



GLENBROOK

PRIMARY SCHOOL

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BEHAVIOUR AND DISCIPLINE POLICY

1 Introduction

Every member of the school community should feel valued and respected, 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.

2 Aims and Objectives

This policy aims to promote an environment where everyone feels happy, safe and secure. The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules but rather 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.

The school expects every member of the school community to behave in a considerate way towards others by treating all children fairly and applying this policy in a consistent way. This policy aims to:

- 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.
- Reward good behaviour, as 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.

3 Implementation of the policy

Rewards and Consequences

We want all children to feel included during their time at Glenbrook Primary School, improve and succeed to the very best of their abilities and be inspired by and be proud of their achievements. Our values are driven by our school motto, 'Include, Improve and Inspire'.

We praise and reward the children for good behaviour in a variety of ways. Verbal praise, smiles, thumbs up, Good to be Green, Team points, certificates, stickers, reward charts and postcards are all part of our positive praise strategy.

Parents are also invited to join us and celebrate the achievements of children in Achievement assembly time and an invitation is sent out for this and these children are congratulated in our weekly newsletter. We feel it is important for the 'family' to share a child's celebration with us. We also send out praise messages. This is when a child has done something extra special and we want to tell parents about it.

However, the school employs a number of consistent sanctions to discipline unacceptable behaviour thus ensuring a safe and positive learning environment. This behaviour system is known as 'Good to be Green' and is a card system similar to those in a football game. The consequences used are linked to coloured football cards-

Green card Yellow card Red card

First offence – green card turned over and one minute of own time lost (Verbal Warning).

Second offence – yellow card shown. 5 minutes off break time in child's own class.

Third offence - red card shown. 15 minutes of playtime missed in the reflection room, whether on the playground or not.

Fourth offence - child sent to 'Paired' class to work in silence for 15 minutes.

Parents will be informed, by the class teacher, at this point via a letter in the child's personal organiser or a personal telephone call and a chat with the child.

Further offences - child is immediately sent to the Headteacher, kept in isolation and parents are informed. Parents are asked to attend a conference with the Headteacher and/or class teacher.

Consequences are cumulative. A second offence does not cancel the consequences of the previous offence. E.g. a child with a yellow card in the morning, having missed five minutes of the morning break who then receives a red card, must still miss the whole of the following morning break time.

We anticipate that most children will respond to and support the school rules. However, fixed term and indefinite exclusions are used as consequences for severe and persistent disruptive behaviour.

Reasonable Adjustment for children with SEND

As an inclusive school I recognise that children with a range of special needs and disability may need certain aspects of this policy adjusted in line with their understanding of consequences and their physical ability to carry out any sanctions in the same way as other children. Reasonable adjustments will be made to the reward and sanctions system to make it fully inclusive and to meet the needs of all our children. This may mean that a child has a modified reward and sanction system that meets their needs.

Internal Exclusions

As a preceding stage to moving to a fixed term exclusion, the school finds it helpful to isolate or internally exclude a pupil for a day or even longer. We recognise this strategy is staff intensive and we will ensure adequate provision for isolated pupils. This method of exclusion is a penultimate sanction for persistent and defiant refusal to abide by the agreed disciplinary code of conduct, resulting in continuing and generalised bad behaviour. Instances of theft, violence, vandalism and racism may well be so serious that they warrant an immediate move to exclusion.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, staff will act immediately to stop any further occurrences of such behaviour (refer to our anti-bullying policy).

Fixed-term and permanent exclusions

A pupil will be excluded if the pupil commits any of the following violations while he or she is at school or is engaged in a school related activity:

1. Possessing a weapon/item that threatens the safety of other pupils/staff
2. Using a weapon to cause or to threaten bodily harm to another pupil
3. Committing physical assault on another person that causes bodily harm requiring medical treatment
4. Committing theft
5. Criminal damage/reckless damage to school property
6. For any other reason where the behaviour of the pupil is considered to be inappropriate by the Governing Body.

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

If the Headteacher excludes a pupil, she 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.

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.

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.

When an appeals 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.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers 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.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

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 and advice from the Headteacher/ Deputy Head/another Teacher or SENCo.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker, Behaviour Support or other outside agencies.

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 will also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

It is the responsibility of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions 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 Headteacher will notify the school governors of any action that has been taken.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. A copy of this policy is published on our school website.

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 immediately if we have concerns about their child's welfare or behaviour.

If reasonable sanctions are enforced as a consequence for inappropriate behaviour, parents should 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. If the concern remains, they should contact the Headteacher; if this remains unresolved they should follow the guidelines outlined in our school complaint policy.

4 Monitoring and review

The Headteacher is responsible for monitoring standards of behaviour across the school and reporting to the governing body. The Headteacher delegates the daily implementation of the policy to all staff. Our nurture TA scrutinizes records and identifies trends and patterns of behaviour across the school.

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

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents and those incidents where a child is sent to her on account of inappropriate behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give verbal feedback when necessary to the Senior Midday.

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 carrying out these guidelines.

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

The governing body 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.

Policy prepared by: Mrs Samantha Eyre

Date prepared: January 2017

Date ratified by the Strategic Committee: March 2nd 2017

Signed:
Mrs P Shaw

(Chair of the Strategic Committee)

Signed:
Mrs S Eyre

(Head Teacher)

Review date: March 2018