

# Glade Primary School

## Behaviour Policy



**Growing, Learning & Achieving with Dedication & Enthusiasm**

**GLADE PRIMARY SCHOOL**  
**BEHAVIOUR AND DISCIPLINE POLICY**



**INTRODUCTION**

An agreed policy of behaviour is vital for quality teaching and learning. This policy outlines the management of behaviour and discipline at Glade Primary and links closely to our Race Equality and Anti-bullying Policies. (Article 3,19,28,29)

This policy is also written in relation to Rights Respecting Schools award (related articles are highlighted in brackets). The school's commitment to Unicef Rights Respecting Schools threads through the whole school. It helps develop pupils' acceptance of difference and diversity, and provides them with a strong moral compass. (Appendix 11)

**We aim to**

- Create a caring, stimulating and secure environment which is conducive to learning and where everyone can work and play safely. (Article 24)
- Accept that the maintaining of good behaviour within school is everyone's shared responsibility.
- Promote high expectations of positive behaviour through positive role modelling.
- Develop a sense of self-discipline and an acceptance of responsibility for actions and to encourage pupils to value the school environment.
- Value the rights of the individual and promote and develop empathy and respect for self and others.(Article 1)
- Ensure that everyone has the right to be treated fairly.
- Empower all staff to determine and request appropriate behaviour from everyone.
- Ensure that good behaviour is always recognised and rewarded.
- Raise pupils' self-esteem.
- Maintain a culture in which we accept the pupil and not the behaviour.
- Ensure the policy is fully understood, is consistently implemented throughout the school and that effective mechanisms are in place for the monitoring and evaluation of this policy.

**What is Good Behaviour?**

All behaviour has a purpose and as a school community we can aim to create an environment where pupils consciously want to demonstrate good behaviour.

Good behaviour is when individuals' actions, words and deeds allow a positive working environment to flourish.

Good behaviour positively impacts on the individual and on others, by building self-esteem and allowing everyone to take responsibility for their actions.

For example

- Respectful language
- Actively listening
- Respect for environment
- Fair play
- Willingly follow appropriate instructions
- Acting on recognised etiquettes (e.g. holding a door open)
- Respect for self and others
- Good manners
- Following Glade's SMART Values
- Respect for others personal space

## What makes a Good Listener?

When asked to listen children will respond by:

Facing the speaker with eyes open and mouth closed  
Putting down equipment, having hands and feet at rest with hands in view  
Sitting upright  
Listening attentively

## Implementation

- Through our daily work we reinforce the above aims and encourage respect for all at all times
- The school prospectus outlines to parents the expected behaviour of pupils and expectation on parents to support the school in attaining these. This includes a Home School Agreement (Appendix 2) and a Promoting Positive Behaviour at Glade - Parent Guide (Appendix 3)
- Through assembly and class discussion; Glade's SMART Values, listening time behaviour, rules for the Dining Hall & Playground and the Reward and Sanctions systems in use, are made explicit to pupils. (See appendices 1,3,4)
- Children with difficulties in meeting any part(s) of Glade's SMART Values actively participate in setting achievable individual targets with the class teacher. In the event of this not meeting the need then the SENCo is informed and if necessary outside agencies approached for support
- All serious incidents are recorded
- The school regards all incidents of bullying, racist and a sexual nature to be serious.

## A Consistent Approach

It is essential that all staff, teachers, admin, support, parents and governors apply the principles outlined in this policy consistently; All adults working in the school community will accept their responsibility of the students in their care each day. (Article 1, 3, 19)

We all need to accept and understand the same level of responsibility in regard to behaviour management within the school.

A 'Behaviour Ladder' (See appendix 1) with the School Motto and values at its core is used and displayed. It is based on a reward system for good behaviour and sanctions for inappropriate behaviour. This is shared and explained to the children and is outlined below.

## School Motto

Growing, Learning, Achieving with Dedication & Enthusiasm

## Glade's SMART Values

Our **SMART** values are displayed around school and in classrooms. These are the values that we all follow.

### **S= SENSITIVE**

We are kind, gentle and helpful to others.  
We do not hurt people or their feelings.

### **M= MOTIVATED**

We are hardworking and always try our best.  
We do not waste time or give up.

### **A= ATTENTIVE**

We are good listeners who concentrate.  
We listen to instructions and don't interrupt.

### **R= RESPONSIBLE**

We look after property.  
We do not damage or waste things.

### **T=TRUTHFUL**

We are honest.  
We always tell the truth.

Following these values helps us to learn in a **safe & happy** environment. (Article 6, 27)

## **Classroom Management**

- Glade's SMART Values should be adhered to and rewarded.
- Each class has their own set of Class Rules. These are drawn up together and mutually agreed between children and teachers and are displayed in the classroom.
- To ensure behaviour is good you should follow the **Traffic Light Behaviour Scheme**
- The teaching methods should encourage enthusiasm and active participation for all, within a challenging and supportive environment.
- Lessons should aim to develop the skills, knowledge and understanding, which will enable the pupil to work and play in co-operation with others. (article 29)
- Praise should be used to encourage good behaviour using **House Points**
- Praise should be used to encourage good work using the **Merits' System**
- Assertive teaching styles and good relationships between staff and pupils are important in establishing a positive ethos in the classroom. Teachers need to be consistent and respectful in their interactions.
- Scanning, anticipating and intercepting positively can prevent disruption.
- Information on rewards and consequences should be displayed in all classrooms and should be used consistently by all staff.
- Please also refer to the Teaching and Learning Policy.

## **Rewards**

### **Praise**

At Glade our emphasis is on rewards to reinforce good behaviour. Rewards have a motivational role, helping pupils to see that good behaviour is valued by all. Giving praise for good behaviour in the same way as we praise good work and effort should be the norm. The most common reward is praise, both informal and formal, and is given in an individual or group setting.

Everybody needs to be praised and feel a sense of achievement, when they have done something well. This can be in the form of:

- Verbal praise and smiles
- Stickers
- Class reward systems e.g. Golden Time, Table Points, extra playtime
- Wristbands (Early Years)
- Certificates – Good Progress Award, Times Tables Award, Pen Licence, Excellence in Writing Award
- Letters/postcards/phonecall home
- Pupil of the Week (Going for gold)

- Attendance Award
- Merits
- House Points
- Traffic Lights Behaviour Scheme

### **The Merit System**

Merits are awarded for good work. These are recorded on charts displayed in the classroom and certificates are awarded for reaching these benchmarks. The certificates are given in assembly and mentioned in the School Newsletter.

**1 merit** = Green leaf on Merit tree

**10 merits** = Bronze Award

**25 merits** = Silver Award

**50 merits** = Gold Award

**75 merits** = Platinum Award

**100 merits** = Head Teacher's Award

### **House Points**

House points are used to reward good behaviour and to give the children a sense of belonging.

The pupils are divided into 4 houses (Foxes, Owls, Hedgehogs & Squirrels). Members of staff should award children house points when they are seen demonstrating the Glade's **SMART** Values.

Each half term the house points are counted and the winning team receives a reward.

### **Traffic Lights Behaviour System**

The Traffic Lights Behaviour System is displayed in all classrooms as a visual cue to promote positive behaviour and is consistently used across the school.

Step 1 - Each child has an allocated pocket with a 'Green Card'. This shows the child is following Glade's SMART Values.

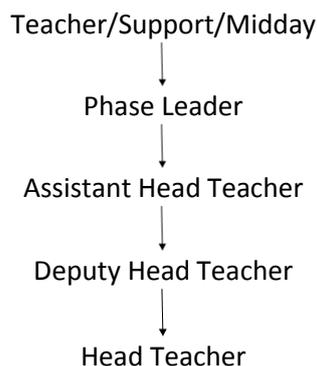
Step 2- Children that demonstrate outstanding behaviour can be awarded a 'Silver Card'. This child then becomes nominated for Ambassador of Glade SMART Values.

Step 3 - Every fortnight the class teacher chooses one of the nominated children to receive a 'Gold Card'. This is awarded in Good Works Assembly along with a 'Going for Gold' certificate.

### **Consequences**

- Where praise and positive behaviour management strategies have not succeeded, pupils must be made aware of the consequences of their actions.
- All staff have a responsibility to consistently apply and follow through the consequences. It is important that these are appropriate to the behaviour, and that there is an opportunity made for the member of staff to repair and rebuild their relationship with the pupil and for the pupil to reflect on their behaviour.
- All staff should recognise that in their interactions with pupils it is the behaviour, and not the pupil which is being addressed.
- Preventative action should be taken by the teacher by following the Behaviour Ladder (See appendix 1)

The line management structure for behavioural issues.



The school keeps a behaviour log in which incidents are recorded. The behaviour log is used as a diagnostic tool by the school to support individual 'at risk' pupils, in addition to maintaining a record of incidents, both positive and negative.

The individual staff member who is initially involved with the incident identifies the pupil and the nature of the behaviour and logs in the Reflection Time folder. This is reviewed regularly by staff as a means of supporting pupils in developing positive behaviours.

### **Time Out and Refection Time**

At Glade Primary School we expect every student to meet the required high standards of the school. Students and teachers have the right to work in an orderly atmosphere, where learning can progress uninterrupted. We also trust that parents/carers will support the school in achieving these high standards. Therefore, should these standards not be met, then there will be consequences for the students which may include a 'Time Out' or 'Refection Time'.

**It is the pupil's responsibility to ensure that their parents/carers are made aware.**

### **Time Out Procedure (Traffic Light Behaviour Scheme)**

Step 1 - In class a child not working appropriately, is told their behaviour is unacceptable and an explanation of why is given. (Relate to Glade's SMART Values) This is a verbal warning.

Step 2 - If the behaviour is repeated the child is given a 'Yellow Card' (Traffic Light Behaviour Scheme). If the child is in year 5 or year 6 the child's name is written on the whiteboard.

Step 3 - If the behaviour is repeated again the child is repositioned in the classroom and given a further verbal warning related to Glade's SMART Values.

Step 4 - If the behaviour continues the child is given a 'Red Card' (Traffic Light Behaviour Scheme) - a personal record card is filled in and the child is escorted to another classroom with work, only returning to their own classroom at the next break. (see appendix 6)

### **Reflection Time Procedure**

If a child is not following Glade's SMART Values than a Reflection Time is issued. The child is told their behaviour is unacceptable and an explanation of why is given. The adult records this in the Reflection Time

folder. The child attends Reflection Time the following lunchtime (15 mins) which is led by a senior member of staff.

If the child is absent they will attend on the lunchtime of their return.

If the child is home dinners then they will attend during afternoon break time.

Key Stage 1 – The teacher and child will discuss behaviour and these questions will be answered. Which SMART Value was not followed? What they did? How it has affected others? What they will do to fix it and make it right?

Key Stage 2 – The teacher and child will discuss behaviour and the child fill in Reflection Time Report. (See appendix 7)

If a child receives a 2nd Reflection Time in a week, they attend on Friday with the Head Teacher (45mins)

### Reasons for Reflection

Not following Glade's SMART Values e.g:

- disrespecting others
- damaging school property
- name calling
- swearing
- being aggressive/fighting
- failing to follow instructions given by an adult
- answering back to an adult
- racism
- being in the school building or restricted areas at break times without permission
- running in the corridor
- talking in assembly
- spitting
- inappropriate behaviour in the toilets

**It is the pupil's responsibility to ensure that their parents/carers are made aware.**

A class monitoring sheet records Time Outs and Reflections issued each week and this is submitted to the Head Teacher on a weekly basis (during the Thursday staff meeting.) Children with 2+ Time Outs or Reflections are interviewed by the Head Teacher and the behaviour is discussed. If they receive further Time Outs or Reflections that week the Head Teacher arranges to see their parents.

A child being issued with a third Time Out in one day should be sent to the Head Teacher so that parents may be informed.

### Unacceptable Work

Unacceptable work is given to a child who has not completed enough work in the class session, due to inattention or inappropriate behaviour. Unacceptable work is a daily session which runs parallel to the Reflection Time process.

### Homework/equipment/ PE KIT responsibility

It is a child's responsibility to attend school with the correct equipment each day. This includes PE Kit and any homework a child completes. If a child does not attend school with the correct equipment then a letter is sent home. (See appendix 8 and 9)

## **Behaviour Monitoring Record (Report Card)**

Pupils who consistently display inappropriate behaviour (this is evident from Time Out and Reflection records and incident reports) will be put onto a behaviour Monitoring Record. (see appendix 10) This will be discussed with parents.

If a child is put on Report the child must take it to each lesson/breaktime and give it to the member of staff. It is then completed showing how the child has behaved in accordance with their targets..

The pupil must report to the Phase Leader/Assistant Head/Deputy Head/ Head Teacher at the end of each day, to get the report signed and to discuss behaviours.

The child is also responsible for taking it home for parents/carers to sign it.

Report Steps are as follows

Step 1 - Yellow card – Report to Phase leader

Step 2 - Blue card – Report to Assistant Head/Deputy Head Teacher

Step 3 - Green Card – Report to Head teacher

## **Playground Restrictions**

Children unable to follow Glade's SMART Values on the Playground (this is evident from Reflection records and incident reports) may have playground restrictions and not be allowed on the playground at break time.

If this occurs then alternative provisions will be made for a set period of time until they are able to follow Glade's SMART Values.

This could be:

- ✓ A timetable of events
- ✓ Supporting in the dinner hall
- ✓ Prefecting/working in differing Key Phase
- ✓ Friendship buddy – playing in class/outside staffroom

## **Pastoral Support Plan (PSP)**

Where a pupils' behaviour is consistently challenging to the extent that the educational entitlement and/or health and safety of the pupil themselves or their peers is jeopardised, the SENCo and class teacher will develop a Pastoral Support Plan in consultation with parents. The plan is set for a fixed period of no more than 16 weeks at the end of which a review is held and a decision is made as to whether the plan has been successful.

A Pastoral Support Plan (PSP) is a school based programme which is meant to help a child to improve their social, emotional and behavioural skills. The PSP will identify precise and specific targets for the child to work towards and should include the child and parents in the drafting process.

A PSP may be necessary if a child's behaviour at school means that they have been given a fixed term exclusion or are "at risk" of permanent exclusion. "At risk" means that the child is not responding to the school's normal range of strategies and support and several short term exclusions may be indicative of this. A PSP will be needed in particular for those children whose behaviour is deteriorating rapidly.

The aim of a PSP is to promote the child's social inclusion and help reduce the possibility of the child's permanent exclusion. The PSP aims to involve the child in the challenge of improving their behaviour and social skills. As a result of a PSP, a child should be able to better manage their behaviour and/or improve their attendance at school.

A PSP will set out specific and realistic targets and how they will be measured. The targets should be broken down into smaller parts so that it is more manageable for the child. The PSP will need to identify the input and support from the school and parents that the child will need to help them reach their targets.

The PSP will also detail both the recognition and rewards that the child will receive if they demonstrate efforts to meet the targets as well as the consequences that will result if the child does not demonstrate sufficient efforts to meet the targets. Finally, the PSP should detail the time limit for the duration of the PSP including dates when the PSP will be reviewed.

DfE guidance notes that a PSP should be used for young people where more of the following apply:

- A young person whose behaviour is rapidly deteriorating and where an Individual Behaviour Plan is not working.
- A young person who has had two or more fixed term exclusions.
- A young person who has had one exclusion of ten days or more.
- A young person who is in danger of permanent exclusion.

## **Exclusions**

### **Internal Exclusions**

- Internal exclusions will be given for any child in serious breach of Glade's School Values. (See behaviour Ladder appendix 1)
- Fighting is unacceptable. If children are seen fighting by a member of staff their parents are contacted, and on a first or second offence they are excluded within school. An incident record is completed and recorded in the behaviour file.

### **Fixed-term and permanent exclusions**

- We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the statutory guidance: Exclusions from maintained schools, academies and pupil referral units in England (DFE September 2012).
- Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.
- The governing body has a pupil discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

- When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.
- Where a pupil is at risk of permanent exclusion or repeat exclusions, the pupil may be referred for therapeutic support, to a behaviour centre such as The CUBE, located at the Cranbrook Primary School in Ilford. In extreme cases, where this support is not successful, the child will be referred to New Rush Hall, a specialist school for pupils with SEMH difficulties. ( Appendix B- The Cube Referral form)

### **Positive Handling Plans**

- Reasonable force may be used to prevent a child from hurting themselves or others, from damaging property or from causing disorder. Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm, or restraining a child to prevent violence or injury.
- The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances. Relevant staff should have regular Team Teach training and should be familiar with de-escalation strategies and knowledge of how to hold a child in a way which minimises the risk of harm to the child and themselves.
- The school can use reasonable force to:
  - Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
  - Prevent a child behaving in a way that disrupts a school event or a trip or a visit.
  - Prevent a child leaving the classroom where allowing the child to leave would risk their safety or leads to behaviour that disrupts the behaviour of others.
  - Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.

### **Searching children suspected of having Prohibited items**

- If it is suspected that a child has brought a more serious prohibited item into the school the child will be asked to hand over to a senior member of staff, in the presence of an additional member of staff as a witness. The child will be asked for permission to search their coat, bags etc, if they are not willing to hand over the items. Should they refuse the Head reserves the right to search their bag without consent, an additional adult should always be present.
- If it is suspected that the child is carrying prohibited items about their person and refuses to hand them over, the school reserves the right to use reasonable force whilst a search takes place. If they are suspected of carrying a weapon or illegal items then the police should be called.

### **Sanctions for poor behaviour- what the law says (January 2016)**

The law states that teachers can discipline children whose conduct falls below the standard which could be reasonably being expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

- To be lawful, the decision to provide sanctions to a child must be made by a paid member of school staff or a member of staff authorised by the Headteacher.
- The decision to punish a child and how, must be made on the school premises.
- It must not breach any other legislation such as disability, SEN, race and equalities.
- A punishment must be proportionate and take account of the child's age, any disability or religious requirement.
- Corporal punishment is illegal in all circumstances.
- Continuing disruptive behaviour might be as a result of unmet educational or other needs, if this is the case consult the safeguarding policy and consult with outside agencies.

### **Staff Development**

- Good practice will be recognised and mutual support encouraged. Staff will be expected to undertake CPD in behaviour management, either individually or as part of whole school training. Lesson observations will be used to identify areas for development or highlight areas of expertise that can be shared amongst colleagues. New Rush Hall training will be provided for staff dealing with children with complex behaviours.

### **List of Appendices**

- 1) Reward and Sanctions Ladder**
- 2) Home/school agreement**
- 3) Parent leaflet**
- 4) Rules for dining Hall**
- 5) Rules for playground**
- 6) Timeout record card**
- 7) Reflection time record**
- 8) PE kit letter**
- 9) Homework letter**
- 10) Behaviour Monitoring record**
- 11) Example of Pastoral Support Plan**

# Rewards and Sanctions Ladder

<b>Going the Right Way (Rewards)</b>	<p><b><u>Merit Chart</u></b> <i>(for outstanding work)</i></p> <p>Head Teacher’s Award (100 merits) Platinum Award (75 merits) Gold Award (50 merits) Silver Award (25 merits) Bronze Award (10 merits) Green Leaf (1 merit)</p>	<p><b><u>General Rewards</u></b></p> <p>Stickers Golden Time (class reward system) Wristbands (Early Years) Certificates – Good Progress, Wonderful Writers, Times Tables, Star Award Pen Licence Postcard/Letter home Smile/Praise Attendance Award Friendship Friday Badges</p>
	<p><b><u>Traffic Light Behaviour Scheme</u></b> <i>(for demonstrating Glade’s SMART Values)</i></p> <p>Gold Card – Star of the Fortnight Certificate– (Ambassador of the SMART Values) Green Card – Following Glade’s SMART Values</p>	<p><b><u>House Points</u></b> <i>(for demonstrating SMART Values)</i></p> <p>School divided into 4 houses (Foxes, Owls, Hedgehogs &amp; Squirrels) Termly award for winning house</p>
<p><b><u>We all follow Glade’s SMART Values</u></b></p> <p><b>S= SENSITIVE</b> - We are kind, gentle and helpful to others. We don’t hurt people or their feelings. <b>M= MOTIVATED</b> - We are hardworking and always try our best. We don’t waste time or give up. <b>A= ATTENTIVE</b> - We are good listeners who concentrate. We listen to instructions and don’t interrupt. <b>R= RESPONSIBLE</b> - We look after property. We don’t damage or waste things. <b>T=TRUTHFUL</b> - We are honest. We always tell the truth.</p>		
<b>Going the Wrong Way (Sanctions)</b>	<p><b><u>Traffic Light Behaviour Scheme</u></b> <i>(Timeout)</i></p> <p>Rule Reminder Verbal Warning (yellow Card) Time Out within class (repositioned in class) Time Out (red Card) – sent to another class</p>	<p><b><u>Reflection Time</u></b></p> <p>15 minute Reflection Time Extended Reflection Time</p> <p>Unacceptable Work</p>
	<p><b><u>Concerning Behaviours</u></b></p>	
	<p>2 Time Outs/Reflections – report to Head Teacher</p>	
	<p>More than 2 Time Outs/Reflections – letter home, parents invited in to discuss behaviour</p>	
	<p>Report Card – daily report to Phase Leader</p>	
	<p>Playground Restrictions</p>	
	<p>Internal Exclusion - discussion with parent/carer</p>	
	<p>Report Card – daily report to Assistant Head, Deputy Head or Head Teacher</p>	
	<p>Pastoral Support Plan</p>	
<p>External Exclusion</p>		

## APPENDIX 2 Home school agreement



Growing, Learning, Achieving with Dedication & Enthusiasm



### Glade Primary – Home/School Agreement

At Glade we recognise each child as an individual, and aim to give all children every opportunity to realise their full potential. Parents and carers are a child's first educators. They are the adults who have taught their children how to walk, talk and dress themselves. We believe that children will learn best if parents and carers know, understand and are in agreement with the aims of the school. A close partnership between the school, parents/carers and the child is therefore essential to achieve this aim.

Together we will:		
Encourage your child to follow Glade's Smart Values Co-operate and support each other in order to help your child achieve his/her best		
The Child will:	The School will:	The Family will:
<ul style="list-style-type: none"> <li>❖ Do all classwork and homework as well as I can, asking questions when I don't understand</li> <li>❖ Follow Glade's SMART Values</li> <li>❖ Be on time for school every day with the appropriate equipment and clothing</li> <li>❖ Ensure letters are given to my family</li> <li>❖ Represent the School proudly</li> <li>❖ Use the Internet safely as I have been taught in school</li> </ul>	<ul style="list-style-type: none"> <li>❖ Encourage the child to do his/her best at all times</li> <li>❖ Provide a secure, happy and stimulating environment</li> <li>❖ Provide a broad and balanced curriculum which challenges your child to reach their potential</li> <li>❖ Encourage your child to show friendship and respect for others, abiding Glade's SMART Values and the school behaviour policy, ensuring a safe, caring environment for all</li> <li>❖ Keep you informed about your child's progress and behaviour as well their termly curriculum</li> <li>❖ Send home regular homework</li> <li>❖ Keep parents informed about school activities through regular letters, newsletters and notices about special events</li> <li>❖ Allow children safe and secure use of the Internet</li> </ul>	<ul style="list-style-type: none"> <li>❖ Encourage your child to do their best at all times</li> <li>❖ Make sure the child arrives to school and is collected on time Main school – 8.55-3.30pm Nursery – Session 1 8.45 – 11.45am                   Session 2 12.30 – 3.30pm</li> <li>❖ Make sure your child attends school regularly and notify school in the event of absence</li> <li>❖ Let the school know about any concerns or problems that might affect your child's work or behaviour</li> <li>❖ Attend parents meetings to discuss your child's progress</li> <li>❖ Support your child with homework, daily reading and other learning opportunities</li> <li>❖ Keep the school updated about personal details e.g. contact numbers/health issues</li> <li>❖ Support the school in the teaching of safe and secure Internet use at home.</li> </ul>
Signed: _____ Date: _____	Signed: _____ Date: _____	Signed: _____ Date: _____

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## APPENDIX 3 Promoting Positive Behaviour at Glade

### Reflection Time

If a child is not following Glade's SMART Values then a 'Reflection Time' may be issued. The child is told their behaviour is unacceptable and why. A record of this is kept on file. Reasons for this could include: disrespecting others, damaging school property, name calling, racism, swearing, being aggressive, failing to follow instructions or answering back to an adult.

The child attends 'Reflection Time' the following Lunchtime (15 mins) led by a senior member of staff. It is the pupil's responsibility to ensure that their parents/carers are made aware.

Key Stage 1 children discuss behaviour with the member of staff and Key Stage 2 children complete a 'Reflection Time' sheet answering the following questions:

Which SMART Value was not followed? What they did? How it has affected others? What they will do to fix it and make it right?

### Dining Hall Rules

1. Walk sensibly and wait quietly in the lunch queue.
2. Be polite - Say 'please' and 'thank you' to the lunchtime staff.
3. Sit nicely and talk to the people at your table - not across the hall or behind you!
4. Once seated, stay seated - do not wander around or move seats.
5. If you drop something - pick it up. Put rubbish in the bin and clean up after yourself.



### Our School Behaviour

#### Ladder

Good behaviour at school is very important to enable your child to learn and enjoy their time in class and in the playground.

Just as you do at home, we are teaching the children how to behave in different situations and making sure that they respect each other and the adults in our school.

Each class has its own set of class rules that the children have drawn up together and agreed with their teacher.

It is also very important that we have a whole school approach that is consistent for everyone to use —the Teachers, Learning Support Assistants, Midday Team and other Glade staff. Our 'behaviour Ladder' is based on a reward system for good behaviour and sanctions for poor or inappropriate behaviour. This is shared and explained to the children.

#### The Merit System

The children receive Merits for outstanding work. These are recorded on charts displayed in classrooms and certificates are awarded.

- 1 merit = Green leaf on Merit tree
- 10 merits = Bronze award
- 25 merits = Silver award
- 50 merits = Gold award
- 75 merits = Platinum award
- 100 merits = Head Teacher's award

### Glade's SMART Values

Our SMART Values are displayed around school and in classrooms. These are our values that we follow:-

#### S = SENSITIVE

We are kind, gentle and helpful to others. We do not hurt people or their feelings

#### M = MOTIVATED

We are hardworking and try our best. We do not waste time or give up.

#### A = ATTENTIVE

We are good listeners who concentrate. We listen to instructions and don't interrupt.

#### R = RESPONSIBLE

We look after property. We do not damage or waste things.

#### T = TRUTHFUL

We are honest. We always tell the truth.

Following these values helps us to learn in a Safe & Happy environment



### Growing, Learning, Achieving with Dedication & Enthusiasm



### Promoting Positive Behaviour at Glade

#### Praise

Everybody needs to be praised and feel a sense of achievement when they have done something well.

In our school children receive:

- ✓ Verbal praise and smiles, 
- ✓ Stickers
- ✓ Class reward systems e.g. Golden time, table points, extra playtime
- ✓ Wristbands (Early Years)
- ✓ Certificates e.g. Good progress award, Pen Licence, times table award,
- ✓ Postcard/Letter/phone call home
- ✓ Attendance awards
- ✓ Merits (for outstanding work)
- ✓ House Points (for good behaviour)

#### House Points

The school is divided into 4 houses (Foxes, Owls, Hedgehogs & Squirrels). The children are awarded house points when they are seen demonstrating our Glade SMART Values.

Each half term the house points are counted and the winning team receives a reward.



House Point Token

#### Sanctions

The ladder system is also used to help children when behaviour is not appropriate and is designed to give children choices to stop and make changes. The children realise that there will be consequences for inappropriate behaviour.

#### Traffic Light Behaviour System

At the beginning of each lesson all children start on a green card. They have the chance to move up to silver for working hard and demonstrating Glade's SMART Values.

When children do not behave appropriately and are not following Glade SMART Values there are consequences for their actions:-

Step 1: initial verbal warning—the child is asked to think about making the right choices and change their behaviour.

Step 2:- If behaviour continues to be inappropriate then the child will be given a yellow card. In Year 5 and 6 their name will be written on the board.

Step 3:- If behaviour continues to escalate, then the child will be given a Red card and sent to another class to work for the remainder of the session. This is called a Time Out.



## **APPENDIX 4**

### **RULES FOR THE DINING HALL**

- 1) Walk sensibly and wait quietly in the lunch queue.
- 2) Be polite - Say 'please' and 'thank you' to the lunchtime staff.
- 3) Sit nicely and talk to the people at your table - not across the hall or behind you!
- 4) Once seated, stay seated – do not wander around or move seats.
- 5) If you drop something - pick it up. Put rubbish in the bin and clean up after yourself.

### **REWARDS**

Praise, House Points

### **SANCTIONS**

Sent to back of dinner queue,  
Sweeping up, wiping tables  
Reflection time  
Timeout

## **APPENDIX 5**

### **RULES FOR THE PLAYGROUND**

#### **AREA OF PLAY**

Concrete area, within the large playground, reception play area, field, and quiet area  
Rota for football and basketball  
Rota for climbing frames

#### **ACCESS**

To toilets as and when needed  
To office when sent by an adult on duty  
To drinking fountains

#### **RESTRICTIONS**

Grassed areas, steps, path to office, bushes and car park  
Games must be played well clear of water fountains and the toilet

#### **REWARDS**

Praise, House Points

#### **SANCTIONS**

Breaking playground rules results in missing part or all of that play session  
Breaking Glade's SMART Values e.g. fighting will initiate sanctions as described in policy

#### **END OF PLAY**

The bell is rung and children stand still  
The adult on duty asks children to walk to their lines  
Children Line up quietly. Adult waits for children to be quiet before entering the school building.



**APPENDIX 7**



**Reflection Time**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Glade's **SMART** Values helps us to learn in a safe and happy environment. Today, I chose to behave in a way which broke one of our **SMART** Values.

**S= SENSITIVE**

We are kind, gentle and helpful to others. We don't hurt people or their feelings.

**M= MOTIVATED**

We are hardworking and always try our best. We don't waste time or give up.

**A= ATTENTIVE**

We are good listeners who concentrate. We listen to instructions and don't interrupt.

**R= RESPONSIBLE**

We look after property. We don't damage or waste things.

**T=TRUTHFUL**

We are honest. We always tell the truth. (Article 12/13)

---

Which **SMART** Value did I not follow?

What did I choose to do?

What happened as a result of this?

How did my choice affect others?

What will I do to fix this and make things right?

Signed: \_\_\_\_\_

# **Growing, Learning & Achieving with Dedication & Enthusiasm**



Atherton Road, Clayhall, Ilford, Essex. IG5 0PF

Tel: 0208 708 0200 Fax: 0208 708 0190

Email: [gladeprimary@glade.redbridge.sch.uk](mailto:gladeprimary@glade.redbridge.sch.uk) Website: [www.glade.redbridge.sch.uk](http://www.glade.redbridge.sch.uk)

Headteacher: Mrs Angela Walsh

Date:

Dear Parent/Carer,

Your child's class had PE today and \_\_\_\_\_ did not have a PE kit. Please could you send one into school before your child next has PE so that he/she will not have to miss a lesson again.

Yours sincerely,

Angela Walsh  
Headteacher

# **Growing, Learning & Achieving with Dedication & Enthusiasm**



Atherton Road, Clayhall, Ilford, Essex. IG5 0PF

Tel: 0208 708 0200 Fax: 0208 708 0190

Email: [gladeprimary@glade.redbridge.sch.uk](mailto:gladeprimary@glade.redbridge.sch.uk) Website: [www.glade.redbridge.sch.uk](http://www.glade.redbridge.sch.uk)

Headteacher: Mrs Angela Walsh

Dear Parent/Carer

It has come to my attention that \_\_\_\_\_ has not completed the last two pieces of \_\_\_\_\_ homework. I would appreciate it if you could encourage your child to complete the weekly homework tasks as they greatly enhance their learning and prepare your child for secondary school.

Thank you for your help in this matter.

Yours sincerely,

Class Teacher

**APPENDIX 10**

**Behaviour Monitoring Record**



**Behaviour Monitoring Record**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Week beginning: \_\_\_\_\_

Day	Session 1	Am Playtime	Session 2	Lunch	Session 3	Pm playtime	Session 4	HeadTeacher comment	Parent comment
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

**Targets:**

|

## Appendix 11: UN convention on the Rights of the Child



“Rights” are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

### Article 1

Everyone under 18 has these rights.

### Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

### Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

### Article 4

The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

### Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

### Article 6

You have the right to be alive.

### Article 7

You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

### Article 8

You have the right to an identity – an official record of who you are. No one should take this away from you.

### Article 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

### Article 10

If you live in a different country than your parents do, you have the right to be together in the same place.

### Article 11

You have the right to be protected from kidnapping.

### Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

### Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

### Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

### Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

### Article 16

You have the right to privacy.

### Article 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

### Article 18

You have the right to be raised by your parent(s) if possible.

### Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

### Article 20

You have the right to special care and help if you cannot live with your parents.

### Article 21

You have the right to care and protection if you are adopted or in foster care.

### Article 22

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

### Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

### Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

### Article 25

If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

### Article 26

You have the right to help from the government if you are poor or in need.

### Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

### Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

### Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

### Article 30

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

### Article 31

You have the right to play and rest.

### Article 32

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

### Article 33

You have the right to protection from harmful drugs and from the drug trade.

### Article 34

You have the right to be free from sexual abuse. Article 35 No one is allowed to kidnap or sell you.

### Article 36

You have the right to protection from any kind of exploitation (being taken advantage of).

### Article 37

No one is allowed to punish you in a cruel or harmful way.

### Article 38

You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

### Article 39

You have the right to help if you've been hurt, neglected or badly treated.

### Article 40

You have the right to legal help and fair treatment in the justice system that respects your rights.

### Article 41

If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

### Article 42

You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

### Articles 43 to 54

These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

