



GHYLLSIDE SCHOOL - OUR CORE VISION AND VALUES.

At Ghyllside School everything we do is designed to work towards the fulfilment of our school vision. Our vision is:

Ghyllside School Vision and Values

'For every child to fulfil their potential, leaving Ghyllside happy, confident and kind to all'

Our Mission: Ghyllside Primary School – Growing Hearts and Minds

Our Values: Inspiring Healthy Inclusive Nurturing Experiences

At Ghyllside School we strive to develop a happy, caring community and to this end our core values are aimed at promoting:

- Respect by pupils for themselves and for others and for their property.
- Acceptance by pupils of responsibility for their own actions.
- An understanding of the difference between right and wrong and the courage to be honest and truthful.
- Sensitivity and tolerance towards the needs and views of others.
- Pride in achievement in all areas in which pupils are involved. (These include academic, social, intellectual, cultural, physical and aesthetic activities).
- Awareness of and responsibility for the immediate and wider environment.
- The development of individual confidence leading to the courage to accept personal challenge and responsibility.

GHYLLSIDE SCHOOL BEHAVIOUR POLICY

1. AIMS

The aims of our behaviour policy are:-

- a) To create an ethos at Ghyllside School whereby children feel happy and confident and where they can work to realise their full potential in a caring and supportive atmosphere.
- b) To give the children models of positive and acceptable behaviour.
- c) To set standards for the children to achieve.
- d) To be consistent and fair in our dealings with children.
- e) To work in partnership with children, parents, colleagues and other specialist agencies to ensure high standards of support for, and adherence to, patterns of good behaviour.

2. OBJECTIVES

Our objectives are to enhance the behaviour of the children at the school:-

- a) In their attitudes towards other children and adults, to property and to their environment.
- b) Improving relationships at all levels.
- c) In class activities and independent learning.
- d) In movement around school.
- e) In the playground and dining hall.
- f) In the public arena - at concerts, on educational visits, during fieldwork etc.

3. APPROACHES

We will try to achieve this by:-

- a) Promoting self-esteem and having high expectations.
- b) Encouraging caring, responsible, conscientious, honest and self-disciplined attitudes.
- c) Teaching children to work independently and in co-operation with others in group activities.
- d) Giving the children opportunities to make decisions and allowing them to learn from their mistakes.
- e) Setting standards by our own conduct around school.
- f) Regular communication with parents and colleague.

4. STRATEGIES

Strategies we use include:-

- a) Being pro-active and looking to de-fuse trouble before it starts.
- b) Setting clear boundaries and being consistent. (See Code of Conduct).
- c) Using classroom organisation, resources and routine to facilitate independent and co-operative learning.
- d) Designing programmes of work that promote co-operative working.
- e) Having a set pattern for dismissing the class at the end of sessions.
- f) Meeting the children in the classroom or yard at the start of each session.
- g) Planning for class sessions and discussions on behaviour, within a whole-school P.S.H.E. programme.
- h) Ghyllside School is a Kidsafe registered school and has a committed member of staff trained in the delivery of the Kidsafe child protection programme. Children from Y2 to Y6 are explicitly taught that bullying means STOP (Several Times On Purpose) and are taught what to do if they experience instances of negative behaviour.
- i) Encouraging the children to see class codes of conduct as a joint responsibility.
- j) Praising and rewarding good behaviour.
- k) Rewarding conscientious work with smiley faces, stickers, merit marks, written comments, gold stars, Golden Book etc.
- l) Identifying and criticising " bad behaviour and not bad children".
- m) Keeping parents informed of both good and poor behaviour.
- n) Liaison with lunchtime supervisors.

5. SANCTIONS

We will employ appropriate sanctions in an ordered progression as follows:

- a) Use of the traffic light system in class so children have a clear understanding of behaviour issues and their increasing significance with a visit to a senior member of staff if appropriate. This is in line with our assertive mentoring approach
- b) Use of "time out", in a designated area at lunchtimes.
- c) Retaining a child, supervised in the classroom for a limited period at break time with work set by the teacher.

- d) Discussions about the child's behaviour between the class teacher and the child.
- e) Discussions with the parents about the child's behaviour – (see standard letters)
(i) with the Class Teacher, (ii) with the Head or Deputy (after final warnings from Head, Deputy or Class Teacher.)
- f) Report cards, for a limited period where good behaviour is recognised and poor behaviour recorded for each session (normally five days).
- g) Payment may be requested to replace deliberately damaged items (see Governors' policy on charging).
- h) Lunchtime exclusions as a last resort for persistent bad behaviour over the lunchtime break.
- i) Pastoral Support Programmes and/or Behaviour Contracts, (agreed in conjunction with child, parent, teacher and senior manager) will be used for persistent or extreme behaviour. These will involve clear, achievable targets for the child, what the school will do to help and support, a clear list of rewards and sanctions depending on levels of progress or regression. Fixed term exclusions will be used for serious incidents such as violent behaviour, insolent or insulting behaviour towards members of staff or disruption in class.

6. EXCLUSIONS

There is a clear need for a consistent approach to dealing with poor behaviour. Whilst flexibility should always be possible, to allow for particular individual circumstances, the normal pattern of events should follow the sequence outlined above.

Please note: With regard to 'exclusion', this will only be used in extremely serious situations, when all other sanctions and approaches have been exhausted or when disruption or violence to others creates a 'risk' to the smooth running of the school which can only be de-fused by removing an individual from the building.

See Appendix A for further information.

7. RATIONALE

Teachers are in the position of parents/guardians while they are at school. This means that:

- * There is no excuse for rudeness, disrespect or verbal abuse towards teachers, supervisors or other adults.
- * Any reasonable request from a teacher or supervisor should be carried out at once and without argument

GHYLLSIDE SCHOOL

CODE OF CONDUCT FOR CHILDREN

Please act with courtesy and consideration to others, at all times.

To help this happen:

1. You must always try to understand other people's point of view.
2. On entering school, hang up clothing quickly and quietly. Go straight to your classroom and sit down. Always find something to do. (Reading Book, continuing with set work, etc.). Do not wait for your teacher to tell you.
3. In class you will make it as easy as possible for everyone to learn and for the teacher to teach. (This means having everything you need for the lesson, starting and finishing in a polite way, listening carefully, following instructions, helping each other and being quiet and sensible at all times.)
4. You move sensibly and quietly about school. (This means never running, pushing or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things).
5. You always speak politely to everyone. The use of please and thank you is always to be encouraged.
6. You are quiet and listen when you are asked to do so by your teacher or supervisor.
7. You keep the school clean and tidy so that it is a welcoming place we can all be proud of. (This means putting all litter in bins, keeping furniture clean and unmarked, keeping cloakrooms tidy and taking great care of displays, particularly other people's work.)
8. Keep your classroom tidy. Be responsible for your own belongings. Keep your tray or locker tidy.
9. Out of school, coming to and from school or with a school group, you always remember that other people's views of the school depend on how you behave!
10. When lining up for lunch or waiting for instructions to walk into school at the end of break time, you should stand still, listen and move into school sensibly and quietly when directed. Remember, break finishes when the bell goes, not once you are in school. Never run in the corridor, hall or classroom areas. When you go into the dining hall for lunch, sit and eat quietly.

CLASSROOM EXPECTATIONS are very important.

Classrooms are your places of work and there needs to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

START OF LESSONS

- * Enter the room sensibly, go straight to your table and sit down.
- * Make sure you have all you need from the cloakroom before you come in.
- * Make sure that your hands are clean and your books are kept tidy.

DURING LESSONS

- * When your teacher or another adult talks to the whole class, be quiet and listen.
- * If the class is asked a question, put up your hand to answer, do not call out.
- * Have all your pens, pencils and any other equipment you need ready.
- * You are expected to work sensibly with your classmates: do not distract or annoy them.
- * Ask for help where you need it.

END OF LESSONS

- * Please make sure the classrooms are left in a tidy condition, with all equipment put away in the correct place. Remember, the cleaner's job is to clean, not to tidy up!
- * The cloakrooms and corridor can get very crowded at the end of the day so please leave school quietly and quickly.

PLEASE NOTE

It is expected that all Key Stage 2 and most Key Stage 1 children will be able to meet the expectations of the Code of Conduct. However, children in Reception will be helped towards an understanding of routines and good behaviour over an appropriate period of time, as they settle to the daily patterns during induction and by way of the child centred organisation.

GOOD PRACTICE AND WAYS TO GOOD ORDER

Acceptable standards of behaviour, work and respect depend on the **examples** all of us set.

- * We all have positive contributions to make.

Good order has to be worked for: it does not simply happen.

- * Set high standards
- * Apply all rules firmly and fairly.

Most important of all;

- * Expect to give and receive respect.

Everyone at school is here for a purpose.

- * Respect every person
- * Treat everyone as an individual.

Relationships are vital; relationships between everyone and at every level. Take the initiative.

- * Greet and be greeted
- * Speak and be spoken to
- * Smile and relate
- * Communicate

Problems are normal where children are learning and testing the boundaries of acceptable behaviour.

Our success is tested not by the absence of problems but by the way we deal with them.

Don't react - address the problem.

- * Avoid confrontation
- * Listen
- * Establish the facts
- * Judge only when certain

Use punishment sparingly and fairly.

Removal of privilege is the most effective strategy.

AROUND SCHOOL

All informal contact contributes to standards of behaviour.

Control that behaviour by taking the initiative at every opportunity. Expect to:

- * Start the dialogue.
- * Greet pupils.
- * Deal with all misbehaviour - to ignore it is to condone it.
- * Set high standards of speech, manner and dress
- * Enjoy relating to pupils.

IN THE CLASSROOM

Create and sustain a positive, supportive and secure environment.

Well prepared, stimulating lessons generate good behaviour and earn respect.

Expect to:

- * Arrive before the class and begin on time.
- * Be prepared for the lesson.
- * Keep everyone occupied and interested.
- * Extend and motivate all pupils.
- * Mark all work promptly and constructively.
- * Encourage creative dialogue - confidence in discussion is important.
- * Keep an attractive tidy room.
- * Maintain interesting wall displays.
- * Use first names.

Finally, but most importantly:

- * There is no excuse for rudeness, disrespect or cheek towards teachers, or any other adults.
- * Any reasonable request from a teacher or other member of staff should be carried out at once and without argument.

APPENDIX A

Ghyllside School Guidance on the Exclusion of pupils

Physical Assault against pupil: Fighting/Wounding/Violent behaviour/Obstruction and jostling
Physical Assault against adult: Violent behaviour/Obstruction and jostling/Wounding
Verbal abuse/threatening behaviour against pupil: Threatened violence/swearing/verbal intimidation/aggressive behaviour/homophobic abuse and harassment/carrying an offensive weapon
Verbal abuse/threatening behaviour against adult: Threatened violence/swearing/verbal intimidation/aggressive behaviour/homophobic abuse and harassment/carrying an offensive weapon
Bullying: Verbal/homophobic bullying/physical/racist bullying
Racist Abuse: Racist taunting and harassment/racist bullying/swearing that can be attributed to racist characteristics/derogatory racist statements/racist graffiti
Sexual Misconduct: Sexual abuse/sexual harassment/sexual bullying/sexual assault/lewd behaviour/sexual graffiti
Drug and Alcohol related: Possession of illegal drugs/drug dealing/alcohol abuse/inappropriate use of prescribed drugs/smoking/substance abuse
Damage: Vandalism/graffiti/arson
Theft: Stealing school property/selling and dealing in stolen property/stealing personal property (pupil or adult)/stealing from local shops on a school outing
Persistent Disruptive Behaviour: Challenging behaviour/persistent violation of school rules/disobedience

This document is written, and would be enacted, taking full account of the most recent government guidance on school exclusions - *Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, September 2012*. In the event of an exclusion we would use the model letters provided by Cumbria County Council for all maintained Schools, Academies and Pupil Referral Units in Cumbria to ensure compliance with this government guidance.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of inappropriate behaviour, the Headteacher may permanently exclude a child. Decisions to temporarily or permanently exclude are only taken after the school governors have been notified.

Fixed-term and permanent exclusions.

Only the Headteacher (or the person deputising for the Headteacher if the Headteacher is not available) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal in writing against the decision to the governing body.

The Headteacher informs the Local Authority 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 pupil or extend the exclusion period made by the Headteacher, but may advise the Headteacher in making the decision to exclude and may reduce or end the exclusion – see below.

In the event of an exclusion, the governing body would need to form a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When this appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Reasons for Exclusion

In line with the most recent government guidance – *Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, September 2012* – the reasons Ghyllside school may exclude a child are as follows:

As a school we may also challenge the behaviours described above if it takes place on the way to or from school, when a child is in school uniform, and so 'bringing the school into disrepute.' With the exception of the above we cannot police pupil behaviour in the community, during out of school hours, when a child is under parental responsibility. However, we may use information received from reliable community sources – the police for example – as background information when making a decision about an exclusion.