



## GLENMERE COMMUNITY PRIMARY SCHOOL



**At Glenmere we are GREAT! Because we:  
Grow, Respect, Enjoy, Achieve Together**

### **Behaviour and Discipline Policy**

#### **Rationale**

We at Glenmere Primary School believe every child has the right to be happy and safe and we place great value on the need to promote a caring and supportive environment in which all members of the school community feel secure and respected. In order that we have a well organised and disciplined place in which to live and work, the school has developed a positive framework to manage behaviour that fosters and promotes good behaviour.

The development of personal qualities and the fostering of socially acceptable behaviour are an integral part of our learning environment at Glenmere. Our aims and philosophy have been agreed by pupils, staff and governors and conveyed to parents/carers in order that we have a shared expectation of attitudes and values and a whole-school community feel to ownership of the practice.

#### **Aims**

We aim to:

- promote the emotional health and well-being of all pupils and staff
- offer a holistic approach, where social, emotional and behavioural skills are developed
- have a clear and positive framework to manage behaviour
- promote a common understanding and shared language which is reflected in pupils' responses and attitudes
- look for regular opportunities to praise and reinforce good behaviour
- display our rules clearly around the school
- be fair and be seen to be fair
- treat all members of our community with respect
- use lots of rewards such as verbal praise, stickers, certificates, trophies, Golden Book, letters and golden time
- monitor and review behaviour records and policy regularly

#### **Guidelines**

Social, emotional and behavioural skills will be taught as part of a whole-school approach to pupils' development and reflected in the school's vision statement and ethos. They will be taught through our Golden Rules, Classroom Rules, Assemblies, British values work, the School Council, Personal, Social, Health and Education (PSHE), Philosophy debates R-Time and the Healthy Schools Programme, as well as the general day-to-day relationships and encounters between all staff and pupils. We believe that teaching and acquiring these skills will increase pupils' abilities to:

- be effective and successful learners
- make and sustain friendships
- deal with and resolve conflicts effectively and fairly
- Listen to and show respect to other people's opinions
- solve problems with others or by themselves
- manage strong feelings such as frustration, anger and anxiety
- work and play co-operatively
- compete fairly, win and lose with dignity and respect for competitors

- recognise and stand up for their rights and the rights of others
- understand and value differences between people
- respect the right of others to have beliefs and values different from their own
- Know how to follow and respect different rules in different situations

Where pupils have problems in acquiring these skills or keeping our rules, the school has adopted a clear approach to dealing with this as follows:

### **Our Golden Rules:**

1. Do be gentle – Do not hurt anybody
2. Do be kind and helpful – Do not hurt the feelings of others
3. Do work hard – Do not waste our own or others' time
4. Do look after property – Do not waste or damage things
5. Do listen to people – Do not interrupt
6. Do be honest – Do not cover up the truth

### **What happens when child breaks the rules**

- Children may be asked to apologise verbally or in writing.
- A child may be asked to sit out of an activity for a period of time.
- A child may miss some of their golden time
- A child may be sent to another class for some time out.
- A child may be sent to the head teacher
- A child may stand at the fence for part of break or dinner time
- A child may have work from a lesson sent home

### **Yellow cards**

- A yellow card may be issued if a child consistently breaks the same rules.
- A child hits somebody with the intention of hurting them.
- Any physical act that is deemed by staff to be malicious.
- A deliberate act of rudeness
- Spitting intentionally at others
- The use of inappropriate language to others
- Deliberately breaking school property
- An incident where a child lies and wastes staff time when finding out the truth about an incident.

If a child is issued with a yellow card, there will a note made of this in the head teacher's behaviour log. The class teacher will discuss the yellow card either through a phone call or a through a discussion at the end of the school day.

The head teacher will not need to see the parents/guardian about this.

The head teacher or Deputy head teacher will only need to see the parents/guardian of a child that has been issued with more than 1 yellow card in a half term.

The Yellow card sent home will state clearly which rules have been broken and parents/carers will be expected to discuss this with their child before coming back into school.

### **Red cards**

Red cards can be issued when staff feel any of the incidents in the yellow card section are taken to a more severe level.

The red card sent home will state clearly which rules have been broken and parents/carers will be expected to discuss this with their child before coming back into school. A red card will mean that parents need to make an appointment with the head teacher (or deputy head teacher) to discuss it further. A record of all cards will also be kept in school and red cards will be reported on the child's end of year report. Repeated red cards during the same term will lead to a meeting to discuss whether a fixed term exclusion is necessary.

### **Extreme behaviour**

Any act of extreme physical or verbal aggression will not be tolerated during any time of the school day. An extreme attack on another child, whether provoked or unprovoked, will always result in a red card being given and parents being informed. Any act of aggression towards a member of staff will result in an instant red card, a phone call to parents and the child removed from the class for the rest of the day. Exclusion may also be considered.

### **Dinner time rules**

If any of the golden rules are broken at dinner time a child may be asked to stand against the fence for a period of time.

The same rules for yellow and red cards apply at dinner times and break times.

If a child continuously breaks rules at break and dinner time, it may result in them being kept inside for a period of time.

If a child's behaviour is deemed to be unsafe at dinnertime to themselves or others it may be arranged with the parents for the child to go home.

### **Classroom Rules:**

1. Respect all adults in your classroom
2. Sit appropriately on the carpet or at tables
3. Put up your hand rather than call out
4. Listen and follow instructions promptly
5. Ask permission to leave the classroom
6. Follow your own classes rules

Children will be expected to follow the classroom rules. At the start of the year each class will also add some of their own rules. Where children disrupt lessons and informal/formal warnings have been given but the teacher feels a yellow card is not appropriate, these children will spend 10 minutes against the fence.

In class if a child's behaviour leads to the child not finishing enough of their work, the child may be kept in to complete the work or the work may be sent home.

### **Persistent rule breaking**

If a child persistently breaks the rules in class or at playtime, the class teacher will arrange a meeting with the parents. A behaviour chart or plan may be put into place for a short period of time.

### **School trips**

If a child runs out of lessons, demonstrates behaviour that makes them unsafe or has demonstrated behaviour that is unsafe towards others, then a decision may be made not to take the child on the school trip. This would be decided by the Head teacher and senior management in conjunction with the parents or guardians of the child.

### **What happens if a child breaks the rules during after school clubs?**

Children who misbehave or disrupt school run voluntary clubs will be warned initially. Continued disruption will result in them not being allowed to continue with the club and parents will be informed. Disruption at paid clubs will be dealt with by the coach in charge and measures taken will be at their discretion.

### **Children with Special Needs**

Children with special needs who exhibit behavioural outbursts will have a Behaviour Plan. Where there are outbursts of extreme behaviour, which affects the learning of other children or puts anyone in danger of being harmed, two members of staff will escort the child to a safe, quiet area and hold until calm. Holding will only ever be used as a last resort and where possible handled by staff who are trained in the Team Teach method of physical restraint (see Care and Control policy). All such incidents will be clearly recorded. Parents would then be informed and asked to come into school to discuss the incident. Where extreme behaviour persists and puts a child in danger of being excluded, specialist input will be sought from outside agencies and a special meeting will be called to put measures into place to avoid this outcome. All efforts will be made by the school to keep the child from exclusion and parents will be fully involved with this process, but the safety and well being of staff and other pupils will always be of paramount importance.

### **Record keeping and monitoring**

A record of behaviour incidents that result in a yellow or red card will be kept by the Head teacher and the cards will go home to inform parents. A behaviour log will be kept in each class Regular checks will be made for patterns and frequency of incidents and attention paid to disability, special needs, gender or cultural background. This will be reported to governors annually in the Head teacher's written report. Any concerns about behaviour in the school will also be raised in the termly curriculum meetings.

### **Review**

This policy was put together in consultation with all staff and pupils and shared with parents. It is reviewed annually.

S.Conlon Feb 2019

It will be reviewed 2020