

THE GLEBE PRIMARY SCHOOL

Behaviour Policy



THE GLEBE PRIMARY SCHOOL
POLICY FOR BEHAVIOUR MANAGEMENT

RRSA Articles

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 28

You have the right to a good quality education.

You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Gateway to Learning where Every Body Excels

Mission Statement

The Glebe School is a happy and caring community where everyone is valued.

We offer a welcoming and stimulating environment where all learners achieve success through challenge and an education tailored to their needs.

We encourage all our children to develop a love for learning and we equip our children for their life choices in an ever changing world.

INTRODUCTION

To support the school's stated mission, and in line with our R.R.S.A values, it is essential that our pupils have high self-esteem and their behaviour and attitudes are conducive to the school's environment and aims. This will allow our pupils to realise and achieve their individual potential. This policy outlines the purpose, nature and management of behaviour management at The Glebe Primary School.

This policy reflects the consensus of opinion of the School Staff. It has been drawn up as a result of School Staff consultation and has the full agreement of the governing body.

The implementation of this policy is the responsibility of the Head teacher and all staff.

AIMS

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To treat problems when they occur in a caring, supportive and appropriate manner in order to achieve an improvement in behaviour and developing a behaviour plan if necessary.
- For children to further develop their self esteem.
- For children to manage feelings and emotions appropriately.

All staff in The Glebe Primary School are committed to 'safeguarding'

- For children to experience success.

CORE VALUES

The following key values should be actively promoted in order to achieve the stated aims.

Respect

- For themselves, other pupils, adults and property.
- Everybody should remember that respect is earned and not given by right.
- We should all be polite, to remember good manners.
- Children should be encouraged to take pride in politeness and good behaviour.

Trust

- To be trusted and to develop confidence in trusting others.

Tolerance

- Tolerance for those different from ourselves.

Truth

- To develop honesty towards ourselves and others.

Care

- Care for the working environment and property.
- Care for the broader environment.
- Care for people.
- Care to avoid accidents.

Responsibility

- The children should be encouraged to accept more responsibility as they get older.

Consideration should be shown in the following ways:

- Children should be taught to be considerate for others and their property.
- Children should be shown to realise that all actions have consequences - good or bad.
- In the way that children move around school, always walking.
- Through not exceeding acceptable noise levels.
- In the way groups of children line up and enter the building or move around school
- For others at playtimes, everyone has the right to play their own games in their own space with whoever they wish to play with, without the risk of interference. (RRSA Article 31)
- All members of the school community should show consideration to each other.

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SCHOOL UNIFORM

Children are encouraged to wear our school uniform of:
red sweat shirt, jumper or cardigan, white or red polo shirt and grey or black trousers or skirt.
Children need to change for PE into white T shirt blue or black shorts and plimsolls or non marking training shoes.

In winter children can wear navy or black jogging trousers .

(Further details can be found in our school prospectus)

Jewellery must be removed during PE lessons for health and safety reasons.

Newly pierced ears may have the studs covered by plasters if pierced in term time>

SCHOOL RULES

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. To achieve the expectations of behaviour set out in our code of conduct we have 6 "Golden Rules" for all areas of the school including lunchtimes and playtimes:

- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We listen to people
- We are honest

These golden rules are displayed in all areas of the school and attention should be drawn to them frequently. School assemblies will refer to the Golden Rules regularly.

INCENTIVE SCHEME

The central aim of this policy is to build self-esteem in our children and staff through encouraging all members of our school community to practice good behaviour by operating a system of praise and reward. This is for all children, but we appreciate that this approach may not address the needs of a minority of pupils. In such cases the individual needs of the child will be discussed with the class teacher, team leader, SENCo, Deputy Head Teacher and Head Teacher and appropriate action taken.

Our incentive scheme offers positive and tangible rewards through which children are recognised for social and academic achievements and this is regularly communicated to children and their parents. Care must be taken that social values such as kindness and politeness are given equal weight.

Positive gestures to recognise appropriate behaviour include:

- ⊗ Verbal praise
- ⊗ Proximity praise
- ⊗ Non-verbal gestures
- ⊗ Stickers for good attitude
- ⊗ Peer group approval
- ⊗ Sent with work/note to the Team Leaders, Deputy Head teacher/ Head teacher for "special" praise
- ⊗ Certificates
- ⊗ "Happygrams" and other congratulatory stationery - notes sent home to parents

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- © Team points and RRSA tokens
- © Privilege time or "Golden Time"

TEAMS.

Children in school are organised into 4 teams with siblings in the same team.

TEAM	COLOUR
Barford	RED
Fife	YELLOW
Ashton	BLUE
Kinderton	GREEN

Each team has one Team Captain rotated regularly a year 6 team captain will receive the house cup in the celebration assembly. Team points are awarded by staff for a wide range of social and academic reasons, including effort, behaviour and achievement. Team points are collected in each class in Team Point Boxes. Each Friday afternoon the Team Captains collect points and total them up. The house with most team points will receive 4 points, then 3 points, then 2 then 1. The winning house will be announced during celebration assemblies, and Team Cup awarded weekly.

Weekly totals of points are displayed on a celebration board in the school hall and around the school.

Individual Class Teacher Awards celebrating achievements will be awarded weekly throughout the year for specific reasons. It is hoped that all children will be awarded a certificate at least once a year, but it should be recognised that to maintain fairness and value some children may not receive a certificate. Children are encouraged to share their achievements in school in Celebration Assemblies each Friday. . Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their behaviour and quality of their work.

Friday Celebration Assembly should be a school highlight, good-natured and fun, it will consist of:

Individual pupil Special Award certificates (class)

Subject specific awards

Best Cloakroom award

Team Captains awards

Best lining up in the playground

Best attendance award

Celebration of talents

Team point trophy

Star pupil award

French award

Breakfast Star

RRSA award

GOLDEN TIME

"Golden Time" is a regular slot of time each week, during which pupils can choose a "special" enrichment educational activity. This privilege time is seen as a reward for all children who uphold the Golden Rules. Loss of this privilege time can be used as sanction. There are several benefits to Golden Time:

- It upholds the Golden Rules
- It demonstrates to children that there are immediate consequences for unacceptable behaviours

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- It gives children the power of negotiation through provision of "earning back" contracts.
- It ensures that children who are normally good are continually acknowledged and rewarded.
- It encourages all children and staff to enjoy a relaxed, stress-free time together.

Guidance on how to create Golden Time is included in Appendix 1.

SANCTIONS

Sadly, there will be times when children do not respond to positive rewards and behave inappropriately. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions. (RRSA Article 28)

It is always better to pre-empt a situation where a child behaves inappropriately than to respond to their poor behaviour, this helps the teacher to remain positive and avoid confrontations. This can be done using a number of de-escalation strategies including:

- Scanning the class to ensure children are on task.
- Using "the look" to deter inappropriate behaviour.
- Use of proximity praise.
- Use of pupil's name.
- Physical proximity of teacher or other adult.
- Distraction.
- Humour.

If these de-escalation strategies are not successful, the following sequential sanctions become appropriate:

GOOD TO BE GREEN BEHAVIOUR SYSTEM.

- A simple and effective way to make our day a little easier;
- A consistent, fair approach to discipline throughout the class/school;
- Easy for pupils to understand;
- An immediate and straightforward tool to help supply teachers maintain discipline;
- Simple to operate and maintain, flexible and can be adapted to the needs of a school or class;

Behaviour System Rules

Children who have never had a yellow or red card are to be rewarded at the end of each half term with a negotiated treat.

- Every child starts the day on a green card.
- If a child breaks a Golden Rule and their behaviour is not instantly serious they are given a verbal warning.
- If the child continues to break a Golden Rule they are given a "warning". The child must leave their place (if appropriate) to physically move their card from green to yellow.
- Some behaviour may result in a yellow warning card straight away.

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- Any work not completed in school time due to poor behaviour can be sent home for completion.

The yellow warning card is the time for **CHOICE**.

The child must now choose how they behave.

- Behaving correctly will mean the yellow card can be redeemed and turned back to green. Again, it is important that the child moves the card themselves and the correct behaviour is praised.
- Choosing to continue with inappropriate behaviour will result in a red consequence card.
- If a child has been given a yellow card by one adult and then another adult observes behaviour that results in a yellow card too, then the child has not redeemed their behaviour in order to go back to green, but has committed two yellow card incidents which equals a red card
A red consequence card may be redeemed at the discretion of the teacher.. However, the child starts the next day on a green card. If a child ends the day on a yellow card because they have not done anything to redeem their behaviour, then the result is the same as a red card. Position marked but a new day starts with a green card.
- A child should only be given a red card straight away for very serious behaviour.

Consequences for a Yellow or Red Card

- If a child has been given a yellow card then they will lose 5 minutes of 'Golden time' in KS2 and golden time in KS1.
- If a child has been given a red card then they will lose 10 minutes of 'Golden time' in KS2 and golden time in KS1.
- On a Friday, they can be sent to the Team Leader or SLT member for Time Out to explain their behaviour and will be given an appropriate 'activity' or a Think sheet. The 'activity' will be at the discretion of the Head Teacher or SLT and will need to match the reason the red card was issued. A record of those children will be kept.
- If the child receives a red card three times in a half term then Parents/Guardians will be contacted.

Responsibilities of Class Teachers

The class teacher will be responsible for:

- Children who have received red cards during the week will be recorded on the behaviour sheet.
- These are kept by the teacher.
- If class work is not completed and the class teacher sees fit for the child to complete the work during a break or lunch time, the class teacher will supervise.
- If a child earns 3 red cards then, in the first instant the teacher will contact the parent to discuss this. If red cards have still been issued to the child after meeting with the parent, the teacher needs to inform the SLT, The Deputy Head teacher or the Head teacher who will then contact the parents.

All adults will use the cards throughout the school. High standards of behaviour are promoted when consistency is maintained across the school and children know that the Golden Rules apply throughout the school and will be implemented by all adults.

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Time Out

Time-out is used to allow children time to reflect on their actions. A child in Time-Out is not there to receive further punishment but should be ignored and not allowed to communicate with other children. Work should be sent with the child. At Key Stage 1 time-out sessions are for 5 minutes, at Key Stage 2 for 10 minutes.

Teachers may need to contact parents on the day of a Time-Out to inform them verbally of the reasons; this often checks inappropriate behaviour at the outset.

Children who have used all their time out or have been violent, disruptive or cheeky may need to miss some of their play or lunchtime. This detention should be supervised within teams.

If these systems fail to support the child in their behaviour an individual behaviour plan may be considered in consultation with the school SENco and parents.

The Team Leader should be aware of any child receiving a Time-Out to another classroom.

The team will monitor these occurrences looking for patterns and act accordingly.

If there is no improvement in behaviour, the school's Exclusion Policy may come into operation. Unacceptable behaviour may result in the child having to miss some or all of a class treat. In some cases the child will not be able to represent the school at out of school activities or attend after school clubs. If there is no improvement in behaviour the school's exclusion policy may come into operation.

Patterns of behaviour likely to lead to exclusion from school include:

Disruption of lessons

Violence

Bullying

Refusal to follow instructions

Insolence

Obscene behaviour

Foul or abusive language

Theft

Vandalism

Incidents involving drugs

NB A very serious incident will result in the School's Exclusion Policy being brought into operation immediately.

Special Needs

Children who are placed on the special needs register for behavioural difficulties will be following an individual programme of support. The system stated above will need to be altered for these children in order to cater for their particular needs.

Positive Reinforcement of Good Behaviour in Key Stage 1

- Each class will have their names on a record sheet to record good to be green stamps. Children get a stamp each day that they have kept their card green. When they reach an agreed number of stamps a small prize can be given in class.
- Good to be Green Happygrams are available to be given out for children who have kept their card green all day.
- Each day lunchtime supervisors distribute "raffle tickets" and one name from each Keystage is drawn during Celebration Assembly.
- If a child keeps their card green all week they are rewarded with their full allocation of Golden Time.
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LUNCHTIME SUPERVISION AND DINNER STAFF.

Lunchtime supervisors have stickers to reward children displaying good behaviour and attitudes. In addition lunchtime supervisors choose the children for the Top Table for good behaviour at lunchtimes. They also issue good to be green raffle tickets and a winning child from each Key Stage is drawn during celebration assembly- a small prize is then given.

Children whose behaviour is more severe at lunchtime may be placed on report. Children on report will be dealt with by the teacher named as contact for that day. If a child receives three on report incidents their out of school activities such as school trip may need to be withdrawn. Unacceptable behaviour at lunchtime is recorded and reported to the class teacher. Very serious incidents will be reported to a member of the Senior Management team.

SCHOOL SUPPORT PLANS.

When a child is experiencing difficulties with behaviour it may be appropriate to support the child with a Behaviour Plan or Home/School Contact Book. This rewards the child for good behaviour at regular intervals throughout the day and also serves to help staff detect a pattern in the child's behaviour. Behaviour Plans may be introduced at any stage when it becomes apparent that a child may regularly lose their Golden Time, or they receive frequent Time-Outs. The behaviour target is discussed with the child and written in the contact book, together with the number of sessions in the day to be achieved, this may take the form of a sticker chart or list. If a child achieves his/her target s/he receives a reward. Parents must be informed about what is happening in order to seek their support and co-operation in dealing with the problem. Parents will be asked to negotiate a reward with their child for achieving their target. A copy of the agreed targets will go home in the book to be looked at daily and reviewed at the end of each week, to help parents monitor progress.

It is the class teacher's responsibility to ensure the targets are prepared for the child at the beginning of the week and that it is filled in during the day.

Home School Contracts

The school will issue a Home School contract which sets out standards of behaviour. The school, pupils and parents will be required to sign the contract.

Anti - bullying measures

The school will not tolerate bullies. Within school the children have access to worry boxes. They can also use private writing books to report any worries to the teacher about bullying. Teaching Assistants and Teachers investigate any bullying incident and sanctions will be put in place.

E SAFETY - Any instances of cyber bullying will be reported on our school monitoring system called CPOMS.

If there is an official complaint about bullying all the documentation will be completed and the parents of all children involved will be informed about the investigation and the outcomes.

PARENTS

To ensure that the Home Contact Book is most effective we need to work closely with parents. We will inform parents of our actions and seek their support and advice as necessary, equally we welcome parents discussing their children's behaviour out of school and will offer our support and advice as necessary. An information and advice sheet may be used to support discussion between staff and parents. (Appendix 3)

POLICY REVIEW

This policy has been revised in Autumn 2016. Next review Autumn 2018

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THE GLEBE PRIMARY SCHOOL

POLICY FOR BEHAVIOUR MANAGEMENT

APPENDIX 1

GOLDEN TIME- How to create a Privilege-Time
(Taken from "Turn your school around", Jenny Moseley 2000)

Initially, the teacher sits with the children and draws up a list of activities which they suggest
Typical examples of these are:-

- Bringing in my own educational game to play with a friend.
- Using a game from the class privilege box. This box can contain educational games activity books or special reading books which can only be used during Privilege Time. These boxes can rotate, on a half-termly basis between classes.
- Doing a special job for the teacher.
- Extra special maths.
- Finishing my work.
- Helping to teach younger children in another class.
- Using the computer.

The activities are written onto a large chart. Each week ahead of the actual Privilege Time the children sign their names up for the desired activity (if two children wish to play a game together they must sign their names next to each other and circle both names.)

Certain activities such as using the computer or helping younger children are very popular and will need to be allocated on a rota system.

Key Stage 1 teachers often prefer to give their children a more regular, but shorter Privilege Time
They too can have a special privilege box, dressing up box or even a "disco time".

EXAMPLE OF PRIVILEGE TIME CHART

- Activity 1. Using the computer.
- 2 Bringing in an educational game.
3. Finishing my work.
4. Going to another class to work

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APPENDIX 2.

EXCERPTS from STOCKTON-ON-TEES CHILDREN'S TRUST PROTOCOL ON THE USE OF REASONABLE FORCE IN SCHOOLS AND SETTINGS. FULL DOCUMENT IS AVAILABLE ON STAFF SHARED.

The advice states that:

Reasonable Force is usually used either to control or restrain - it is reasonable in that no more force is used than is necessary.

Control means either passive physical contact (e.g. blocking a pupil's path) or active physical contact (e.g. leading a pupil by the arm out of a classroom).

Restraint means to hold back physically or to bring a pupil under control. This is typically used in more extreme circumstances (e.g. to stop a fight where pupils are refusing to separate)

School staff should always try to act in such a way as to avoid injury to the pupil, but in some extreme cases this may not be possible.

Legal context

The use of all forms of physical intervention and physical contact are governed by the criminal and civil law. The unwarranted or inappropriate use of force may constitute an assault. In addition the application of physical restraint may infringe the human rights of a child or young person. However in certain circumstances the use of a force can be justified:

In all cases the use of force has to be justified by there being:

- The likelihood of injury to the child or young person, or
- The likelihood of injury to others, or
- The likelihood of serious damage to property.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal proceedings or other legal action (Section 93 of the Education and Inspections Act 2006). This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils (e.g. unpaid volunteers or parents accompanying students on a school organised trip).

Additionally;

- In schools, force may be justified:
 - To prevent the committing of any offence, or
 - To maintain good order and discipline.

Schools should not have a 'no contact' policy as this risks putting staff at risk of being in breach of their duty of care or prevent them taking action needed to prevent a pupil causing harm.

Schools do not require parental consent to use force on a student.

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Guidance

Restraint should only be used when a situation warrants immediate action. De-escalation techniques should always be used to avoid the need to employ restraint unless the risk is so exceptional that it precludes the use of de-escalation.

When can reasonable force be used?

Reasonable force can be used to prevent pupils hurting themselves or others, from damaging property or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff concerned depending upon the individual circumstances and as is consistent with the school's behaviour policy.

It is unlawful for force to be used as a punishment.

Recording and reporting

All incidents of restraint should be recorded on the appropriate form, which can be obtained from Mrs. Thompson, as quickly as possible and in any event within 24 hours of the incident the Head Teacher or a person acting on his or her behalf must be informed at the earliest opportunity.

Parents/carers and relevant professionals, where appropriate, should also be contacted as soon as is practicable.

As a minimum the written record should include:

- The names of the staff and children or young people involved,
- Details of any witnesses,
- The date, time and duration of the intervention,
- The reason for using restraint, rather than using an alternative strategy,
- The nature of any de-escalation used seeking to prevent the need to intervene physically,
- The type of restraint used,
- Whether or not anyone was hurt, if so the action taken,
- Whether or not anyone was distressed, if so the action taken,
- The views of the child or young person,
- The process for following child protection procedures if the child or young person is hurt.

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ADVICE TO PARENTS
THE GLEBE PRIMARY SCHOOL
POLICY FOR BEHAVIOUR MANAGEMENT

BEHAVIOUR MANAGEMENT - PARENT SUPPORT

Parents can give us support by:

- ⊙ Being clear to children about how you expect them to behave
- ⊙ Rewarding good behaviour with lots of attention, praise and encouragement

PAY ATTENTION TO YOUR CHILD'S GOOD BEHAVIOUR!

Even the most poorly behaved children tend to be well behaved more than they misbehave, but it's often easier to take your child's good behaviour for granted and only react when they misbehave. Try not to focus on poor behaviour, but try to praise good behaviour.

CATCH YOUR CHILD BEING GOOD!

Always reward good behaviour as soon as it happens so that it is clear that your praise is for that particular behaviour. It doesn't have to be a big reward - giving your child praise, a smile or a hug will often be enough. Another good reward is to tell your friends or relatives about your child's good behaviour at a time when they can hear you.

Praise is the best way to help children learn to behave well. They are likely to repeat the good behaviour because it has had a positive result - it has got your attention and approval.

DON'T GIVE MONEY!

Try not to reward your child with money or presents, this could become very expensive and a difficult habit to break.

If you think your child deserves a bigger reward you could try:

- ⊙ Giving a "treat" - a favourite food.
- ⊙ Extending your child's privileges for good behaviour - staying up late on a Saturday night to watch a video with you.
- ⊙ Allowing your child to have friends to stay for the day/night
- ⊙ Giving your child responsibilities to show that you trust him/her and that s/he is growing up.
- ⊙ Giving your child special rewards for his/her continued good behaviour
- ⊙ Letting your child choose a special outing

USE PUNISHMENTS CAREFULLY

Punishments can help to stop children behaving badly, but they don't actually make children behave well. Also punishments used too often could strain the relationship between you and your child and cause them to carry on misbehaving.

- ⊙ Do something that your child will see as taking away a privilege - removal of stereo, television etc.
- ⊙ Make the punishment fit the crime - for example tidying up the living room
- ⊙ Think of different levels of punishment, from small ones to bigger ones
- ⊙ Give your child a quiet warning of likely punishments if poor behaviour continues
- ⊙ Try not to respond with aggressive behaviour as this is likely to tell your child that it is okay to be aggressive

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© Once you've given the punishment, make sure your child knows that the incident is now over and he can make a fresh start.

Parents following these principles will be supporting the way we are managing behaviour in school.

Special Educational Needs

At The Glebe Primary School we differentiate the curriculum in order to meet individual needs. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Gifted and Talented

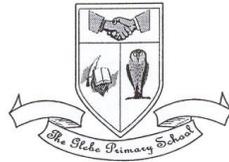
In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps us to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted and talented' according to national guidelines.

Equal Opportunities

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.

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THE GLEBE PRIMARY SCHOOL



Behaviour Policy

This Policy has been approved at a meeting of the
Governing Body of the Glebe Primary School

On:

To be Reviewed :

Chair of Governors:

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