and out of school are celebrated in assembly and on the school's news board and newsletters.
- All children will be expected to follow the whole school Behaviour Code. The rules will be displayed in the halls and in classrooms. (See Appendix 1)
- A class promise is to be agreed within each class every September which all children sign and adhere to.
- All classes agree on a class target which is worked towards over an extended period of time. When they have achieved the target, they receive a class reward which is decided upon by the class teacher and the children. This is to support the work school is doing to gain 'Investors on Pupils' status.
- In KS1 and KS2 each class operates a 'Good to be Green' traffic light behaviour management approach with appropriate sanctions and rewards. However, children will have 2 verbal warnings before moving to the Yellow card. On the first verbal warning, children will lose 2 minutes of their break. On the second verbal warning, they will lose 5 minutes of their break. A yellow card will constitute a loss of a whole break and a red card, loss of breaks for the full day (if this happens late in the school day, loss of breaks will be rolled over to the next school day). The Red card should only be used in exceptional circumstances. Red cards are to be noted in the class record and parents / carers will be notified either by phone call or in person. The details will also be recorded on the school's information system (SIMS)
- In Nursery and Reception, 'Good to be Green' is still used but slightly differently to be more age appropriate.
- If a child is behaving inappropriately, they will be spoken to by a member of staff and given several reminders and opportunities to change their behaviour. If they still persist, they will be given a warning card which means their name will be placed on the wall. After the warning, children will be given an orange card, then if the behaviour persists, a red card. Children then sit on the time out chair and discuss their behaviour more thoroughly with a member of staff. Parents will always be informed if their child has received a Red card. We believe that best practice is always to reward and support positive behaviour. Reception teachers also use a smiley face chart during carpet sessions to highlight children demonstrating positive learning behaviours. All the children have smiley face chart in their tray, children receive a smiley face for making good choices, doing good work. When they get ten faces they get a certificate and a raffle ticket which goes into a smiley face box and a winner is drawn out on a Friday to win a prize.
- Children cannot 'earn back' a Yellow or Red Card, except at the discretion of the Head Teacher.
- All children will return to the 'Green Card' for the beginning of each day.
- At the end of the day, each child who has stayed on 'Good to be Green' will be given a raffle ticket. At the end of the week, a winning ticket will be drawn from all of the raffle tickets for the week and a small prize will be awarded.
- At the end of each academic year a child in Year 6 will be chosen by the Year 6 teacher. This will be a child who has consistently followed the school's behaviour rules and systems and has worked hard throughout the year. They will be awarded the John Bowness Award.
- Particular aspects of good behaviour that the school wishes to promote are raised in assembly or class circle time and are promoted as a 'Behaviour Focus' for the class (taken from Key Skills and attitudes statements for the relevant year).

2.2. The school employs a number of sanctions to enforce the school behaviour code (See appendix 1) as well as the school Learning code (See Appendix 4) and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

**Key Points:**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable,

who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the head Teacher says otherwise) with responsibility for pupils, such as teaching assistants.
  - Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
  - Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
  - Teachers have a power to impose detention outside school hours.
  - Teachers can confiscate pupils' property.
- (Behaviour and Discipline in schools, Advice, Jan 2016)
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
  - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
  - We expect children to follow the requests of all staff at all times.
  - If a child is disruptive in class, we implement a range of strategies to enable the child to continue with their activity. If a child misbehaves repeatedly, we may provide the child with a 'Time Out' space until s/he calms down and is in a position to work sensibly again with others.
  - If a child receives a 'Red Card' they will be asked to stay in over break time with the teacher or a Senior member of staff to discuss their behaviour.
  - If a child is disruptive over the lunch break, the Lunchtime supervisor will decide on an appropriate course of action and will refer the children to a member of the Senior Leadership team if deemed appropriate.
  - All children will participate in Friday rewards unless the Head Teacher, the Deputy Head Teacher or Family Support Worker decides otherwise. Children will only be excluded if there have been continuing major issues with behaviour with little or no signs of improvement. Children will then be excluded from Friday Rewards and will undertake a programme of work with the Family Support Worker in order to help them address the issues that are being presented. This will be a short-term measure, to last no longer than 3 weeks. (See Appendix 3)
  - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and provides a 'Time Out' space. If there is still no improvement, then the teacher may call for a member of the Senior Leadership team or the Family Support Worker to intervene.
  - Children are placed on an 'Individual Behaviour Plan' in cases of continuing difficulties. Parents are informed, and their support and involvement sought in modifying and improving behaviour.
  - If a child threatens, hurts or bullies another pupil, the class teacher deals with the incident appropriately, with significant instances being reported and recorded. Children may be placed in afternoon detention for significant breaches of the school's behaviour code at play or lunchtimes. For these, the class teacher will stay with the child and discuss the behaviour. If a child repeatedly acts in a way that disrupts or upsets others the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
  - Weapons and knives must not be brought onto school premises under any circumstances. If a child brings a weapon into school, it will be handed to the police and the child may receive a fixed term or a permanent exclusion.
  - Items that should and should not be brought in to school will be discussed as appropriate throughout the year and during the annual 'Keep Safe' week.
  - Behaviours which will never be tolerated include actions such as:
    - Violence, including fighting hitting and kicking
    - Inappropriate use of language including: swearing, verbal assaults, racist or sexual comments
    - Defying instructions and requests from staff
    - Bullying
    - Deliberate acts which place others in danger

- Vulgar gestures
- Stealing
- Persistent low-level disruptive behaviour for example, which persistently affects the learning of other children

These behaviours would result in an automatic red card.

- 2.3. The class teacher discusses the school code with each class. In addition to the school code, each class also has its own class promise, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.
- 2.4. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Our aim is to ensure that all children in school feel safe and happy.
- 2.5. Staff in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **3. The role of the class teacher, family support worker and support staff**

- 3.1. It is the responsibility of the class teacher to ensure that the school code is enforced in their class, and that their class behaves in a responsible manner during lesson time. The Family Support Worker and support staff reinforce this.
- 3.2. All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3. All staff treat each child fairly and enforce the classroom code consistently. All staff treat all children in school with respect and understanding.
- 3.4. If a child misbehaves repeatedly in class, in the first instance the class teacher deals with incidents him/herself in the normal manner. Support staff also deal with positive and negative behaviour and report to the class teacher as appropriate. However, if misbehaviour continues, the class teacher, Family Support Worker or support staff seek help and advice from the Head Teacher or other members of the Senior Leadership team. The school follows "Restorative Practice" to support children who have had disagreements, and 'Team Teach' techniques for positive handling which will be used in extreme cases following strict guidelines.
- 3.5. The school liaises with external agencies, as necessary, to support and guide the progress of each child. The school may, for example, discuss the needs of a child with the Education Welfare Officer or Local Authority Behaviour Support Service such as the Area Inclusion Partnership.
- 3.6. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 3.7. The Learning Mentor reinforces the school's behavioural aims and expectations through proactive and reactive support sessions. Inclusion programmes to target specific behavioural needs are used. Lunchtime games clubs and outdoor activities are organised by the Family Support Worker so all children can access opportunities to develop positive behaviour and inter-personal skills.
- 3.8. Whilst the purpose of this policy is to ensure that all children are treated equally, it may be necessary to apply amended versions of this policy for children with specific difficulties. The school reserves the right to amend these guidelines for specific children, in consultation with

parents and carers, where it is deemed necessary and this will be supported by a behaviour plan and the support of the appropriate bodies. Staff will also encourage other peers to understand and appreciate that different children have different needs and that children should be tolerant and mindful of this.

3.9. Early Years staff will follow a slightly different set of procedures which is more in-keeping with the needs of younger children. This can be found in Appendix 5

#### **4. The role of the Headteacher**

4.1. It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

4.2. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3. The Head Teacher keeps records of all reported serious incidents of misbehaviour.

4.4. The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

4.5. The school takes seriously any cases of bullying with regards to ethnicity, race, disability, SEN, gender or sexual orientation – instances of this will be reported to the Local Authority following the school Hate Incident Reporting Guidance. Parents and the child will be informed when this is necessary.

#### **5. The role of Parents**

5.1. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2. We explain the school policy and rules to parents, and we expect parents to read these and support them.

5.3. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

5.4. If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. They should then contact the Head Teacher if the situation is not resolved over a reasonable period of time. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

5.5. Parents and children will be encouraged to consent to support the school to maintain good behaviour by reading and signing the home-school agreement on entry to school. (See appendix 2) This will be reissued to parents if necessary.

#### **6. The role of Governors**

6.1. The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

6.2. The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

## **7. Fixed term and permanent exclusions**

7.1. Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2. If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

7.3. The Head Teacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.4. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

7.5. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

7.6. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated.

7.7. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

## **8. Monitoring**

8.1. The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2. The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

8.3. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **9. Review**

9.1. The school reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.



# Our School Code

- ❖ We take care of each other.
- ❖ We take care of our school.
- ❖ We always do our best.
- ❖ We show respect to others and good manners at all times.
- ❖ We move round school sensibly and carefully.

# Home and School Partnership Agreement



## Nurture, Aspire, Achieve

### **At Home I/we will:**

- Make sure that my child comes to school regularly, on time and properly equipped.
- Make the school aware of any concerns or problems that might affect my child's progress or behaviour.
- Support the school's policies and guidelines for behaviour.
- Attend Open Evenings and other meetings about my child's progress.
- Support and encourage my child's learning to help them achieve their best.

### **At School we will:**

- Provide a safe, secure and happy environment in which your child can flourish and achieve their best.
- Provide a broad and balanced curriculum and meet the individual needs of your child.
- Provide information about your child's progress at Open Evenings and in an annual report.
- Keep you informed about school activities and events through newsletters, text messages, social media posts, letters or notices.
- Contact you if there are any problems with your child's attendance, punctuality or equipment.
- Contact you and work in partnership with you if there are any concerns about your child's learning or behaviour.
- Encourage your child to grow into a responsible and valued member of the community.

### **As a pupil of Gildersome Primary School I will:**

- Come to school regularly and on time.
- Bring all the equipment I need every day.
- Come to school appropriately and tidily dressed.
- Do all my work to the best of my ability.
- Respect others and be helpful and polite.
- Take good care of the equipment in school, the school building and its grounds.
- Follow the school Behaviour Code, the school Learning Code and follow Responsible use of the Internet.

Name of child \_\_\_\_\_ Class \_\_\_\_ Date \_\_\_\_\_

Signed (Child) \_\_\_\_\_

Signed (Parent) \_\_\_\_\_

Signed (Head Teacher) \_\_\_\_ *C. Hoyle* . \_\_\_\_\_

Please sign and return the top copy to school. Keep the bottom copy for your records. Thank you.

### Appendix 3

	=	<b>1st Warning</b> 2 minutes in silence at break time
	=	<b>2nd Warning</b> 5 minutes in silence at break time
	=	Outside No playing All break time
	=	Miss your next 3 play times 2 in a week—miss Friday activities

# We care about our learning

❖ **C**urious

❖ **A**spire

❖ **R**esponsible

❖ **E**ffort

## Appendix 5

### Early Years Behaviour Policy

#### Reception:

To use the good to be green system

Children who are always on green get to go to a always party for Reception at the end of each term and receive a certificate.

#### Consequences:

- Verbal reminder of the rules and expected behaviour
- Written warning on the wall
- Yellow card time on the thinking chair within provision time. (Thinking chair may also be used as a time out chair to allow child to think about behaviours to avoid yellow or red cards)
- Red card sent to another classroom

The parents of children on a yellow or red card will be spoken to at the end of the day or rang if necessary.

#### Rewards:

- House points
- Sticker/stampers to be used to support house points
- Raffle tickets for children who have been green all week 3 to be picked put on a Friday.
- Merit box weekly to an always child
- Praise notes home as and when.
- Good work sent to members of the SLT

#### Investors in pupils:

Whole class target set on needs of the class and rewards voted on by the children. 10 bees in the bee hive to get to receive reward.

#### Nursery:

In Nursery we use the traffic light system, as a visual way of following 'Good to be Green'. All children begin their session on the green traffic light.

#### Consequences:

- If a child makes a poor behaviour choice and chooses not to follow our class promise, they will be given a verbal warning and a reminder to follow the rules. If the negative behaviour persists, they will then have their photo moved onto the orange traffic light and given another reminder of the rules. If the behaviour continues they will be put onto the red traffic light.
- If there is a more serious behaviour incident for example, physical violence to another child, they will be put onto the red traffic light without a warning. If a child is on the red traffic light and their negative behaviour persists, they will be taken to Early Years Leader, a familiar adult to the child.
- If a child is on the yellow or red traffic light, the child's parents will be spoken to at the end of their session.

#### Rewards:

- Children are constantly praised throughout their learning time for making good behaviour choices and good choices of where to play and learn.
- Stickers and certificates will be given to the children regularly who make good choices.
- In each session a 'Star of the Day' will be chosen, they will receive a special sticker and get to sit on the sparkly chair during carpet sessions.

#### Investors in pupils:

The children in both AM and PM sessions will be given a class target to try and achieve. Together they can make suggestions and vote on the reward they receive if they complete their target.