

GARFORTH GREEN LANE PRIMARY SCHOOL
BEHAVIOUR AND DISCIPLINE POLICY BADP5



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 agreeably. 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 promotes an environment where everyone is happy, safe and secure.
- 1.2 The school has a number of school rules that promote positive relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community by allowing 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 ensures that children grow in a safe and secure environment and 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 punishments

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- All staff congratulate children;
 - Teachers and support assistants award "special mentions" to individuals and groups.
 - These are presented in a certificate form and given out in Key Stage and Whole School assemblies. They are then displayed on promotional boards for all to be proud of and as a focal point for visitors. Children receive "Special Mention" stickers to support this.

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- In KS2 teachers and support assistants give children merits that accumulate in "Merit Cards" working towards Bronze, Silver, Gold and Platinum certificates.
 - These certificates are presented in school assemblies.

 - Dinner-staff distribute points, playtime awards and stickers to children for good behaviour, or to acknowledge effort or acts of kindness and respect over the lunchtime period. These points/awards are totalled and the winning class in each Key Stage get a certificate.
 - All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work: Class Assembly.
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school e.g. in assemblies. Information regarding pupil sporting achievement in school is kept in the Presentation Cabinet in the main entrance e.g. trophies and medals.
- 2.3 The school operates a behaviour system which encourages children to follow instructions, ensuring a safe and positive learning environment. It includes class wide awards which acknowledge positive behaviour and a hierarchical warning system with sanctions.
- 2.4 Each class is aware of the hierarchical warning system which is as follows :-
- 1st warning – Just a warning
 - 2nd warning – 5 minutes away from the rest of the class
 - 3rd warning – 15 minutes sitting in shared area
 - 4th warning – Sent to another class for the rest of the lesson
 - 5th warning – Sent to another class for the rest of the session a.m./p.m. and a phone call home
- Staff regularly discuss this system with children in addition to each class's personal code which is agreed by the children and may be displayed on the wall of the classroom. Whole school assemblies are held regularly to reinforce standards of behaviour.
- 2.5 The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may stop the activity and prevent the child from taking part for the rest of the session by moving him/her up the hierarchical warning system.
- 2.6 If a child reaches the 5th warning repeatedly, 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. In this way every child in the school knows the standard of behaviour expected across our school. If there are incidents of anti-social behaviour the class teacher discusses these with the whole class during circle time or at another appropriate time; sometimes this may need to be dealt with immediately and the teacher will find his or own way of meeting this need.
- 2.7 The school does not tolerate bullying of any kind (see separate anti-bullying policy). Staff in our school do not hit, push or slap children. Staff only

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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 staff

- 3.1 It is the responsibility of staff to ensure that the school behaviour system is enforced and that children behave in a responsible manner.
- 3.2 Staff 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 and treat all children with respect and understanding.
- 3.3 Staff keep record sheets of warnings given throughout the day.
- 3.4 The staff liaise with external agencies as necessary, to support and guide the progress of each child. These agencies include Educational Social worker or L.E.A Support Service
- 3.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.
- 3.6 **Playtimes:** We encourage children to play co-operative games, using the equipment provided through our Positive Playtime initiative. We have painted playground games, have erected a Trim Trail and have permanent playground constructions to enhance playtimes and to enhance the playground itself as a resource. Staff move around talking to children encouraging co-operation and fair play. This helps children to take a hand in sorting out their own difficulties. We have a "Playtime Buddy" system in place with Friendship Bus Stops and trained Year 5 & 6 Buddies who help children to have more enjoyable playtimes.
- 3.7 During the lunchtime period, there is a book which records behaviour. At the front it records positive behaviour. It records points for classes. These points accumulate and work towards a "Lunchtime Award" certificate. The certificate goes to the whole class. Lunchtime stickers and cards for politeness and good manners support this. The back of the book is used to record incidents of poor or unacceptable behaviour and "yellow cards". This sanction usually follows 4 warnings. The Head teacher and the Senior Management Team oversee this book.

3.8 The Yellow and Red card system

A 'yellow' card will be given when a child has behaved unacceptably, breaks the school rules in an extreme way or reaches four warnings in one day. Those concerned are then reported to the Assistant Head and yellow cards are recorded. The child will forfeit the rest of the break-time too. If a second card is issued within the same

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half-term, a letter will be sent to inform parents that a third yellow may be followed by a fixed period of exclusion at lunch-time.

3.9 Resolving conflicts:

- 1) Children will have a chance to say what they need to say about the situation.
- 2) They may talk about how it makes them feel.
- 3) They may discuss what may be done about their behaviour in future.

If the children cannot resolve their conflict in a reasonable time, then the adult can make the judgement and take appropriate action. Children should use this three-stepped procedure each time.

As staff, we should avoid HUMILIATION - it breeds resentment

SHOUTING - it diminishes you

OVER REACTING - the problem grows

BLANKET PUNISHMENTS - innocent children resent them

OVER PUNISHMENTS - never punishing what we cannot prove

As staff we should try to use HUMOUR - it can diffuse situations rapidly

KEEP CALM - it reduces tension

LISTEN - it earns respect

WE ARE ALWAYS POSITIVE AND CONSISTENT

4 The role of the Head Teacher and Senior Management

- 4.1 It is the responsibility of the Headteacher, under the Schools Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and 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 school.
- 4.2 The Headteacher [HT] 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 HT/Senior Management Team [SMT] keeps records of all reported serious incidents of misbehaviour.
- 4.4 The HT has the responsibility for giving fixed-term suspensions, or for arranging the use of the Inclusion Centre, to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the HT may permanently exclude a child. Both these actions are only taken after the Chair of Governors has been informed.

5. The Role of Parents/Guardians

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

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- 5.2 School rules are explained in the school prospectus and at induction evenings, and we expect parents to read these and support us.
- 5.3 We expect parents/guardians 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 home and school, and we inform parents/guardians as soon as we have concerns about a child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions to punish a child, parents/guardians should support the actions of the school. If there are concerns about the treatment of their child, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal appeal 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 behaviour, and of reviewing their effectiveness. The governors support the HT 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 the 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 As part of the Garforth Trust and Leeds LA initiative of NCLB, No Child Left Behind, we endeavour not to exclude a child if at all possible. In extreme circumstances, however, the following points would be adhered to. Only the head teacher (or the acting head teacher) has the power to exclude a pupil for one or more fixed periods, for up to 23 days in any one school year. The head teacher may also exclude a pupil permanently.
- 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 LEA 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 appeal panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- 7.7 If the governors' appeal panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

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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 school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents if they occur on a regular basis. We keep a record of any incidents that occur at break and lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we have in the staff room.
- 8.3 The head teacher keeps a record of any pupil 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.
- 8.5 All incidents of racism, however minor are reported to and recorded by the head teacher.

9. Review

- 9.1 The governing body reviews this policy every two years. 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.

Signed: H.E. Willis

June 2002 DADP1

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Next review date: Sept 09

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