



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

Autumn 2018

Name of Headteacher

David Martin

Date to be reviewed

Autumn 2020



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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.

Positive Behaviour 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 for following the school's values and for setting and maintaining the highest standards of discipline for themselves. Teachers also give achievement certificates and stickers, and children can earn rewards such as free time on a Friday or class rewards chosen by their individual teachers. The whole school enjoys an 'Achievement Assembly' on a Friday where all aspects of positive behaviour and achievements are celebrated and at the end of each term we have a 'Celebration Assembly' where positive behaviour and achievements are recognised.

When children enter Year 6 they are selected to be part of the Year 6 Leadership Team which consists of Head Boy and/or Girl, Deputy Head Pupil, House Captains, Games Captain, Prefects and Eco/School Council President.

Being given a leadership title and position is an honour and a privilege. As school leaders the children will be asked to take on extra duties in addition to their normal studies and extracurricular activities (e.g. Playground Leader, Computer and Library Monitor, Office helper etc). They will be expected to behave in an exemplary manner at all times, setting the standard by which the other children measure themselves.

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:

- Care and Courtesy
- Co-operation and Consideration
- Challenge and Creativity.

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 an Achievement Certificate. These names are communicated to parents through the newsletter and an invitation to attend;
- 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 Fun Time Friday and Golden Time at the end of each week;
- Fine Dining is awarded for positive behaviour by a house during mealtime;
- Children display their work on the Headteacher's wall and also in assemblies.

Our Expectations

We expect all children to:

- Behave in a way which is 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 House Points System

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.

House points are given to the children for positive behaviour and achievements. Individual 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 Ghyll Royd 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) and 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 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).

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; and
- 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. 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 overall House Champion will be announced. The winning House will be awarded their ribbons on the House Cup.

Dealing with Unacceptable Behaviour

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 the school's expectations and ensures a safe and positive learning environment for children and staff. 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 their following through with sanctions.

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 PSHE time and in assemblies. The sanctions that the school follows can be seen in Appendix 3.

Where sanctions are issued to a child for unacceptable behaviour, the school will endeavour, as far as is reasonable, to inform parents in general terms of the action taken.

Responsibility for Positive Behaviour and Sanctions

The Headteacher has ultimate responsibility for ensuring positive behaviour and the implementation of sanctions. 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 with the use of sanctions.

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 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
- Regularly remind children of the school's expectations for positive behaviour and discipline
- Set high expectations of the children and strive to ensure that all children work to the best of their ability
- Ensure that each child is treated fairly and enforces the school expectations consistently
- Communicate the sanctions to children who are not behaving appropriately and that they follow consistently the sanctions laid down in the policy
- Ensure that incidents of serious misbehaviour are sent straight to the Headteacher to be dealt with and recorded

- Record all house points and sanctions

The Role of Senior Leadership Team (SLT)

It is the responsibility of the SLT to:

- Ensure that the policy for positive behaviour is implemented consistently by all members of staff for all pupils without prejudice or favouritism;
- To report to Governors on the effectiveness of the policy;
- To support staff in the implementation of the policy;
- To record any red cards issued to pupils and to carry out the relevant consequence and;
- To keep a record of any pupil on a report card or who has been excluded.

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 through individual behaviour plans.

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 that could adversely affect the reputation of the school will be acted upon in an appropriate manner.

Appendix 1: Report Card

Report Card Name.....

Issued to.....

Parents/ Sign to					
Headteacher comments					
Lesson 5					
Lesson 4					
Lunch time					
Lesson 3					
First Break					
Lesson 2					
Lesson 1					
	Monday	Tuesday	Wednesday	Thursday	Friday

Appendix 2: Report Card Letter



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Dear

As a result of two Red Cards in one half term has been put onto report.

..... 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.

The school expects the full support of parents when discouraging inappropriate and negative behaviour through the use of sanctions and consequences outlined in the Positive Behaviour Policy.

The school expects all parents to trust the judgement of the teachers and support them in their decisions. When children repeatedly receive sanctions for inappropriate behaviour the parents will be asked to meet with their class teacher to discuss future actions.

Regards

.....

Class Teacher

Appendix 3 Sanctions during lessons and around school for Year 1 to 6

Grade	Typical Behaviour	Probable Sanction Note reasonable adjustments will be made for children with SEN	Record of Incident	Possible Support
Level 1 Warning	Child disrupts the class or inappropriately calls out. Child walks around in class inappropriately. Child throws an object or behaves inappropriately.	Staff member reminds the child and warns the child of the consequences if the behaviour does not stop.		Discussion with the child. Verbal reminder of behaviour expectations and what further sanctions will be incurred.
Level 2 Time Out	Child is given a second warning in a day. Child continually behaves inappropriately and/or disrupts the lesson.	Child is given Time Out by working in another class for 10 minutes or alternatively in the Headteachers Office with work sent by their Class Teacher.	Years 1-6 will have a Class Behaviour Record Book. A Time Out will be recorded in the Class Behaviour Record Book.	Class Teacher discusses the behaviour and sanctions with the child.
Level 3 Red Card	Child continues to misbehave on return from a Time Out. Child uses unacceptable vocabulary or is disrespectful to a child or adult. Child refuses a reasonable request from an adult. Child is over physical with another child. Child carries out an act of bullying. Deliberate low-level damage to property. Deliberate removal of school or another child's possessions from the premises without authorisation.	A Red Card is given, Child is given a Time Out by working in another class for 10 minutes or alternatively in the Headteachers Office with work sent by their Class Teacher. A playtime and golden time being lost which is spent in the Headteachers Office or Library. The child will be sent to the Head or Deputy Head Teacher. The child will be excluded from the next time they were due to represent the school. A contribution to the repair of damaged property will be requested from the parents.	Record the incident in the Class Behaviour Record Book. Send the Class Behaviour Record Book with the child to the Head or Deputy Head Teacher. The incident will be recorded in the Schools Sanctions Records.	Class Teacher will notify and discuss behaviour with the child's parents.
Level 4 Report Card	If any Red Card behaviour is repeated twice in a half term resulting in two Red Cards being issued.	All of the probable Level 3 Sanctions will apply. Child is sent to Head or Deputy Head Teacher and will miss morning playtimes for 5 days. Report Card is issued to the child for a minimum of 5 days.	The incident is recorded in the Class Behaviour Record Book. The Headteacher records the incident in the Schools Sanctions Records	Head or Deputy Head Teacher together with the child's Class Teacher to discuss the behaviour with the child's parents.
Level 5 Serious Concerns	If a child is placed on report for a second time during a half term. An act of abuse – physical, sexual or racial Continuous acts of bullying.	The child to be excluded for 5 school days or the child is permanently excluded.	Record of Incident Parent Consultation Minutes sent to Chair of Governors.	Parents will be contacted immediately by the School Office for a meeting with the Class Teacher, Head or Deputy Head Teacher. Guidance sort through family support networks and behaviour

	Higher level damage to property. Any behaviour that could/has resulted in serious damage to persons, property or is a very serious infringement to the school rules.	A contribution to the repair of damaged property will be requested from the parents.		management professionals; Referral to Social Services if needed. Individual Behaviour Plan implemented.
Level 6 Critical Incident	If Level 5 Behaviour is repeated. An act of behaviour that is so prejudicial to school that it requires immediate permanent exclusion.	The child is permanently excluded.	Record of Incident Parent Consultation Minutes sent to Chair of Governors.	Parents will be contacted immediately by the School Office for a meeting with the Head or Deputy Head Teacher.

Appendix 3 Sanctions during playtimes and lunchtimes for Year 1 to 6

Grade	Typical Behaviour	Probable Sanction Note reasonable adjustments will be made for children with SEN	Record of Incident	Possible Support
Level 1 Warning	Child speaks inappropriately to another child. Child spoils another child's game. Child plays roughly/play fighting. Child runs down a corridor. Child is in school building without a reason.	Staff member reminds the child and warns the child of the consequences if the behaviour does not stop.	Staff member who has issued the warning informs the Class Teacher that a warning has been given.	Discussion with the child. Verbal reminder of behaviour expectations and what further sanctions will be incurred.
Level 2 Time Out	Child is given a second warning in a day. Child continually plays inappropriately. Repeated rough/play fight or similar low level physical contact. Child uses inappropriate manners in the dining room	Child is given Time Out and sent to the Headteachers Office or School Secretary's Office	Staff member who is on duty informs the Class Teacher that a Time Out has been given. The class teacher will record the incident in the Class Behaviour Book.	Staff member who is involved to discuss behaviour and sanctions with the child.
Level 3 Red Card	Child misbehaves on return from a Time Out. Child receives a Time Out for second time in one playtime/lunchtime. Child is disrespectful to a staff member. Child refuses a reasonable request from an adult. Child is over physical with another child. Child uses swear words/inappropriate language. Child is witnessed throwing an object in a way that is dangerous to others. Child carries out an act of bullying. Deliberate low-level damage to property. Deliberate removal of school or another child's possessions from the premises without authorisation.	A Red Card is given, Child is given a Time Out and sent to the Headteachers Office. A playtime and golden time being lost. The child will be sent to the Head or Deputy Head Teacher. The child will be excluded from representing the school in any capacity for 10 school days A contribution to the repair of damaged property will be requested from the parents.	Staff member who is on duty informs the Class Teacher. Record the incident in the Class Behaviour Record Book. Send the Class Behaviour Record Book with the child to the Head or Deputy Head Teacher. The incident will be recorded in the Schools Sanctions Records.	Class Teacher to notify and discuss behaviour with the child's parents.

<p>Level 4 Report Card</p>	<p>If any Red Card behaviour is repeated twice in a half term resulting in two Red Cards being issued.</p>	<p>All of the probable Level 3 Sanctions will apply. Child is sent to Head or Deputy Head Teacher and will miss morning playtimes for 5 days. Report Card is issued to the child for a minimum of 5 days.</p>	<p>The incident is recorded in the Class Behaviour Record Book. The Headteacher records the incident in the Schools Sanctions Records</p>	<p>Head or Deputy Head Teacher together with the child's Class Teacher to discuss the behaviour with the child's parents.</p>
<p>Level 5 Serious Concerns</p>	<p>If a child is placed on report for a second time during a half term. An act of abuse (physical, sexual or racial). Continuous acts of bullying. Higher level damage to property. Any behaviour that could/has resulted in serious damage to persons, property or is a very serious infringement to the school rules.</p>	<p>The child to be excluded for 5 school days or the child is permanently excluded. A contribution to the repair of damaged property will be requested from the parents.</p>	<p>Record of Incident Parent Consultation Minutes sent to Chair of Governors.</p>	<p>Parents will be contacted immediately by the School Office for a meeting with the Class Teacher, Head or Deputy Head Teacher. Guidance sort through family support networks and behaviour management professionals; Referral to Social Services if needed. Individual Behaviour Plan implemented.</p>
<p>Level 6 Critical Incident</p>	<p>If Level 5 Behaviour is repeated. An act of behaviour that is so prejudicial to school that it requires immediate permanent exclusion.</p>	<p>The child is permanently excluded.</p>	<p>Record of Incident Parent Consultation Minutes sent to Chair of Governors.</p>	<p>Parents will be contacted immediately by the School Office for a meeting with the Head or Deputy Head Teacher.</p>