

Behaviour and Code of Conduct Policy - April 2016

The United Nations Convention of the Rights of the Child States:

Adults and children at Gainford C E Primary School respect the rights, freedom and reputation of others.

Article 28

School discipline takes into account children's human dignity.

Article 29

We encourage children to respect others, to live peacefully and respect the environment.

1. Aims and Rationale

At Gainford C of E Primary School we are committed to developing a happy and caring environment, which encourages the highest standards of behaviour and creates the best possible opportunities for learning. We are a Church of England School with a Christian ethos and the behaviour and code of conduct policy has been devised with this in mind.

The purpose is to: -

- Maintain levels of good behaviour.
- Improve unacceptable behaviour.
- To provide a consistent approach in rewarding good behaviour.
- To provide a consistent approach in responding to unacceptable behaviour.

The school needs to establish consistent levels of acceptable behaviour and eliminate instances of unacceptable behaviour with the support of parents, governors and all school staff. The aim is to foster an attitude of respect for the school environment and for the needs and rights of everyone who works and plays within it. We can achieve this by: -

- Having a school ethos, which is happy, friendly and caring and reflects the Church of England status of the school.
- Creating a safe, orderly and positive environment in which teachers and children flourish.

Because inappropriate behaviour that happens outside the school can have a negative impact on behaviour in school, conduct which takes place outside school premises may be investigated and disciplinary sanctions imposed.

2. Organisation

The rules of expected behaviour (Code of Conduct) need to be taught to the pupils. They must be followed at all times. Such rules need to be: -

- Limited in number
- Observable and well defined
- Applicable at all times

Where appropriate pupils will be involved in the drawing up and reviewing of the Code of Conduct.

3. Positive Recognition and Rewards

This needs to be given consistently. It is designed to encourage appropriate behaviour, raise self-esteem and establish positive relationships.

Forms of positive recognition: -

- A House Point system where good work is recognised on a daily, weekly and annual basis. A House point can be used to acknowledge outstandingly good behaviour. **(Details in appendix 1)**.
- A Star System to reward good behaviour on a daily, half-termly and annual basis. **(Details in appendix 2)**.
- Verbal and non-verbal (smiles, body language) forms of praise, encouragement and congratulations.
- Reward stickers that include 1 or 2 children receiving a headteacher sticker in each class every day as well as one or 2 gold headteacher's stickers per class once per week as part of the Friday Celebration Assembly.
- The Friday Celebration Assembly where good work and behaviour is celebrated and rewarded

This has a significant effect in helping the children feel good about themselves. Most children behave well and we should remember to tell them so, not always take good behaviour for granted.

The following guidelines are the means by which acceptable behaviour can be achieved: -

4. School Code of Conduct

General School Rules

- Follow instructions straight away
- Keep hands, feet and objects to yourself
- Care for your school
- Walk sensibly and quietly in school at all times
- Be polite and helpful to everyone

<u>Additional Rules for the Classroom</u>	<u>Suitable Rewards for the Classroom</u>	<u>Suitable Classroom Sanctions</u>
<ul style="list-style-type: none"> • Keep the classroom tidy • Remember to say please and thank you • Listen when your teacher is talking • Have respect for school property and other people's possessions <p><i>Please note these rules should be agreed with children at the start of the school year and be discussed alongside the UNRC conventions in the form of a charter.</i></p>	<ul style="list-style-type: none"> • Smiles • Praise • House-points for good work • Earning their star for the session • Stickers 	<ul style="list-style-type: none"> • A spoken warning • The child is told she/he has not earned his star • The child may be sent to the headteacher or deputy headteacher in order to discuss inappropriate behaviour if it continues

<p><u>Additional Rules for the Playground</u></p> <ul style="list-style-type: none"> • Play in designated areas • Keep hands, feet and objects to yourself • Do not go back into the school building without permission • Follow the rules of games • At the end of playtime, stand still on the first bell and line up sensibly on the second 	<p><u>Suitable Rewards for the Playground</u></p> <ul style="list-style-type: none"> • Smiles • Praise • House-points for outstandingly good examples of behaviour • Gold Headteacher sticker awarded at the end of the week 	<p><u>Suitable Playground Sanctions</u></p> <ul style="list-style-type: none"> • Verbal warning • Withdrawal from a group for an appropriate period of time • A child may not earn his/her star for that particular session • A serious misdemeanour may result in the child missing his/her next playtime
<p><u>Additional Rules for the Dining Hall</u></p> <ul style="list-style-type: none"> • Demonstrate good manners at the table (pictures showing appropriate table manners are displayed in the hall) • Talk quietly to children or staff at your table or children next to you in the line • Walk at all times 	<p><u>Suitable Rewards for the Dining Hall</u></p> <ul style="list-style-type: none"> • Smiles • Praise • Stickers from lunchtime supervisors • House-points for outstandingly good examples of behaviour • Gold Headteacher sticker awarded at the end of the week 	<p><u>Dining Hall Sanctions</u></p> <ul style="list-style-type: none"> • Verbal warning • Withdrawal from a group for an appropriate period of time • A child may not earn his/her star for that session

5. Strategies for Persistent or Unacceptable Behaviour

- A letter home explaining why a child's behaviour had been unacceptable (If a child gets 8/10 stars or less in one week).
- Letter home requesting parents to come to school to discuss the behaviour. (If a child gets 8/10 stars or less in a week twice in a half term).
- An IEP for behaviour might be formulated and implemented.
- A parent support advisor might be asked to contact a parent to see if she is able to offer support.
- Outside agencies that include the Anti-bullying Service or Crisis Response can be contacted to offer advice or to work with the child.

Exclusion from school is an extremely serious step and is reserved for the most severely unacceptable behaviour and usually if all other support systems have been tried. This is a most rare occurrence.

- A child might be excluded from school for a fixed period in accordance with LA guidelines. On the child's return to the school, the opportunity can be offered to formulate a 'Parenting Contract'
- Should a child be excluded for more than 5 days, from day 6 they work in a designated area within Staindrop Secondary School. Staindrop will supervise such children if the unit is in use at the time. If not, Gainford C of E will provide the supervision, most likely form a teaching assistant.
- A child might be permanently excluded from the school in accordance with LA guidelines.

It will always be emphasised that it is the behaviour that is unacceptable, not the child

Staff will monitor and record the behaviour of such pupils in a written form. For children who do not respond positively: -

- Records will continue to be kept of behaviour and actions by the school to improve the situation
- A dialogue will be maintained with parents/guardians
- Help will be sought from support services to develop an Individual Behaviour Plan to meet the needs of the child

5. Role of Co-ordinator

- To organise and oversee the system of agreed strategies
- To liaise with the Head Teacher and deal with any administrative problems
- To review the system on a regular basis through consultation and meetings with appropriate staff and children (School Council)
- To ensure that new pupils/parents/governors/support staff/supervisory assistants are informed of the system

6. Equal Opportunities

The agreed strategies will provide equal opportunities for all the children regardless of socio-economic background, ethnic group or gender in accordance with individual need, intellect and physical ability.

APPENDIX 1

House-point System

This system is used to reward excellent work and also to reward examples of outstanding behaviour

- There are 4 'Houses' in the school. They were originally devised for Sports Day but are also used as part of the reward system.
- The names of the Houses were chosen by children. They are 'Fantastic Foxes', 'Dizzy Dogs', 'Leaping Lions' and 'Cool Cats'.
- The Scope of the House-point system is Reception to Year 6. From R to Y6 house-points are recorded on a tally sheet in the classroom. In reception a method more cubes placed in a jar represent house-points and in other year groups, a tally is kept each week on a chart in the classroom
- Should a child produce some excellent work or demonstrate an example of outstanding behaviour they can be rewarded with a house-point.
- The class teacher logs these house-points throughout the week.
- In Friday celebration assemblies, the team that has earned the most house-points in each class and in the school as a whole is announced. The team that has 'won' for that week is presented with a trophy for the week on which the team's logo is secured.
- At the end of the year, the overall winning house team for the year has the trophy engraved in their honour.

APPENDIX 2

Star Reward System

This system is used to reward appropriate behaviour and to discourage inappropriate behaviour

- Each day is divided into 2 sessions (morning and afternoon).
- For each session a child earns a star assuming they have followed the rules.
- Should a child break a rule e.g. talking during the teacher's instructions they are warned e.g. 'You know you are supposed to be working quietly now, please get on with your work'.
- Should the child continue to break the rule they do not earn a star for that session.
- Allowances are made for our youngest pupils (Reception and Y1) who are given the opportunity to rectify the situation if they might not otherwise earn their star. This can be done by consistently good behaviour following a misdemeanour. Should a child end a session having not earned back a star, then, they do not earn it for that session. An effective way to manage this system is to have all pupils' names displayed in a large smiley face on the wall. A child's name is moved to a sad face if they are not earning a star for a session but it can be moved back if the behaviour improves. Any child who finishes a session in the sad face does not earn their star for the session.
- In order to get 5 minutes extra playtime (at afternoon break) as a reward at the end of the week (and to ensure they gain their half termly behaviour certificate), a child must get 9/10 or more for the week.
- Any child who scores 8 /10 stars or less in a week misses this last break and is supervised by a member of staff.
- At the end of the school year, any child who has achieved 9/10 stars for every week during the whole school year is rewarded with a gold certificate. A child who has achieved 9/10 on all but one week earns a silver certificate and a child who earns 9/10 on all but 2 weeks earns a bronze certificate.
- The parent / carer of any child that receives 8/10 stars in a week receives a letter home explaining how the child has misbehaved. If a child received 8/10 stars or less in the same half term, the parent is invited into school to discuss their child's behaviour.

The aim is for this system to be a positive one. Once earned a star can never be taken a way. A child may be told 'you have not earned your star for this session' but should not be told 'you have lost a star'.

APPENDIX 3 – 8/10 letter

Head Teacher
Mr. H. Blindt, B Sc., PGCE NPQH.
School No. 3131

Tel: 01325 730274

Gainford C. of E. (Controlled)
Primary School
Low Road
Gainford
Darlington

Date _____

Dear Parent/Carer,

As highlighted in our Behaviour Policy, children at our school are expected to gain one behaviour star for each morning session and one for each afternoon session (10 stars over the course of a week). Pupils gain these stars for following the school rules..

Unfortunately this week your child _____ has had more than 1 incident where they have not gained a star or a more serious incident where they did not gain 2 stars.

This was for the following reason/s:

-
-

This matter has been dealt with within the school, however we would welcome your support in discussing this matter with your child at home.

If you would like to discuss this matter further please contact your child's class teacher.

Please complete and return the slip below.

Yours sincerely

.....

Name of child.....

I acknowledge receipt of the letter concerning my child's behaviour in school.

Signature of Parent/Carer..... Date.....

APPENDIX 4 - 8/10 letter twice in a half term

Head Teacher
Mr. H. Blindt, B Sc., PGCE NPQH.
School No. 3131

Tel: 01325 730274

Gainford C. of E. (Controlled)
Primary School
Low Road
Gainford
Darlington

LETTER FOR A CHILD WHO GETS 8/10 OR LESS TWICE IN ONE HALF TERM

Date _____

Dear Parent/Carer,

As highlighted in our Behaviour Policy, children at our school are expected to gain one behaviour star for each morning session and one for each afternoon session (10 stars over the course of a week). Pupils gain these stars for following the school rules.

Unfortunately this week your child _____ has had more than 1 incident where they have not gained a star or a more serious incident where they did not gain 2 stars.

This was for the following reason/s:

-
-

This is the second time your child has earned 8/10 or less this half term. Please get in touch with the school on (01325 730274) to discuss how we might be able to work together to improve your child's behaviour.

Please complete and return reply slip below to confirm that you have received this letter.

Yours sincerely

.....

Name of child.....

I acknowledge receipt of the letter concerning my child's behaviour in school and will contact the school to discuss how we might be able to work together to improve your child's behaviour.

Signature of Parent/Carer..... Date.....