



Ghyll Royd School and Pre-School
A foundation for life

Positive Behaviour Policy

Policy Leader: Mr David Martin

Policy review completed by the Headteacher on

01/09/2014

01/09/2015

01/09/2016

Name of Headteacher

David Martin

Policy review completed by the Governor responsible on

01/09/2015

Name of Governor responsible

Teach and Learning Committee

Date to be reviewed

Summer Term 2017



Ghyll Royd School and the Pre-School (Early Years Foundation Stage) is committed to safeguarding and promoting the welfare of young children and expects all staff and volunteers to share this commitment

Policy Statement

It is the 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 policy for Positive Behaviour is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The school and pre-school rewards positive behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote positive behaviour rather than merely deter anti-social behaviour.

Ghyll Royd School and Pre-School promotes a House System where children are allocated House Points (see below) for following the schools values and for setting and maintaining the highest standards of discipline for themselves. Teachers also give Achievement Certificates, stickers and children can earn rewards such as 'Golden Time' or class rewards chosen by their individual teachers. The whole school enjoys a 'Achievement Assembly' on a Friday where all aspects of positive behaviour and achievements are celebrated and at the end of each term we have an 'Celebration Assembly' where positive behaviour and achievements are recognised.

Aims

The aims of this policy are to engender among pupils and staff;

- Excellent discipline and positive behaviour
- Mutual respect and friendly and positive relationships
- An ethos of commitment and hard work in which the highest standards are expected
- A friendly, calm and relaxed atmosphere
- A system of fairness where problems are resolved quickly, quietly and effectively

The policy for positive behaviour is underpinned by the core values of the school.

Courtesy

Co-operation

Care

Concentration

Consideration

We praise and reward children for positive behaviour in a variety of ways:

- There is a general atmosphere of praise and recognition for positive behaviour throughout the school.
- Teachers give stickers and house points for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Each week teachers nominate a child from their class for a Achievement Certificate. These names are communicated to parents through the newsletter and an invitation to attend.
- Each week the Head Teacher may award the Values Cup and a special Head Teachers Award to any number of children across the school.
- Children are rewarded for representing the school or for individual achievements outside of school.
- Houses are rewarded for the combined weekly House totals.
- Each child takes part in Golden Time at the end of each week.

Our Expectations (displayed in each school classroom and children are reminded of them)

We expect all children to:

- behave in a way considerate towards others.
- listen and do as they are told the first time (not doing so shows a lack of respect).
- try their best in all activities.
- listen when others are speaking and to put their hands up when they want to speak in a group.
- walk around the school.
- leave their classrooms tidy.
- come down the stairs quietly.
- keep their hands to themselves in the classroom and in the playground.
- show courteous, respectful behaviour and good manners at all times.
- have a good and smart standard of dress at all times and to wear their uniform with pride when in school and travelling to and from school.
- have the correct, clean sports kit for sports activities inside and outside of school.
- demonstrate positive behaviour.
- be calm and sensible in and around school.
- complete the homework set by their teachers to the standard expected in class.

The School and Pre-School encourages positive behaviour through an ethos of positive praise and recognition of children who follow expectations and guidelines. However for children who do not follow our expectations, we have a system of sanctions in place. Sanctions help children to modify their behaviour so that they can act and behave in a manner that meets our expectations and to ensure a safe and

positive learning environment. It is essential that teachers are consistent in their own implementation of the policy and that teachers and staff across the school are consistent in their approach and following through with sanctions.

Dealing with Unacceptable Behaviour

At Ghyll Royd School we follow a red card system which is relevant and meaningful. Guidelines and procedures are explained to children on a regular basis in class, in PSHCE time and in assemblies. See Appendix 3.

Responsibility for Positive Behaviour and Discipline

The Headteacher has ultimate responsibility for ensuring positive behaviour and discipline. However it is the responsibility of every member of staff within the school to promote and encourage standards of positive behaviour and as such recognise the importance of developing an environment of positive praise whilst being consistent in dealing with disruptive or negative behaviours.

The school has a number of school rules, but the primary aim of the positive behaviour policy is to promote 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 Role of the Teacher

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

It is the responsibility of the class teacher to regularly remind children of the school's expectations for positive behaviour and discipline.

The teachers in our school have high expectations of the children and strive to ensure that all children work to the best of their ability.

It is the responsibility of the class teacher to ensure that each child is treated fairly and enforces the school expectations consistently.

It is the responsibility of the class teacher to communicate the sanctions to children who are not behaving appropriately and that they follow consistently the sanctions laid down in the policy.

It is the responsibility of the class teacher to ensure that incidents of serious misbehaviour are sent straight to the Headteacher to be dealt with and recorded.

The Role of Senior Management

It is the responsibility of the Headteacher to ensure that the policy for positive behaviour is implemented consistently by all members of staff for all pupils without prejudice or favouritism.

It is the responsibility of the Headteacher to report to Governors on the effectiveness of the policy.

It is the responsibility of the Headteacher to support staff in the implementation of the policy.

It is the responsibility of the adult to record any red cards issued to pupils in the class behaviour record book and to carry out the relevant consequence.

It is the responsibility of the Headteacher to keep a record of any pupil on a Report Card.

The Role of the Parents

Ghyll Royd expects all parents to fully support the ethos of the school in promoting positive behaviour by recognising and rewarding children when they are following expectations. We celebrate positive behaviour and hope all parents will congratulate their children when they are meeting the school's expectations.

Ghyll Royd also expects the full support of parents when discouraging inappropriate and negative behaviour through the use of sanctions and consequences outlined in the policy. Teachers will endeavour to be fair and we expect all parents to trust the judgement of the teachers dealing with a particular child or incident and support them in their decisions. We expect parents whose children repeatedly receive sanctions for inappropriate behaviour to agree to meet with staff to discuss future actions to modify and improve behaviour.

The Role of the Children

We expect all children to follow the school's expectations for positive behaviour and to work hard to demonstrate good discipline at all times. They are expected to respond in the same manner with all students and volunteers as they do with class teachers.

All children are expected to act as positive role models and to recognise, encourage and celebrate positive behaviour amongst themselves. Children are expected to work hard and to find motivation within themselves to modify and improve their behaviour. Children are also expected to accept the consequences for inappropriate behaviour without argument or question.

The same discipline strategies will be implemented on school trips/activities.

Discipline Beyond the School Gate

Any misbehaviour outside of school where there are clearly repercussions for the orderly running of the school or could adversely affect the reputation of the school will be acted upon in an appropriate manner.

The House Points System.

House Points are given to the children for positive behaviour and achievements. The House Points accumulate for each child over their education at Ghyll Royd School. At the numerical totals highlighted below the children will receive a certificate, star or shield

100+ points Bronze certificate

200+ points Silver certificate

300+ points Gold certificate

400+ points Bronze star

500+ points Silver star

600+ points Gold star

700+ points Ghyll Royd shield

Children are grouped into three House Teams. These are Rodney (Red) Nelson (Blue), Drake (Yellow) Houses.

Every child and member of staff is given one of these three Houses to support. Each child is placed in a House on entry to school and remains a member of this team throughout their time at the school. Siblings are placed in the same House team.

House Captains are elected from Year 6 pupils and Vice Captains from Year 5 pupils and they provide positive leadership to the children in their House and the various competitions and events organised throughout the year. On Sports Day the Houses compete against each other as teams and a cup is awarded to the winning House.

Teaching and non-teaching staff also belong to a House, with the exception of the Head teacher, and they encourage and support the children in positive team building through the House system. The House Captain and Vice Captain will meet with the staff House Leader every two weeks.

Houses and the House Captains

Each House is represented by their House Captains (1 boy or 1 girl from Year 6 selected by the Headteacher through the Year 6 Leadership process at the end of the school year) and Vice House Captains (1 boy or 1 girl) from Year 5 elected by their peers in KS2 at the beginning of the school year.

In September, at the beginning of the academic year, Year 5 children prepare speeches to explain why they would make good House Captains and KS2 pupils vote for their preferred candidate.

The House Captains are responsible for leading their House in competitions and events, and representing the school in the community and a range of school events and activities. The responsibilities of the House Captains are:-

- to set an example to the other children
- to earn house points and encourage others to do so
- to represent the house when collecting awards
- to be somebody others can turn to for advice

Earning House Points

House Points can be awarded by all staff to children for a variety of reasons.

For example:

- Polite, well mannered behaviour
- Demonstrating a caring attitude towards peers
- Working to the best of their ability
- Good attendance
- Putting special effort into a piece of work
- Neatly presented work
- Positive attitude towards work
- Sporting achievement
- Taking part in competitions and events
- Helpful approaches to different situations

House points are awarded using the following guidance:

- 1 house point for an isolated achievement e.g. a one off act of kindness, helpfulness, good work, for a sustained achievement (e.g. sustained good behaviour, an achieved target, hard work on a project etc)
- 2 house points for a special achievement (e.g. something that goes

above and beyond) or a group achievement (e.g. for winning a class based team game) attendance at events or fixtures.

- 3 house points can be awarded for extra special achievements by the Senior Leadership Team

Every week, the house points are counted by our House Captains and a weekly winner announced during our Achievement Assembly every Friday and added to the house points chart located in the Computing Room. House points are then tallied over the course of a term, a winner is announced, and the children in that house are rewarded with a trophy, special event or treat. At the end of the year, once all house points are tallied, the House Champions will be announced. The winning house will be awarded their ribbons on the House Cup.

The House system is an integral part of the positive behaviour policy in encouraging a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children

Reference Documentation used to formulate this policy

Associated resources

Link to A guide to the law for school governors:

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl>

Link to the Department's advice on the Equality Act 2010:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064>

570/the-equality-act-2010

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/>

use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/>

screening-searching-and-confiscation

Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff':

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-inschools/allegations-of-abuse-against-s>

Appendix 1 Report Card:

	Head sign	Lesson 1	Lesson 2	First Break	Lesson 3	Lunch time	Lesson 4	Lesson 5	Parents /
Wednesday									
Thursday									
Friday									
Monday									
Tuesday									

Appendix 2 Report Card Letter



Ghyll Royd School and Pre-School
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Dear

As a result of 2 red cards in one week has been put on report.

Your child will receive a report card that must be signed by you each evening and the report card must be returned to school each day with your child in order to monitor their behaviour.

Many thanks for your cooperation in this matter.

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Phase Leader