

# Glade Primary School

## Positive Behaviour Policy

With Annex (Appendix 12 & 13) Adaptations to Policy in relation to  
Risk Assessments for Covid-19



**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 1, 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). In this document all adults working with children are duty bearers and are duty-bound to uphold the UNCRC (United Nations Convention on the Rights of a Child).

### 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 appropriate, 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 (Article 28).
- 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 but 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:

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

### **What makes a Good Listener?**

When asked to listen children will respond by:

- Using positive body language
- 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 everyone's rights.
- 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 assemblies, circle times 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 SENDCo is informed and if necessary outside agencies are approached for support
- All incidents are recorded on CPOMs (Child Protection Online Monitoring system)
- The school regards all incidents of a bullying, racist and or of a sexual nature to be serious. This includes any form of peer on peer abuse.

### **A Consistent Approach**

It is essential that all adults: staff, teachers, admin, support, middays, 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.

All classes display the 'Traffic Lights' behaviour scheme and a class charter which links to rights chosen by classes from the UNCRC. Classes operate on a 'Good to be Green' system (detailed below) and on the understanding that the charter has been created by the class to ensure behaviour which allows everyone's rights to be protected and that the adult has a duty to ensure that they are.

### **School Motto**

**G**rowing, **L**earning, **A**chieving with **D**edication & **E**nthusiasm

## 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 class charter. These are drawn up together and mutually agreed.
- 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 positive behaviour using **House Points**
- Praise should be used to encourage good work using the **Merits System**
- 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.
- Language of the rights should be used by all staff

**Classroom (During Wet play)**

It is the responsibility of the phase leader or midday supervisor to inform staff that it is wet play.  
Children should:

- Follow the same rules that apply during lesson time.
- Listen to the midday assistants or other adults.
- Remember not to use glue, scissors, water or sand.
- Ask to go to the toilet when required.
- Use allocated wet play equipment.
- Clear up in time to start lessons.
- Children should not use computers, laptops or whiteboards and markers.

**Lunch hall expectations**

Children should:

- Walk sensibly and wait quietly.
- Be polite and courteous.
- Sit appropriately and speak quietly.
- Stay seated in allocated areas.
- Put rubbish in bins, cutlery etc. in the appropriate receptacle and leave the area they were sitting tidy.

**Playground expectations**

Children should:

- Collect coats, snack and water bottles before playtimes – no child will come back into the building.
- Will bring healthy snacks and water if bringing food from home.
- Use designated areas on allocated days only.
- Ask to go to the toilet as and when required.
- Act courteously towards each other and look after each other.
- Use approved playground equipment safely according to rotas.
- Use self-control and not fight or swear
- Play games with consideration for others
- Take care of living things and the surrounding environment.
- Stand still and be quiet when the first bell is rung and wait for the second before walking to line up.
- Listen to instructions from adults and line up in register order
- Wait quietly and adults **will** collect children from the playground.
- Walk back quietly into school.
- Remain quiet in the corridors so others can work and learn.

### **Before and after school playground expectations**

Children should:

- Stay on the playground and not the field.
- Remember not to play any ball games.
- Vacate the playground as soon as possible.
- Stay off equipment and out of the school garden and reception/EYFS areas.

### **On school trips**

Children should:

- Be ambassadors for the school
- Listen to instructions carefully
- Wear seatbelts
- Act courteously and politely
- Stay with designated adults

### **Outside of school**

Children should:

- Be good ambassadors for the school
- Walk to school sensibly
- Cross the road safely
- Look after our environment
- Be polite and courteous
- Use good manners.
- Follow the rules regarding e-safety (See e-safety policy for details)

### **SEN children**

Separate reward systems may be set up for children with emotional and behavioural needs. These will be agreed targets between the child, SENDCo and the staff working with the child. Sometimes it may be necessary for the parents to be part of this discussion. At times, children may have additional staff support to aid them during unstructured times. This will be to benefit the child with SEND and to ensure safety of all stakeholders (see SENDCo policy for further details).

## **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.

Each child has an allocated pocket with a 'Green Card', with red and amber cards to be used if needed.

All classes operate on a 'Good to be Green' system. The green card shows the child is following Glade's SMART Values. Children displaying the 'Gold Card' have been chosen for star of the week and will have consistently shown behaviour which meets the SMART targets and have demonstrated exemplary behaviour and attitudes to school life.

Children who have not demonstrated appropriate behaviours will follow the scheme steps.

### **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 and class charter) This is a verbal warning. **Green card is turned 90°.**

Step 2 - If the behaviour is repeated the child is given a '**Yellow Card**' and given a further verbal warning related to Glade's SMART Values and class charter.

Step 3 - 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 the opposite or buddy class with work, for a short period of reflection (see appendix 6).

Children receive an instant red card for behaviour which is violent.

## **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, dojos
- Certificates – Good Progress Award, Times Tables Award, Pen Licence, Writer of the Week, free reader award
- Letters/postcards
- Star of the Week
- 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 and bronze leaf on tree

**25 merits** = Silver Award and silver leaf on tree

**50 merits** = Gold Award and gold leaf on tree

**75 merits** = Platinum Award and platinum leaf on tree

**100 merits** = Head Teacher's Award and acorn on tree

### 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.

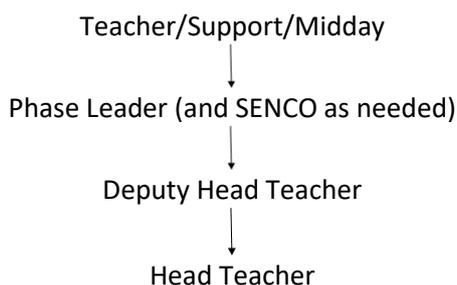
### Star of the Week

Teachers choose their 'Star of the Week' based on a child demonstrating exemplary attitudes to school life and on being an ambassador for the Glade SMART values. Children receive a certificate and their name is written in the school newsletter. Children will wear a badge for a week until the next 'star' is chosen. The badge stays in school.

### 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)
- All children should be aware of the impact of their actions on the rights of others and be reminded of the class charter.

The line management structure for behavioural issues.



Behaviour is logged on CPOMS and this 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 pupils involved, taking statements from all children and attaching them to CPOMS with the actions they took following this. 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', through the traffic light behaviour system listed above, or a 'Refection Time', where children are able to think about their actions.

### **Reflection Time Procedure**

If a child is not following Glade's SMART Values or respecting the rights of others, then a Reflection Time is issued. The child asked to reflect upon their behaviour. The adult records this in the Reflection Time folder and scans and adds the child's reflection sheet onto CPOMS. The child attends Reflection Time during 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 will fill in Reflection Time Report. (See appendix 7)

### **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

Time Outs and Reflections issued each week are noted on weekly phase meetings 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.

### **Homework/equipment/ PE KIT responsibility/ scheme books/ library books**

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, PE kit, homework, reading book or diary then a letter is sent home via Parentmail (see appendix 6,7 and 8). Parents will be asked to reimburse lost books.

### **Positive Behaviour Monitoring Chart**

Pupils who consistently display inappropriate behaviour (this is evident from time out, reflection records and incident reports on CPOMS) will be supported with a discussion and agreed sustainable SMART targets.

Parents will be informed.

Children must take this chart to each lesson/breaktime and give it to the member of staff teaching/ on duty/ senior midday supervisor. It is then completed showing how the child has behaved in accordance with their targets.

The pupil must report to the designated SLT member at the end of each day, to get the chart signed and to discuss behaviours.

The child is also responsible for taking a copy home for parents/carers to sign. At the end of a successful week, where the agreed number of positive marks has been met, a small reward is given.

### **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.

### **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 SENDCo 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 fighting, their parents are contacted, and on a first or second offence they are excluded within school. Incidents are recorded on CPOMS.

### **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 deputy Head teacher in the head teacher's absence) 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.

### **Positive Handling Plans**

Positive behaviour handling enables staff to de-escalate situations to prevent physical intervention. However, where the de-escalation is not successful:

- The school can use reasonable force to protect a child from harming themselves or others or to stop serious destruction to property (see positive handling policy).

### **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/ Deputy Head/ SENDCo 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.

### **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. Outreach agencies are able to provide supervision and support for staff dealing with complex behaviours.

**As an accredited Rights Respecting School, we are a community where children's rights are learned, taught, practised, respected, protected and promoted. Through the Behaviour Policy pupils will develop a deeper understanding of the UN Convention on the rights of the Child, with particular reference to Articles 2, 3, 28 and 29.**

**List of Appendices**

- 1) Reward and Sanctions Ladder**
- 2) Child/SEND friendly Reward and Sanctions Ladder**
- 3) Home/school agreement**
- 4) Parent leaflet**
- 5) Timeout record card**
- 6) Reflection time record**
- 7) PE kit letter**
- 8) Homework letter**
- 9) Missing/damaged scheme book letter.**
- 10) Behaviour Monitoring record**
- 11) UN convention Rights of the child**
- 12) COVID Home School Agreement**
- 13) Annex to Policy – adaptations to Policy for COVID 19**

## 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) Certificates – Good Progress, Star 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 Week 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>		

## Rewards and Sanctions Ladder

<b>Going the Right Way (Rewards)</b>		<b>Gold card</b> <b>Star of the Week</b> <b>Writer of the Week</b>
		<b>Stickers</b> <b>Certificates</b> <b>Praise cards</b> <b>Friendship Friday badge</b> <b>Merits</b>
		<p style="text-align: center;"><b><u>Good to be Green</u></b></p> <p><b>S= SENSITIVE</b> - We are kind, gentle and helpful to others. We don't hurt people or their feelings.</p> <p><b>M= MOTIVATED</b> - We are hardworking and always try our best. We don't waste time or give up.</p> <p><b>A= ATTENTIVE</b> - We are good listeners who concentrate. We listen to instructions and don't interrupt.</p> <p><b>R= RESPONSIBLE</b> - We look after property. We don't damage or waste things.</p> <p><b>T=TRUTHFUL</b> - We are honest. We always tell the truth.</p>
<b>Going the Wrong Way (Sanctions)</b>		<b>Verbal warning</b> <b>Yellow card</b>
		<b>Time-out</b> <b>Reflection Time</b> <b>Suspension</b>

**For non-verbal children and those with SEND expectations these will be reinforced using PECS or Makaton signs**

## APPENDIX 3 Home school agreement



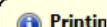
Growing, Learning, Achieving with Dedication & Enthusiasm



### 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: _____



**APPENDIX 4 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.



**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**

**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

**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.



**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 6**



**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)

What happened and why?

Which SMART Value or article did I not follow?

What did I choose to do?

What happened as a result of this?

How did my choice affect others and their rights?

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

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

**APPENDIX 6 PE Kit letter**

# Growing, Learning & Achieving with Dedication & Enthusiasm



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

Tel: 0208 708 0200 Fax: 0208 708 0190

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

Headteacher: Mrs Farzana Hussain

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,

Class Teacher

**APPENDIX 8 Homework letter**

# Growing, Learning & Achieving with Dedication & Enthusiasm



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

Tel: 0208 708 0200 Fax: 0208 708 0190

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

Headteacher: Mrs Farzana Hussain

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 9 Missing Book letter**

# Growing, Learning & Achieving with Dedication & Enthusiasm



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

Tel: 0208 708 0200 Fax: 0208 708 0190

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

Headteacher: Mrs Farzana Hussain

Date:

Dear Parent/Carer,

Your child was due to read today and \_\_\_\_\_ **did not have** their book/s and/or their reading record. Please could you ensure that these are returned to school. In the event that they have been damaged, we ask for a £5 charge to cover the replacement of them.

Yours sincerely,

Class Teacher

**APPENDIX 10**

**Positive Behaviour Monitoring Chart**

**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.

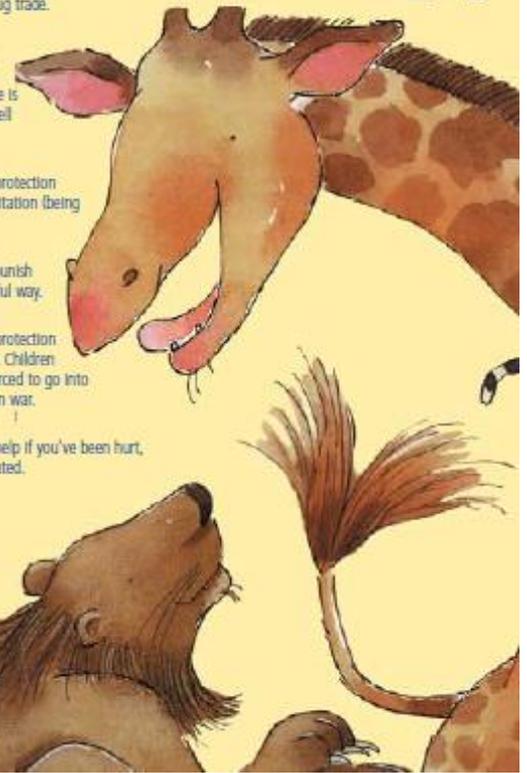
**Article 39**  
You have the right to help if you've been hurt, neglected or badly treated.

**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.



Appendix 12 – Covid 19 Home School Agreement

Glade Primary School		COVID-19 Home School Agreement		
<b>School</b>	<b>Parent</b>	<b>Child</b>		
Glade Primary	Parent/Carer.....	Child's name..... Class.....		
<p><b>The school will make its best endeavours to:</b></p> <ul style="list-style-type: none"> <li>• Provide an environment which has been risk assessed in response to the COVID-19 infection;</li> <li>• Regularly clean resources and surfaces, as laid down in the guidance documents;</li> <li>• Provide resources and equipment for individual children.</li> <li>• Regularly remind pupils to adhere to the social distancing rules as set out by the government as much as we reasonably can;</li> <li>• Provide a curriculum that meets the needs of your child's well-being, mental health and academic needs;</li> <li>• Contact parents/carers if your child displays symptoms of COVID-19;</li> <li>• Inform you if staff or children in your child's 'bubble' show symptoms of COVID-19 as this will mean you will all need to self-isolate for at least 14 days or until the test comes back negative;</li> <li>• Continue our clear and consistent approach to rewards and sanctions for children as set out in the Behaviour Policy as well as the expectations outlined in this agreement;</li> <li>• Communicate between home and school through newsletters, email and the school website;</li> <li>• Care for your child in a way that gives them comfort and reduces anxiety.</li> </ul>	<p><b>To help my child access school safely, I know and understand that:</b></p> <ul style="list-style-type: none"> <li>• If my child, or anyone in my household, shows symptoms of COVID-19, I will not send them to school, we will self-isolate for 14 days as a family, I will get them tested and I will let the school know as soon as possible via telephone;</li> <li>• If my child, or another child in the group, shows symptoms of COVID-19 at school, I will collect my child from school immediately;</li> <li>• When dropping my child off and picking them up, I must adhere to social distancing rules, drop off points and strictly comply with the school timings for my child;</li> <li>• I will walk to school wherever possible</li> <li>• My child must not bring any items into school apart from their lunch, water bottle, sun cream and hat, which I will ensure is clearly labelled with their name;</li> <li>• I will need to remind my child about social distancing rules, but accept they are difficult to follow and that my child may not always do this successfully</li> <li>• I will need to remind my child to use good respiratory (coughs and sneezes) and hand hygiene;</li> <li>• I will not be allowed into the school and will make appointments for a meeting via telephone or email if I need to speak to a member of staff</li> <li>• I need to support all staff in their efforts to create an environment during this crisis which is 'as safe as possible';</li> <li>• Read all letters/emails that are sent home via ParentMail;</li> <li>• I need to inform the school immediately of any changes to parents/carers and emergency contacts details.</li> <li>• I will only bring and collect children who live in my house.</li> </ul> <p><b>By sending my child to school, I agree to abide by the home/school agreement.</b></p>	<p><b>I will do my best to:</b></p> <ul style="list-style-type: none"> <li>• Adhere to the social distancing rules in class and in the playground;</li> <li>• Tell an adult if I feel unwell;</li> <li>• Not bring things into school from home, apart from my lunch, water bottle, hat and sun cream, I cannot take anything home from school;</li> <li>• Only use the equipment provided to me by school which will be kept in my tray on my desk or in the classroom;</li> <li>• Not mix with any other children in the school unless they are in my class group bubble;</li> <li>• Only enter and exit the school building from the designated entrance;</li> <li>• Follow good respiratory hygiene: coughing and sneezing into elbow or tissue (catch it-bin it-kill it);</li> <li>• I will throw away all tissues and towels in the right bin after I have used it once;</li> <li>• Follow good hand hygiene – use soap and water for 20 seconds/ hand sanitiser;</li> <li>• Behave well at all times to maintain the safety of myself and others.</li> </ul>		

## **Appendix 13: Annex to Behaviour Policy – Adaptations in relation to Covid 19 risk assessments**

### **Rewards and Sanctions**

#### **The Merit System**

Certificates will not be given out in assembly. Class teachers will present awards in class. Awards will still be included in newsletter.

#### **House Points**

Points System suspended. Children will still be divided to the 4 house teams. The 4 teams will be used for in-class events and group work.

Class teachers may choose to use Dojo points system within their class settings instead.

#### **Traffic Lights Behaviour System/Time out Procedure**

This system will continue to promote positive behaviour and will be displayed in all classrooms.

If a child reaches Step 4 (Red card) the child will be sent to partner yr group class (part of same bubble) or to Phase leader.

#### **Reflection Time Procedure**

Reflection Time procedures will continue to be followed.

If a reflection is give at playtime/lunchtime child should remain outside. Child should sit away from other children within bubble for a period of 15 minutes, supervised by the members of staff on duty.

If a repeat reflection is to occur the child will attend reflection led by the child's Phase Leader during lunchtime within that week.

#### **Unacceptable Work**

This will be managed by the Class Teacher and will be completed for 15 minutes during lunchtime in the child's own classroom.

#### **Homework/PE kit responsibility.**

Letters to be sent via Parentmail rather than a letter in the child's bag.

#### **Playground Restrictions**

If a child is unable to follow Glade's SMART Values on the playground then playground restrictions may occur.

This would be supported with a timetable of events and be managed by the child's Phase leader or Middday Supervisor.

#### **Internal Exclusions**

If a child is given an internal exclusion for a serious breach of Glade's Schools Values this would be supervised by their partner class. If this is not suitable then the Phase leader or a member of SLT would supervise the exclusion.