



Gretton Primary School

Behaviour and Discipline Code of Conduct



In line with the Brooke Weston Policy on behaviour and discipline, Gretton Primary Academy has the code of conduct below which sets out the specific rewards, sanctions and responsibilities within Gretton Primary Academy for behaviour and discipline.

1 Rewards and Sanctions

1.1 The School has a clear set of positive rules which have been derived with the children. There is a clear progression of rewards that go alongside the recognition by adults for behaviour which is in line with the expectations of these rules. There is also a clear and progressive set of sanctions which are expected to be followed by all adults in the school if the rules are not being adhered to and behaviour is detrimental to the learning, happiness or safety of others. The sanctions follow a path of making choices in order to enable children to take control and ownership of their behaviour.

The School "Golden Rules" are:

- Be kind and helpful
- Be gentle
- Work hard and always try your best
- Look after yourself, our school and our village
- Listen to others
- Be polite
- Be honest

Gretton School Values

The school also has a set of core values which were formulated in collaboration with teaching staff, Governors and pupils. These values underpin the expectations of behaviour for all pupils and adults in school.

School Values

- Kindness
- Co-operation
- Respect
- Perseverance
- Ambition
- Sportsmanship
- Pride
- Honesty
- Courage
- Responsibility

1.2 Rewards for children's positive behaviour which represents our school values and adheres to the Golden Rules.

- Oral praise
- Stickers or house points
- Move to Gold star on the class behaviour chart
- House point and recognition by another member of staff or Principal
- House point and note/text/phone call home to parents.
- Star of the week award given in celebration assembly
- Award of a petal onto the "Gretton Sunflower".

1.3 Sanctions for inappropriate behaviour:

- Oral reminder of school rules and expectations
- Move down on traffic light behaviour chart
- Loss of break time plus filling in of behaviour reflection sheet (to be kept as evidence by class teacher and shared with Principal)
- Sent out of class to spend time in another class
- Sent to Principal
- Parents informed
- Internal exclusion (child sent to a different class to work)
- External exclusion

1.4 Teachers and other adults in school are expected to use the following 'choice' vocabulary when handing out sanctions to children. Children are to be told that their behaviour is not acceptable and that if they CHOOSE to persist in it what the result of their actions will be. Children are then asked if they understand and acknowledge their understanding to the teacher.

If the behaviour persists then the sanction is taken, again with a scripted choice explanation - Children are told that they have been warned of the consequences, they have CHOSEN to continue to behave in that way and therefore they will now move their name down on the behaviour chart – do they understand? (or similar phrase) They are then told that if they CHOOSE to continue to behave in this way what the next sanction will be and asked if they understand.

1.5 Children's positive behaviour and attitude is also rewarded and recognised in other ways throughout the school calendar:

- Each week we nominate a child from each class to be 'Star of the Week' for showing excellent behaviour and attitude towards others and their learning. This child will be congratulated in Friday assembly and given a star sticker. Adults and children can be involved in deciding who receives the award.
- Children from each class are also recognised for producing excellent work in a specific subject area. Each week pupils receive a sticker in the school's celebration assembly on Friday and they are invited to share their work.
- The school acknowledges all the efforts and achievements of children, both in and out of school. These achievements are also acknowledged in the celebration assembly on Fridays.
- A child who demonstrates behaviour which exemplifies the school values can be awarded a petal to go onto the Gretton Sunflower. Any adult can reward a child for excellent behaviour by giving them a petal. At the end of each term the petals are all put into a basket and 8 names are pulled out and rewarded with an afternoon tea with the Principal.

1.6 We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher follows the sanctions in point 1.3. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.

We communicate promptly with parents and ask for their support in dealing with a child who chooses not to follow the school rules.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The Principal or member of the Senior Management Team is called.

If a child threatens, hurts or bullies another person, the class teacher records the incident and appropriate action is taken in line with this policy. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

- 1.7 The schools' **"Golden Rules" and Values** are displayed across the school and referred to in assemblies and in class by teachers. They are also displayed in each classroom and the Values are displayed in the playgrounds to raise awareness for parents. The School rules and values were derived with the children's input. In this way, every child in the school knows the standard of behaviour and ethos that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class during circle time.
- 1.8 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate all bullying, we do everything in our power to ensure that all children attend school free from fear. Parents of the victim and aggressor are always contacted and made aware of the situation and plans are made to deal with the behaviour.
- 1.9 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

2 The role of the class teacher

- 2.1 It is the responsibility of class teachers to ensure that the school behaviour rules and sanctions and rewards are followed and enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 2.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. Teachers are also responsible for promoting the school values.
- 2.3 The class teacher treats each child fairly, and enforces the school rules consistently. The teachers treat all children in their classes with respect and understanding.
- 2.4 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 Principal. The Principal also keeps a record of incidents of bad behaviour in a central behaviour log.
- 2.5 The class teacher liaises with the SENCo and external agencies, as necessary, to support and guide the progress of each child. The SENCo may then discuss the behaviour of a child with relevant external agencies.
- 2.6 The class teacher reports to parents about the progress, effort and behaviour of each child in their class, in line with the whole-school policy. The class teacher will inform the Principal or senior member of staff if there are concerns about the behaviour of a child.

3 The role of the Principal

- 3.1 It is the responsibility of the Principal, 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 Principal to ensure the health, safety and welfare of all children in the school.
- 3.2 The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 3.3 The Principal keeps records of all reported serious incidents of misbehaviour.
- 3.4 The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. These actions are taken only after the school governors have been notified.

4 The role of lunchtime supervisors

- 4.1 Lunchtime supervisors are to give a warning to children who misbehave. If a child continues to misbehave they will then stand with the LS for 5-10 minutes. After re-joining their peers, if poor behaviour persists, then class teachers/SLT will be informed.
- 4.2 Any serious incidents of inappropriate behaviour will be recorded by the Lunchtime Supervisors on a lunchtime behaviour record form and passed to the class teacher and Principal to be followed up.
- 4.3 The lunchtime supervisors treat each child fairly, and refer to the school rules consistently. They treat all children with respect and understanding and promote the school values whenever possible.
- 4.4 Lunchtime supervisors can award house points, use the class behaviour chart and give stickers to children to reward good behaviour and write sunflower petals when they see the school values in action.

5 The role of parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school newsletters, and we expect parents to read them and support them.
- 5.3 We expect parents to support their child's learning, and to cooperate 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.
- 5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to 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 Principal and finally the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

- 6.1 The governing body has the responsibility of agreeing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in adhering to these guidelines.
- 6.2 The Principal has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.