

## Gladstone Primary School

### Policy on Behaviour and Discipline

#### 1 Aims and objectives

- 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's 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. The school's behaviour policy also supports the LEA policy. It aims to promote an environment in which everyone feels happy, safe and secure. The school works towards understanding behaviour rather than just managing. The school works to the principle that you have to understand children's behaviour in order to manage it.
- 1.2 Gladstone is a Values School. Through Values-based Education we create a positive culture for teaching and learning which is based upon valuing ourselves, each other and the environment. This provides a solid foundation and enables our children to make informed choices by reflecting, thinking and understanding. It also gives all members of the school community a common vocabulary, which we all understand, helping us to deal with behavioural and emotional issues in a positive and supportive manner.
- 1.3 The school has two rules;
- You must always follow instructions;**
- You must keep your hands, feet, unkind words and objects to yourself.**
- Our behaviour policy is not primarily concerned with rule enforcement. 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.
- 1.4 The school aims to educate every member of the school community to behave in a considerate way towards others.
- 1.5 We treat all children fairly and apply this behaviour policy in a consistent way acknowledging individual needs.
- 1.6 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.7 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to teach appropriate behaviour, rather than merely deter inappropriate behaviour.

#### 2 Rewards and consequences

- 2.1 We praise and reward children for personal achievements in behaviour in a variety of ways:
- Teachers congratulate children (publicly and privately)
  - Each week, teachers nominate children for Values Champion for displaying consistently high values
  - Class Dojos are awarded daily to children displaying good behaviours
  - Dojo Champions are celebrated weekly
  - 'Fantastic Friday' takes place on a Friday afternoon throughout the school. Children earn golden time each day for displaying good behaviour

- Teachers will have different approaches to rewards but all classes will have a form of reward system within their classroom which could include jars of strengths, friendship books, celebration sheets, pasta jars, raffle tickets etc.
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school in different ways e.g. Regular Values assemblies are held to celebrate achievements and efforts.
- 2.3 The school employs a number of consequences to teach the school rules, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.
- In cases of severe behavioural problems stages can be missed and a more severe sanction such as internal or external exclusion used.
  - Consequences are as follows:
    1. Verbal warning
    2. Strike (Y2-Y6) Move to another area within the year group (N-Y1)
    3. Reflection in another class
    4. Reflection with Mrs Newman/Mrs Reilly /Mrs Marks or appropriate adult
    5. Phone call home

Understanding of individual children's behaviour and their circumstances will be taken into account and additional learning time and reparation with a key person or class teacher may be needed.

The school also operates a strike system within Year 2 and KS2 to help combat low level behaviours. Children are given time with Sarah Creasey to discuss and reflect on why they have received a strike and parents are kept informed if the number of strikes received increases.

We do all we can within our school to manage behaviour positively. Positive notes are sent home to a selection of children with zero strikes that week. Children who already have strikes but then receive a strike free week will also get a positive note so parents are aware of their progress.

However, there are times when we may need to use time-out to keep a child or young person safe, which may be themselves or others, or to maintain good order within the school.

- 2.4 The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. Expectations re behaviour are discussed at the beginning of each day, in assembly and at lunchtime in the canteen.
- 2.5 The school does not tolerate bullying of any kind. We have a designated member of staff who can step in and deal with any trouble shooting and help the children talk through their differences. 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.
- 2.6 Staff in our school 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. Certain members of staff are trained in Team Teach and all incidents involving physical intervention are recorded.

### **3 The role of the class teacher**

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly, and enforces the school rules consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help from Sarah Creasey, advice from the Headteacher/ other staff or SENCO or key person involved with the child.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child
- 3.6 The class teacher or Sarah Creasey reports to and liaises with 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- this is usually carried out after discussion with the Head teacher or SENCO.

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

- 4.1 It is the responsibility of the headteacher 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 headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The headteacher 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 headteacher may permanently exclude a child. The Governing Body is notified.

### **5 The role of parents**

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We have a dedicated wellbeing phone number, shared with parents on the school weekly newsletter, so parents can ring at any time with any wellbeing concerns.
- 5.2 We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- 5.3 We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher and if the concern remains they should then contact the Headteacher. Parents also have the right to contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **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 headteacher in adhering to these guidelines.
- 6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

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

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the LEA policy in respect of exclusions.
- 7.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher 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.
- 7.4 The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.6 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.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

## **8 Monitoring and review**

- 8.1 The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2 The school keeps a variety of records concerning incidents of misbehaviour including the 'My Concern' safeguarding online tool. The class teacher also keeps records of incidents within their purple file.
- 8.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 8.4 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

- 8.5 The governing body reviews this policy annually. 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.

**Date of next review: Spring 2019**

## **Behaviour Management Procedures 2017-2018**

### **Before School**

School doors open at 8.45am and children make their way to their classroom where the class teacher is ready to greet them.

Children who attend Breakfast club are supervised until they enter the school building.

Members of staff stand in strategic places around the school to ensure safety.

Members of SMT are on the yard each morning.

### **Rules for moving around the school**

1. Walk on the right hand side going up and down the stairs
2. Walk quietly around the school
3. Hold doors open for each other, staff and visitors.

### **Rules for the playground**

1. Avoid arguments and disagreements by walking away or telling a MDS or teacher.
2. Stand still when the bell is rung for the first time.
3. FP – Meet member of staff at designated areas on the front yard.  
KS2 - Walk calmly inside when the bell is rung for the second time.

### **Friendship Garden**

The friendship garden is situated on the side of the yard and is used as a quiet place where children can go with a book or just to sit quietly during morning and afternoon breaks.

### **Arrangements for Wet Play**

On wet days the teachers on duty must send a message around in good time to other classes, stating that there will be no outside play.

Children must be encouraged to sit quietly at their tables and not walk around. Rough drawing paper and comics will be available for these occasions. During wet play teachers will be expected to stay in their classes.

### **Lunchtime arrangements**

At lunchtime children will be supervised by midday supervisors both inside and outside the school building. Staff will walk their class to the appropriate place at lunch time where the midday supervisor will take over.

During wet playtimes the midday supervisors will still maintain responsibility.

There is nurture provision for our vulnerable children during lunchtimes.

### **After School**

FP – Children remain in the school building until they are dismissed by a member of staff to their parent.

KS2 - Children are led out of school in an orderly fashion at the end of the school day and dismissed by a member of staff to their parent.

After school clubs

FP – Children are taken by a member of staff to their designated club.

KS2 – Children make their own way to the designated registration point for that club.

**Any child whose parents are not there to pick them up must be taken to the office where their parent/Guardian will be contacted.**

## **Values**

**Values Word** – At the beginning of each month the children are introduced to a new ‘value’ during our assembly. This word is then explained to the children and the assembly is based on the value of the month.

**Classroom Values** – All classrooms display our values to allow children to identify with the words and have a clear understanding of what they mean.

**Values Award Ceremony** – Each week children who have been nominated as Values Champions by their teacher for demonstrating consistently high ‘values’ are celebrated in our Values assembly. All our Values Champions receive a certificate and a medal that they wear with pride. Their name is then entered into a draw to win a special Values prize.

**Gladstone’s Values Tree** – Our Values tree is very important to us. It is displayed in the school hall alongside our value of the month. Each week our KS2 Values Champions have their photograph placed on the tree for all the school to see.

The ‘Value of the Month’ is displayed on our website and on our weekly newsletter to encourage home / school communication and helps to engage parents with the learning which is happening at school. It also enables children to talk about what values mean at home and bring their own opinions, thoughts and reflections into school to share with others.