



Positive Behaviour Policy

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Ghyll Royd School, Pre-School and Nursery (the school) is committed to safeguarding and promoting the welfare of young children and expects all staff and volunteers to share this commitment. Safeguarding at the school is everyone's responsibility and everybody is able to make a referral to children's social care if needed.

Policy Statement

It is the primary aim of the school that every member of the school community feels valued and respected and that each person is treated fairly and well. The school is 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 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 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 behaviour for themselves. Class teachers hand out achievement certificates and stickers, and children can earn additional rewards such as free time on a Friday (named as Golden Time or Fun Time Friday) or class rewards chosen by their individual class teachers. The whole school enjoys an 'Achievement Assembly' on a Friday where all aspects of positive behaviour and achievements are celebrated. At the end of each academic term the school has a 'Celebration Assembly' where positive behaviour and achievements are recognised through the awarding of trophies for academic, creative arts and sporting achievements, class awards, Headteachers school value, attendance and Modern Foreign Languages certificates are also awarded.

When children enter Year 6, they will have already been selected to be part of the Year 6 leadership team which consists of a Head Pupil(s), Deputy Head Pupil(s), House Captains, Games Captain, Prefects and Eco/School Council President(s).

Being given a leadership title and position in Year 6 is an honour and a privilege. As a school leader 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), The school leaders 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 support staff and pupils to have;

- Consistent positive behaviour.
- Mutual respect and friendly and positive relationships.
- An ethos of commitment to be the best you can be.
- A friendly, calm and relaxed atmosphere.
- A system of fairness where problems are resolved quickly, quietly and effectively through mediation.

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

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

At Ghyll Royd we praise and reward children for positive behaviour in a variety of ways:

- There is a consistent atmosphere of praise and recognition for positive behaviour throughout the school.
- Class teachers give stickers, stamps and house points for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All staff acknowledge outstanding effort or acts of kindness in school by awarding house points.
- Each week class teachers nominate a child from their class for an achievement award know as a Commendation Certificate. The pupils who have been awarded a Commendation Certificate are celebrated through the newsletter and an invitation to attend the Friday's achievement assembly is sent to their parents to provide the parent(s) the opportunity to see their child receive the certificate.
- Children are rewarded for representing the school or for individual achievements outside of school with house points.
- Classes and individual pupils are recognised in the weekly achievement assemblies for gaining the highest amount of coins using TT Rockstars. Individuals are awarded pen licenses and a Ghyll Royd pen for a standard of writing that enables a pupil to use a pen. Classes are awarded a Star Reader trophy for all pupils in that class having read 3 times during the week. Houses

are rewarded a House Trophy for the combined weekly House totals. Moments are listened to in the weekly assembly when pupils share kind moments that have happened during the week.

- 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 in the classrooms working walls, on the Headteachers wow wall and also in assemblies.

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 below the children will receive a Certificate, a Star, a Ghyll Royd Shield, a Pen and a Plaque.

- 150+ points Bronze certificate
- 300+ points Silver certificate
- 450+ points Gold certificate
- 600+ points Bronze star
- 750+ points Silver star
- 900+ points Gold star
- 1200+ points Ghyll Royd shield
- 1500+ Ghyll Royd Pen
- 2000+ Ghyll Royd Plaque

Children are grouped into three house teams each of which has a colour. These are Rodney (Red) Nelson (Blue) and Drake (Yellow). The houses are named after navel officers and were formed when the school first began in 1889 to educate the sons and daughters of parents working in the Royal Navy.

Every pupil and member of staff is given one of these three houses to support. Each pupil 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 the schools Year 6 pupils. The House Captains provide positive leadership to the children in their house throughout the year and during the house assemblies and activities organised each term. On Sports Day and during Inter-House Competitions the houses compete against each other as teams and a cup and house points are awarded to the winning house.

All teaching and non-teaching staff belong to a house, with the exception of the Head teacher. All staff encourage and support the children through the house system. The House Captain(s) will meet with the member of staff who is their House Leader during House Assemblies.

Houses and the House Captains

Each house is represented by their House Captains (1 boy and/or 1 girl from Year 6) selected via the Year 6 leadership selection process. 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 pupils can turn to for advice.

Earning House Points

House Points can be awarded by all staff to the 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 and Creative Art 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 the House Captains and a weekly winner announced during the Achievement Assembly every Friday and added to the

overall house points chart. House points are then tallied over the course of a term and a winner is announced in the schools end of term service. The children in that house are rewarded with the House Cup and a special event or treat.

At the end of the year, once all the house points are tallied, the overall House Point winning team will be announced. The winning house will be awarded their ribbons on the House Cup.

Dealing with Unacceptable Behaviour

The school encourages positive behaviour through an ethos of positive praise and recognition of children who follow the school values and guidelines set out in this policy. However, for children who do not follow the above the school has a system of sanctions in place. Our Early Years Foundation Stage has a separate Behaviour Policy which can be viewed on the schools website.

Sanctions help children to modify their behaviour so that they can act and behave in a manner that ensures a safe and positive learning environment for all children and staff. It is essential that class teachers and staff are consistent in the implementation of the policy and that teachers and all staff across the school are consistent in their approach and following through with any sanctions that are given.

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

Where sanctions are issued to a pupil for unacceptable behaviour, the Class Teacher will inform the parent(s) via a meeting or telephone call explaining the specific terms of what the child has done and the action that has been 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 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 Class Teacher

It is the responsibility of the class teacher to:

- Ensure that their class behaves in a responsible manner around school.
- Regularly remind children of the school's expectations for positive behaviour.
- 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 regularly re-iterates the schools values 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 for their class.

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.
- To keep a record of any pupil on a report card and who has been excluded.

The Role of the Parents

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

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

the policy. Class teachers will endeavour to be fair and we expect all parents to trust the judgement of the class 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 values for positive behaviour and to work hard to demonstrate good behaviour at all times. They are expected to respond in the same manner with all staff, students and volunteers as they do with the 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.

The same procedures for behaviour will be implemented on school trips and visits.

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 affect the reputation of the school will be acted upon using the appropriate sanctions.

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



Ghyll Royd School and Pre-School

A foundation for life

Date

Dear Parent,

As a result of two Red Cards being received in one week, _____ has been put onto report from tomorrow.

_____ will receive a report card that must be signed by a parent each evening and the report card must be returned to school each day with your child in order for the teachers to monitor and record their behaviour in class.

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 also expects all parents to trust the judgement of the teachers and support them in their decisions.

Regards

Class Teacher

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

Grade	Typical Behaviour	Probable Sanction	Record of Incident	Possible Support
Level 1	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	Child is given a second warning in a day. Child continually behaves inappropriately and/or disrupts the lesson. Child is disrespectful to a staff member. Child refuses a reasonable request from an adult. Child does not have his/her PE kit.	Child is given Time Out by working in another class for 10 minutes with work sent by their Class Teacher. If the child does not have their PE kit they will sit out of the PE or Games lesson.	Years 1-6 will have a Class Behaviour Record Book. A Time Out will be recorded in the book.	Class Teacher discusses the behaviour and sanctions with the child.
Level 3	Child continues to misbehave on return from a Time Out. Child hits or is over physical with another child. Child uses unacceptable vocabulary. Child continually refuses a reasonable request from an adult. Deliberate low-level damage to property. Deliberate removal of school or another child's possessions from the premises without authorisation. Miss uses of the internet Child has forgotten PE kit three times in a half term.	A red card is given, resulting in a playtime and golden time being lost. The child will be sent to the Head or Deputy Head Teacher. 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 book with child to the Head or Deputy Head Teacher to sign.	Class Teacher will notify and discuss behaviour with the child's parents.
Level 4 Report Card	If Red Card behaviour is repeated twice in one week	Child is sent to Head or Deputy Head Teacher and will miss playtimes for 5 days.	The incident is recorded in the Class Behaviour Record Book. Head or Deputy Head Teacher records the incident in the sanctions folder. Report Card is issued to the child.	Head or Deputy Head Teacher to discuss behaviour with the child's parents.
Level 5 Serious Concerns	A very serious act of violence towards staff or children. Continuous acts of bullying or cyber 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.	The child to be excluded for a fixed term, or if warranted, a permanent exclusion. A contribution to the repair of damaged property will be requested from the parents.	Record of Incident Parent Consultation Minutes sent to Chair of Governors for authorisation.	Parents will be contacted immediately by the School Office for a meeting with the Head or Deputy Head Teacher.
Level 6 Critical Incident	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 for authorisation.	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	Record of Incident	Possible Support
Level 1	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.		Discussion with the child. Verbal reminder of behaviour expectations and what further sanctions will be incurred.
Level 2	Child is given a second warning in a day. Child continually plays inappropriately. Child is disrespectful to a staff member. Suspected repeated fighting or similar low level physical contact in one lunchtime/playtime. Child refuses a reasonable request from an adult. Child uses a provocative manner or uses inappropriate language towards another child. Child throws an object in the dining hall.	Child is given Time Out on a bench or on a table in dining hall. (after they have eaten their lunch)	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	Child misbehaves on return from a Time Out. Child receives a Time Out for second time in one playtime/lunchtime. Child is witnessed hitting another child to cause harm. Child is verbally racist or sexist to another child or uses swear words/inappropriate language. Child is witnessed throwing a stone or similar, in a way that is dangerous to others. 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, resulting in a playtime and golden time being lost. The child will be sent to the Head or Deputy Head Teacher. A contribution to the repair of damaged property will be requested from the parents.	Staff member who is on duty informs the Class Teacher. The class teacher records the incident in the Class Behaviour Book and sends the book with child to the Head or Deputy Head Teacher to sign.	Class Teacher to notify and discuss behaviour with the child's parents.
Level 4 Report Card	If Red Card behaviour is repeated twice in one week.	Child is sent to Head or Deputy Head Teacher and will miss playtimes for 5 days.	Staff member on duty informs the class teacher. The incident is recorded in the Class Behaviour Record Book. Head or Deputy Head Teacher records the incident in the sanctions folder. Report Card is issued to the child.	Head or Deputy Head Teacher to discuss the behaviour with the parents.
Level 5 Serious Concerns	A very serious act of violence towards staff or children. Continuous acts of bullying or cyber-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.	The child to be excluded for a fixed term, or if warranted, a permanent exclusion. A contribution to the repair of damaged property will be requested from the parents.	Record of Incident Parent Consultation Minutes sent to Chair of Governors for authorisation.	Parents will be contacted immediately by the School Office for a meeting with the Head or Deputy Head Teacher
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