



Greengates Primary School Discipline and Behaviour Policy

Rationale

Good behaviour and discipline are the key foundations of good education and without an orderly atmosphere; effective teaching and learning cannot take place. If children are permitted to misbehave at school, they prejudice their own educational chances and they disrupt the education of the children around them potentially damaging their educational chances also.

'Behaviour' is not just something, which happens in school. It is an issue in the home, in the community and society as a whole. So the responsibility for ensuring that behaviour in school and beyond is good and positive is therefore the responsibility of us all if we are to achieve a just and orderly society. This policy reflects the importance of good order and behaviour within schools and details how it will be achieved.

Aims

Through the consistent implementation of this policy we aim to meet the needs of the school's community by:

- Encouraging self-respect and self-discipline amongst pupils
- Encouraging mutual respect and understanding
- Encouraging appropriate behaviours
- Promoting and developing positive relationships
- Demonstrating commitment to a preventative and problem solving approach
- Encouraging the development of a stimulating and caring environment, conducive to effective learning and teaching

Objectives

Together we will achieve our aims by:

- The effective communication and dissemination of policies, procedures and practices
- Ensuring that all pupils are clear about the standards of behaviour that are expected of them
- Implementing an effective and motivating system of rewards and consequences
- Involving pupils in the democratic processes of the school (such as through school council)
- Identifying the needs of pupils and using clearly identified structures and procedures (e.g. Special Educational Needs processes) to support pupils.
- Providing an appropriate curriculum and inclusive learning environment
- Fostering an effective home-school partnership
- Working with other agencies
- Supporting the training and development of all staff

Roles of partners of learning

What staff will do

- Support and implement the School Behaviour Policy and Guidelines
- Be sensitive to the emotional and behavioural needs of all the children with whom they come into contact
- Identify those pupils who require additional help and support through appropriate systems
- Be aware that their own behaviour will act as a model for pupil's behaviour
- Take advantage of appropriate professional development and training opportunities

What parents will do

- Be fully involved in all aspects of the education of their child
- Work with school to promote good behaviour and resolve any problems through shared and supported solutions
- Support the school's procedures of rewards and consequences relating to their children's behaviour
- Be aware that their own behaviour will act as a model for their children's behaviour
- Be sensitive to the rights of others to hold and express differing views

What governors will do

- Make resources available to support the operation of the school's Behaviour Policy
- Be aware of their statutory obligations
- Be aware that they represent the wider community including parents and pupils
- Consider the behaviour policy when recruiting and selecting staff
- Monitor the implementation of the school's Behaviour Policy in relation to all pupils

What pupils will do

- Acknowledge and be fully involved in all aspects of the educational partnership
- Acknowledge their own rights and responsibilities and those of others in relation to the educational process
- Follow the school's procedures of rewards and consequences relating to their own and other's behaviour
- Work consistently with the school to promote good behaviour and resolve any problems through shared and supported solutions

What school communities should do

- Engage, wherever possible, in the educational partnership in order to promote and support learning in a wider context

Guidance for safe working practices for the protection of children

School has a written policy for safeguarding and follows DFE guidance for safe working practices for the protection of children, available on request.

It provides detailed and clear guidance for a wide range of working practices followed by school. Other policies relating to safeguarding such as child protection and health and safety are updated yearly.

Behaviour guidelines

The school's Golden Rules and the rewards and consequences procedures used to achieve good behaviour are attached to this policy. School also has related policies on bullying and racial harassment and the use of reasonable force to control or restrain a child.

Rules, rewards and consequences related to the Discipline and Behaviour Policy

School Golden Rules

1. I will keep my hands and feet to myself
2. I will follow instructions
3. I will talk to others with respect

As well as the Golden Rules, each classroom will also devise a 'Mission Statement' in which pupils and staff discuss and agree how to achieve a positive learning environment.

At Greengates we **expect** a certain level of behaviour and will not reward the expected behaviour. We encourage and push the children to achieve an outstanding level of behaviour, when this level has been achieved the children will receive a well-done text home immediately and will be rewarded with a Golden Time activity once per half term. Outstanding behaviours will tend to be learning based rather than how a child acts as we expect every child not to misbehave.

Each class will display the Behaviour system (see below), it is not hierarchal the children can move from zone to zone as their behaviour demonstrates. Each child will start the day in the Expected Zone (GREEN) and strive for the Outstanding Zone (GOLD).



GOING FOR GOLD



<p style="text-align: center;">OUTSTANDING BEHAVIOURS</p> <p style="font-size: small;">PRODUCING WORK ABOVE AND BEYOND EXPECTED, GOLDEN BOOK ENTRY, GOING OUT OF YOUR WAY TO HELP SOMEONE, DISPLAYING EXCELLENT LEARNING BEHAVIOURS</p> <p style="font-size: x-small;">INCENTIVE – TEXT HOME / A PLACE IN THE OUTSTANDING PUPILS INCENTIVE AFTERNOON</p>	<p style="text-align: center;">EXPECTED BEHAVIOURS</p> <p style="font-size: x-small;">ALL CHILDREN START HERE EVERY MORNING BEING POLITE, HOLDING DOORS OPEN, BEING RESPECTFUL, WORKING TO THE BEST OF YOUR ABILITY, LISTENING IN CLASS, FOLLOWING INSTRUCTIONS, BEING KIND TO EACH OTHER, LISTENING TO ALL ADULTS, NOT USING HANDS AND FEET</p> <p style="font-size: x-small;">INCENTIVE – THE SATISFACTION YOU ARE DOING THE RIGHT THING. YOU ARE AIMING TO DISPLAY OUTSTANDING BEHAVIOURS!</p> <p style="font-size: x-small;">TEACHERS WILL GIVE 1 VERBAL WARNING TO SUPPORT THE CHILD TO MAKE THE RIGHT DECISION</p>
<p style="text-align: center;">WARNING</p> <p style="font-size: x-small;">DISRUPTIVE, RUDENESS, REFUSING TO FOLLOW INSTRUCTIONS, NAME CALLING, NOT COMPLETING SET WORK, INAPPROPRIATE USE OF HANDS AND FEET, WALKING AWAY FROM ADULT WHEN BEING SPOKEN TO, PLAY FIGHTING, ANSWERING ADULT'S BACK</p> <p style="font-size: x-small;">SANCTION 1 – SEPARATED FROM FRIENDS AND EXPECTED TO COMPLETE SET WORK EVEN IF SENT HOME</p> <p style="font-size: x-small;">SANCTION 2 – SENT TO ANOTHER CLASS AND EXPECTED TO COMPLETE SET WORK EVEN IF SENT HOME</p> <p style="font-size: x-small;">IF A CHILD BREACHES WARNINGS TWICE MOVE TO UNACCEPTABLE BEHAVIOURS</p>	<p style="text-align: center;">UNACCEPTABLE BEHAVIOURS</p> <p style="font-size: x-small;">REPEATED WARNINGS</p> <p style="font-size: x-small;">SANCTION 1 – PHONECALL TO PARENTS AND REMAINDER OF THE DAY INTERNAL EXCLUSION AWAY FROM CHILD'S CLASS</p> <p style="font-size: x-small;">TEACHER RESERVE THE RIGHT TO MOVE A CHILD STRAIGHT TO UNACCEPTABLE IF THE BREACH OF THE POLICY IS SEVERE ENOUGH</p>

will receive a verbal warning, if s/he continues they will move to the Warning Zone (AMBER). They can receive 2 warning within this zone -1st warning results in isolation from their peers, 2nd warning results in moving to another class for the remainder of the session. Any work not completed when in other classes will be sent home be expected to be completed and return the following day. If the child continues to display unexpected behaviour then they will be moved to the Unacceptable Zone (RED) and sent to a member of the SLT from the remainder of the morning or afternoon session. Once in the Unacceptable Zone = parents to meet with the class teacher.

Twice in the Unacceptable Zone = parents to meet with the Phase Leader

Third time in the Unacceptable Zone = parents to meet with either Deputy or Head teacher.

This process is per half term.

If the child continues to breach the policy ie move than 3 times in the Unacceptable Zone in one half term or reaches 3 times in the Zone every half term then careful consideration of the reasons for breaches will determine more serious penalties such as – internal exclusions, lunchtime exclusions, referrals to the BESD team at Bradford Education, managed moves to another school or exclusions temporary / permanent.

N.B. In cases of severe misbehaviour, such as fighting, bullying or refusing to co-operate with the policy, then a child can be moved directly to Unacceptable Behaviours.

BEHAVIOUR ZONES

OUTSTANDING BEHAVIOURS

PRODUCING WORK ABOVE AND BEYOND EXPECTED, GOLDEN BOOK ENTRY, GOING OUT OF YOUR WAY TO HELP SOMEONE, DISPLAYING EXCELLENT LEARNING BEHAVIOURS

INCENTIVE – TEXT HOME / A PLACE IN THE OUTSTANDING PUPILS INCENTIVE AFTERNOON

EXPECTED BEHAVIOURS

ALL CHILDREN START HERE EVERY MORNING

BEING POLITE, HOLDING DOORS OPEN, BEING RESPECTFUL, WORKING TO THE BEST OF YOUR ABILITY, LISTENING IN CLASS, FOLLOWING INSTRUCTIONS, BEING KIND TO EACH OTHER, LISTENING TO ALL ADULTS, NOT USING HANDS AND FEET

INCENTIVE – THE SATISFACTION YOU ARE DOING THE RIGHT THING. YOU ARE AIMING TO DISPLAY OUTSTANDING BEHAVIOURS!

TEACHERS WILL GIVE 1 VERBAL WARNING TO SUPPORT THE CHILD TO MAKE THE RIGHT DECISION

WARNING

DISRUPTIVE, RUDENESS, REFUSING TO FOLLOW INSTRUCTIONS, NAME CALLING, NOT COMPLETING SET WORK, INAPPROPRIATE USE OF HANDS AND FEET, WALKING AWAY FROM ADULT WHEN BEING SPOKEN TO, PLAY FIGHTING, ANSWERING ADULTS BACK

SANCTION 1 – SEPARATED FROM FRIENDS AND EXPECTED TO COMPLETE SET WORK EVEN IF SENT HOME

SANCTION 2 – SENT TO ANOTHER CLASS AND EXPECTED TO COMPLETE SET WORK EVEN IF SENT HOME

IF A CHILD BREACHES WARNINGS TWICE MOVE TO UNACCEPTABLE BEHAVIOURS

UNACCEPTABLE BEHAVIOURS

REPEATED WARNINGS

SANCTION 1 – PHONECALL TO PARENTS AND REMAINDER OF THE DAY INTERNAL EXCLUSION AWAY FROM CHILD'S CLASS

TEACHER RESERVE THE RIGHT TO MOVE A CHILD STRAIGHT TO UNACCEPTABLE IF THE BREACH OF THE POLICY IS SEVERE ENOUGH

Going for Gold Behaviour Procedure Staff

Going for Gold

- We celebrate outstanding behaviour
 - We do not celebrate expected behaviour, therefore we expect good manners, respect, doors held open, instructions followed, children to work in class.
 - All involved will have to follow procedure exactly and record actions
 - All children start on Green each day
 - It is not a hierarchical ladder – children can jump from zone to zone
 - Ensure Outstanding is outstanding (All outstanding should be learning behaviours taken from BLP)
 - No Golden time for general school population – it has to be earned
 - Outstanding nominated pupils will be awarded a Big Golden Time every 3 weeks
 - Awards include Big Swing, Climbing Wall, Play Gym, Geocaching, Cooking Baking, Minecraft
 - If a child achieves outstanding they achieve 5 House Points and A text home
- Examples of Outstanding Behaviour - PRODUCING WORK ABOVE AND BEYOND EXPECTED, GOLDEN BOOK ENTRY, GOING OUT OF YOUR WAY TO HELP SOMEONE, DISPLAYING EXCELLENT LEARNING BEHAVIOURS
- We expect the children to maintain these behaviours for no reward – it is expected!
 - Examples of Expected Behaviour - BEING POLITE, HOLDING DOORS OPEN, BEING RESPECTFUL, WORKING TO THE BEST OF YOUR ABILITY, LISTENING IN CLASS, FOLLOWING INSTRUCTIONS, BEING KIND TO EACH OTHER, LISTENING TO ALL ADULTS, NOT USING HANDS AND FEET
 - SANCTIONS
- 1 verbal warning will be given if a child breaches the above a second breach puts the child in the Warning Area. Examples of Warning Area behaviours - DISRUPTIVE, RUDENESS, REFUSING TO FOLLOW INSTRUCTIONS, NAME CALLING, NOT COMPLETING SET WORK, INAPPROPRIATE USE OF HANDS AND FEET, WALKING AWAY FROM AN ADULT WHEN BEING SPOKEN TO, PLAY FIGHTING, ANSWERING ADULTS BACK
- In Warning Area – 1st breach isolated in class / unfinished work sent home. 2nd breach sent to another class for remainder of session / unfinished work sent home. 3rd breach move to unacceptable behaviour
 - Unacceptable behaviour – Internal exclusion for remainder of the day / unfinished work sent home. Phonecall to parents to come into school and meet with class teacher by class teacher
 - Per Half term – if a child enters unacceptable behaviour again then the Phase leader will speak with the and ask them to attend a meeting where a personalized behaviour plan will be devised if a child enters the unacceptable zone a 3rd time then parents will meet HT to discuss exclusion and other extreme options.
 - Office to collate all outstanding nominations in readiness for Golden time
 - Never use a curriculum area ie PE / Swimming / ICT / Snack as a reward, bribe or sanction the children are entitled to them or they are factored into a specific behaviour plan.
 - Teachers to have worked prepared in class for children who move to unacceptable

Other recognition of excellent work

Praise Postcards

Every member of staff will have 2 postcards to write and send home per half term to recognize very good work.

Golden book

Superb work recommended for the golden book by the class teacher – half termly School panel will decide whether the work is an above expected standard

Example of a recording sheet

Please text my parents I have been moved to OUTSTANDING BEHAVIOUR because

Child's name _____

Teacher _____



GREENGATES PRIMARY SCHOOL

Greengates Primary School, Stochhill Road, Greengates, Bradford, BD10 9AX

Dear _____ Your child _____

Chose not to follow the school behaviour system and was therefore removed from the class. Whilst in the other class he failed to complete the set work, please ensure this work is completed tonight and returned to the class teacher tomorrow. If it isn't return s/he will lose playtimes until the work is completed

Child's name _____

Date _____

Teacher _____



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				TERM		
CHILD NAME	DATE	1	2		CUMMULATIVE / REASON 1 TEACHER SPEAKS TO PARENTS 2 PHASE LEADER SPEAKS TO PARENTS 3 HT SPEAKS WITH PARENTS	ACTION TAKEN
J	5.7.16	X	X	X	1 Repeated H and F	Spoke with parent explained issues and consequences if there wasn't an improvement
	12.7.16	X	X	X	2 Answering back	PL and T explained situation now becoming serious
	16/7/16			X	3. Fighting	HT / DHT and T meet parents to discuss further behaviour matters and put in place addition support

