

GREEN DRAGON PRIMARY SCHOOL



Encouraging Good Behaviour Policy

September 2014

The intention of this policy

As a Rights Respecting School we recognise (Article 28) that all children have the right to an education and (Article 19) that all children have the right to be protected from danger.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and with dignity. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure so that people can work together with the common purpose of helping everyone to learn.

The staff team at Green Dragon is committed to developing a policy, which drives an explicitly positive approach to behaviour management.

The staff at Green Dragon follow the premise that teachers have a right to teach and children have a right to learn. As staff, we are fully aware that discipline is a key feature of school life about which there must be a clear shared and consistent understanding between all teaching and support staff, parents, children and governors. The school has a responsibility to manage behaviour so that all children have access to and progress within the Early Years Foundation Stage Profile and the National Curriculum.

We aim to encourage mutual respect and co-operation and develop self-discipline. Children should be familiar with the school rules and aware of their ability to exert self-control and understand reasons why certain behaviour is unacceptable.

Most importantly of all we want to develop children's self-esteem and their belief in themselves as a successful learner.

The purposes of this policy are to :

- Encourage children to have high expectations of their own behaviour.
- Emphasise that everyone has rights and that every member of the school community should encourage children to take responsibility for their actions.
- Encourage increasing independence and self discipline so that each child learns to accept responsibility for his/her own behaviour.
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- Have a consistent approach to behaviour throughout the school
- Make boundaries of acceptable behaviour clear and ensure safety
- Raise awareness about appropriate behaviour and promote it through positive reinforcement
- Provide new members of staff with clear guidelines and readily accessible procedures, which they can act on.
- Inform parents and governors of our aims and objectives and to provide clear procedures for involving parents.

School Statement on behaviour

At Green Dragon Primary School we believe that teachers have the right to teach and children have the right to learn. This means that staff members will be positive and fair but firm with children to help ensure that they all receive the best possible educational experiences.

We aim to encourage mutual respect and co-operation and develop a sense of social responsibility and self-discipline in children both at work and at play.

We are committed to ensuring that children develop and maintain their self-esteem and self-belief, which is crucial if they are to achieve their optimum learning potential.

Staff members ensure that behaviour expectations are clear to all by adhering to the following:

Display of, and regular referral to:

- Class Charter
- Golden Rules
- Whole Class targets
- School Personal Goals
- House Point system
- Line order
- Whole school stop signal
- Wet Lunchtime Rules

Class Charters

In September every class draws up a Class Charter which outlines the rights of every child in the class and how the staff and pupils will ensure that their own and everyone else's rights are met. This charter is referred to whenever staff are discussing behaviour and is reviewed at least termly to ensure that all members of the class are fluent with the Charter and what it means to them.

<http://live.unicef.org.uk/Documents/Education-Documents/VLE/Charters-Classroom-Agreements.pdf>

Golden Rules

The whole school follows the Golden Rules:

- We are gentle – We don't hurt others
- We are kind and helpful – We don't hurt anybody's feelings
- We listen – We don't interrupt
- We are honest – We don't cover up the truth
- We work hard – We don't waste our own or others' time
- We look after property – We don't waste or damage things

These rules are displayed in every classroom and central places throughout our school. Everyone in the school community is expected to adhere to the six rules and great emphasis is placed on children being praised for fulfilling the Golden Rules.

Whole Class Targets

Every class has a whole class goal that they are working towards together. The target is agreed by the whole class and is directly linked to improving Behaviour for Learning. The target is clearly displayed in every classroom so that all staff and children can see it clearly and refer to it whenever appropriate. The goals are designed to be achievable within an age appropriate time span (2 weeks for youngest children to a maximum of a half term for the oldest children).

Once the class target is achieved the class is rewarded with an agreed reward e.g. a film and popcorn, a pyjama party, a games afternoon, a trip to the park.

Weekly PSHE Sessions

Children need to be taught explicit skills to develop their emotional intelligence. Staff deliver weekly PSHE sessions through the units of work, which are based on the SEAL units. (Social and Emotional Aspects of Learning).

The five broad social and emotional aspects of learning are:

- Self-awareness/Knowing ones emotions
- Managing emotions and feelings
- Motivation
- Empathy
- Handling Relationships.

The units of work for PSHE are:

- Autumn One: New Beginnings
- Autumn Two: Relationships (+ Say No to Bullying week)
- Spring One: Getting On and falling out
- Spring Two: Feelings
- Summer One; Good to Be Me
- Summer Two: Achievements and Changes

In addition to these planned sessions staff discuss issues as they arise linking them directly to the Class Charter, Golden Rules and skills practiced during PSHE sessions.

Rewards

The basis of our Behaviour Policy is to catch children being good rather than looking for opportunities to challenge poor behaviour choices.

Principles of our Reward System.

- Any reward given must meet the child's requirements. Children have to value and feel valued by it so they will want to work towards it.
- Children must have a sound understanding of the reward system, so that they know why and when rewards are given. Therefore there has to be a consistent approach to the system by all staff throughout the school.
- It must promote, recognise, and encourage good behaviour, positive attitudes and high expectations. It should also raise self-esteem and generate pride.
- It should recognise improvements and effort in behaviour and must be flexible to meet the needs of all children. The system must enable every child to have a sense of success.
- It must be tangible and easily administered.
- It should actively encourage peer co-operation, teamwork and sportsmanship, through celebrating others' successes.

- Parents must have full knowledge and understanding of the system so that they value it too.

Whole school rewards

House System

All children from Reception to Year 6 and all staff are allocated to be members of a school House (Boston Manor, Kew, Osterley or Syon). Children with siblings in the school or staff who have children who attend Green Dragon are allocated into the same House. Houses are each led by two House Captains, who are chosen democratically by the children in their House. House Captains form the Junior Leadership Team who work with the Headteacher and other Senior teachers to help lead school improvement.

House Points can be earned by showing exceptional behaviour for learning, exceptional work or outstanding manners/socially responsible behaviour. Any member of staff can award House Points and once awarded they cannot be taken away. **(See Appendix 1, 'How to earn a House Point')**

Class teachers record and display House points running totals in classrooms throughout the week. House Points are then totaled at the end of each week and these are shared and celebrated with the whole school community during the Achievement Assembly on Fridays. Weekly running totals are also displayed in each school hall and in the weekly Newsletter. The winning House per half term is awarded a House Cup and a House reward.

Golden Time

Each class has a Golden Time session, usually at the end of the week, when children take part in activities of their own choice as a reward for keeping the Golden Rules during that week. Minutes are withdrawn from Golden Time for individual children for behaviour that has not adhered to the six Golden Rules.

Public Praise

Every opportunity is made of acknowledging and praising positive behaviour. Catching children being good is a powerful way of teaching children with attention seeking behaviour that the way to get attention is by being learning focused and demonstrating positive behaviour choices.

Star Pupil of the Week

This can be given for a variety of reasons. The children will receive their certificate at the Achievement assembly at the end of the week. They will then take their certificate home. A copy of the certificate plus a photograph of each star pupil will be displayed in the entrance foyer for a week and the children's name will appear in the school newsletter. Star pupils of the week will also join the Headteacher, or another member of the Senior Leadership Team, sitting at 'Top Table' for a special lunch on a Friday

Lunchtime Behaviour

Certificates are awarded in KS1 to children for their good playground and dining hall behaviour.

Sanctions

It is always hoped and expected that the professional experience of our staff team will reduce the need to apply sanctions beyond the early strategies, such as a glance, gesture or quiet word with a child. However, there are times when more overt strategies are needed.

Children must have a clear understanding of what the sanctions are if they ignore the school rules. They need to understand what the agreed boundaries of behaviour are and realise that certain behaviour will not be ignored or tolerated. They must realise the consequences of inappropriate behaviour.

If a child does not behave appropriately in class, around the school or on educational visits, all adults will follow the Behaviour Sanctions Procedure. (See Appendix 2)

The Behaviour Sanctions Procedure is used by all teachers (including supply and student teachers), support staff, administration staff and lunchtime staff. Adult volunteers, particularly parent volunteers, will report incidents to permanent members of staff, who will be responsible for applying sanctions.

Green Dragon operates a graduated approach to give children the opportunity to adjust and refocus their behaviour to a more acceptable mode. These graduated strategies and consequences are detailed below.

If a child makes the wrong behaviour choices:

- Staff will use non-verbal reminders and if then necessary verbal reminders about positive behaviour for learning
- If poor behaviour choices continue, staff will raise the issue with the child using clear and consistent language. Referring to the Class Charter or Golden Rules
- If necessary, staff will remind the child of sanctions that will follow if poor behaviour choices do not stop
- If necessary staff will follow the next steps of sanctions detailed on the Behaviour flowchart

Classrooms and playgrounds will have a "Time out" area. Children may need to be removed from a situation and take some *time out* to calm and refocus. If an incident occurs at playtime or lunchtime, and where Time Out has not had the desired effect or the incident requires more serious intervention, the offending child/children should be sent to a member of the Senior Leadership Team.

Where children deliberately break or deface school equipment their parents will be informed and may be asked to contribute towards the cost of replacement.

Our whole school approach to inappropriate behaviour will be followed consistently by all staff.

Reporting, recording and monitoring unacceptable behaviour

Children are encouraged and supported to “sort out” disagreements with one another. Telling another child that they are not happy with their behaviour is a valid developmental skill. However, when a child feels this has not worked and someone else’s behaviour towards them is unacceptable, they should always inform an adult at school and discuss with their parents later that day.

Any reports will be investigated and followed up firstly by the adult informed or, when necessary, by the class teacher or a member of the Senior Leadership Team. All incidents will be investigated in a thorough and fair way. Appropriate action will be taken, which may include informing parents and the recording of an incident on the pupil’s school file.

Recording and monitoring

Class teachers may keep an informal record of a child’s low-level disruption in class. This may lead to involving the child’s parents at an early stage in order to try to further support the child and ascertain reasons for the poor behaviour choices.

The Deputy Headteacher (Inclusion) will monitor the behaviour of identified individuals and take appropriate action where a pattern of unacceptable behaviour is apparent. This will be in the form of a parent meeting in school, a phone call to the parent or letter home. A copy of this letter will be placed as a permanent record in the child’s school file.

Internal exclusions

In more serious cases, an internal half-day or full day’s internal exclusion will be imposed. This will involve the child being educated away from their normal class, working on ability appropriate activities or tasks. The parent will be informed of any internal exclusion and the reasons why it was necessary.

External exclusions

All external exclusions are recorded by the Headteacher. A letter home will be written to inform the parents of the reason for the exclusion, the length of the exclusion and the date and time for a reintegration meeting. A copy of this letter will be placed as a permanent record in the child’s school file. The Governors and Local Education authority will be informed of all external fixed term and permanent exclusions.

How to Earn a House Point

All members of staff can give House Points for:



Outstanding achievement in learning.



Outstanding behaviour for learning – respecting your own and everyone else's right to learn.



Outstanding achievement in or out of school in music, sport, drama etc.



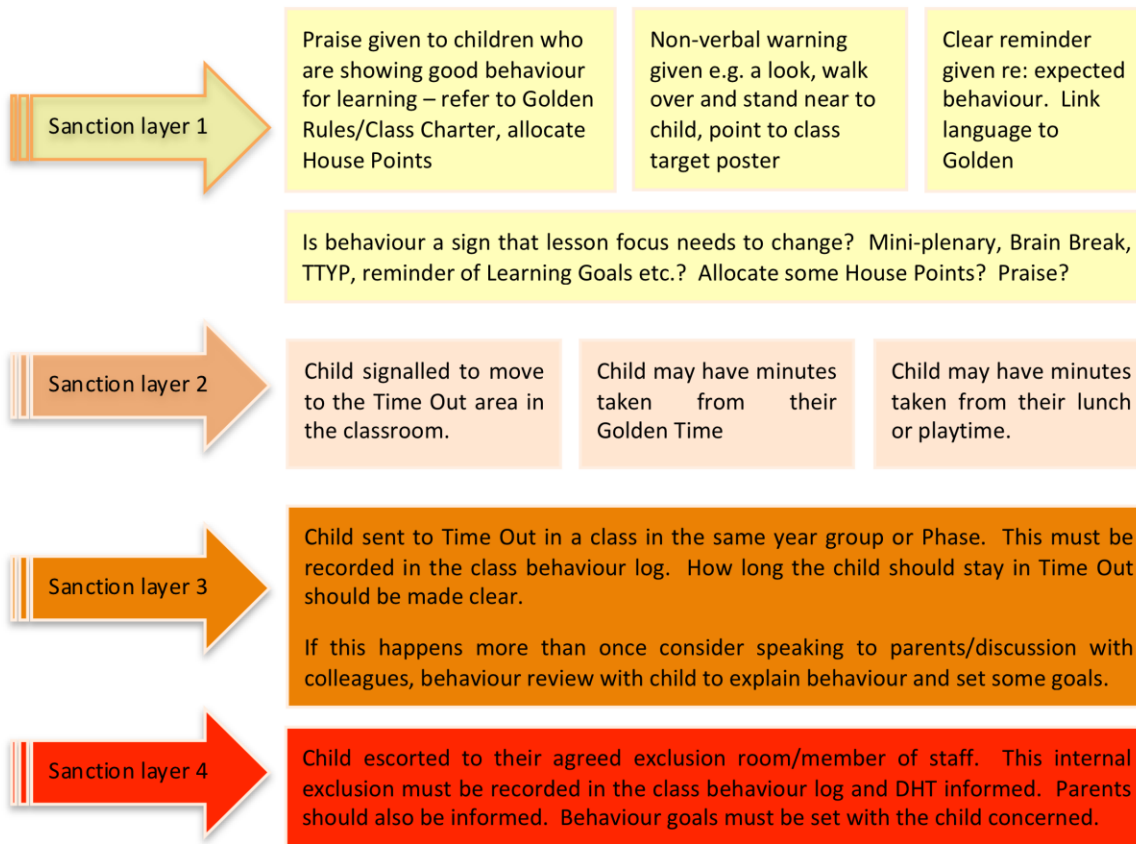
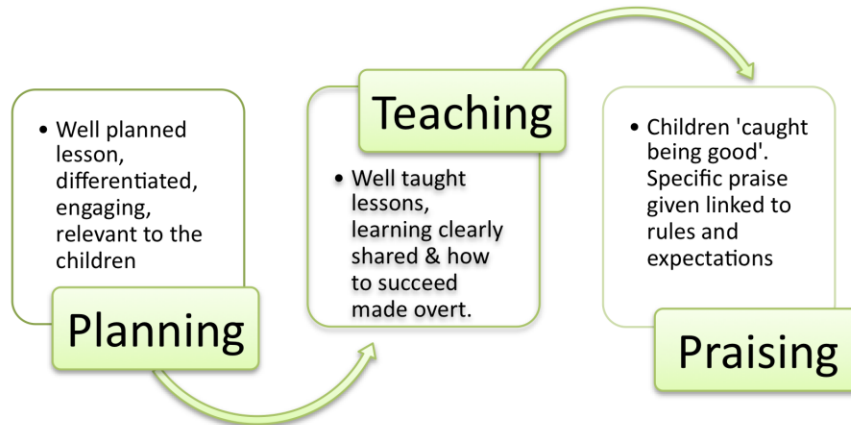
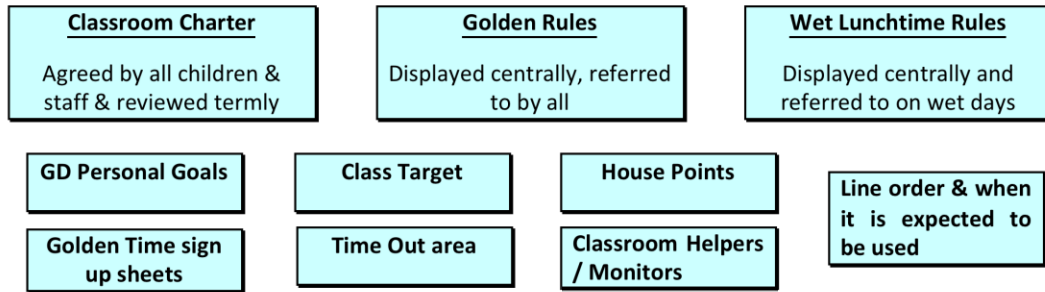
Outstanding manners – being kind, polite, helpful, thoughtful.



Demonstrating our Personal Goals - being a good example of a 'Green Dragon Child'.

How will YOU earn your House Points this week?

Appendix 2 – Behaviour Flowchart



This policy will be reviewed annually

Lead on Behaviour : Jane Buck

Designated Governor : Claire Slade

Signed :

Signed :

Date :

Date :

Review date :