

1. Introduction:

Gainsborough is an inclusive and anti-racial school (see Appendix 1). We aim to provide a climate of success within which the whole community can thrive and achieve it's potential. We aim to create a happy and safe environment for children to be confident and creative members of society. Gainsborough is a school where everybody who is involved in the school co-operates and supports each other.

2. Aims and Objectives:

Our aims and objectives are to:

- As an inclusive school we aim to provide a climate of success within which the whole community can thrive and achieve their potential.
- Praise children's efforts and achievements.
- We aim to cultivate honesty and respect for self, for other people and for property.
- We aim to promote the value of the individual and responsibilities as a member of the school and wider community.
- We aim to encourage the involvement of parents in all aspects of their child's education and development.
- We are committed to raising pupil achievement.
- Provide appropriate adult role models for children to follow.
- Provide clear rules (see Appendix 2), routines and rewards and ensure consistency in their application.
- Create well organised classrooms.
- Act decisively and consistently when children find school life hard.
- Show respect for children as individuals and take into account their point of view.
- Discuss with Learning mentors ways of sorting out disagreements and frustrations without causing unnecessary disruption to others.
- Involve pupils in the development of the rules of their class.

3. Roles and Responsibilities:

At the heart of our behaviour policy are the Golden Rules (see Appendix 2) which aim to be positive and encourage a high standard of behaviour. We feel that if children have high self-esteem they will respect themselves, others people and property. To do this we endeavour to have a consistent approach to school life.

Teaching and support staff are expected to:

- Make the classroom an interesting place to be and conducive to work.
- Provide a differentiated, stimulating and challenging curriculum.
- Praise all efforts to work hard, listen carefully and co-operate with peers.
- Reward success in all areas of a child's development through praise, Golden Time, stickers, certificates and group points.

To fulfil our aims and objectives we ask parents/carers to:

- Explain to the child what school is for, to support the school and talk over any difficulties with the children.
- Let the school know of any special circumstances which might affect the child in school.
- Encourage children to sort out their differences in a non-violent way.
- Come to see the class of head teacher if they are concerned about their child.
- Be positive about their child and their achievements.
- Recognise that all cultures are of equal value and worthy of respect (see Appendix 1).
- Ensure their child attends school regularly and is punctual.

To fulfil our aims and objectives we ask our children to:

- Accept the consequences of their own actions and be responsible for their behaviour, being aware that they have made the wrong choice.
- Sort out differences through talking.
- Act with respect to staff, other children and visitors to our school.

- Play safely in ways which everybody can have fun.
- To report any incidents to a member of staff.
- To walk quietly and sensibly in school.

Governors in our school are required to:-

- Be involved in devising a positive behaviour policy.
- Be acquainted with the school and to monitor the ethos.
- Have a legal responsibility for exclusions.

4. Implementation:

We believe that discipline is leading, guiding, encouraging and instructing children within a framework of rights, rules and responsibilities. These three strands should work together to create a safe, orderly and caring community.

Everyone in the school community has certain rights:-

- a. The right to feel safe in the classroom, in the playground and when they move about the school and classroom.
- b. The right to be treated with dignity, to be treated fairly and as a social equal by other children and adults regardless of religion, culture, race, sex or ability. To expect a settlement of problems and to be able to tell their side of a story in a dispute.
- c. To be able to learn in a supportive learning environment without interference from other children. To be able to express themselves, to share ideas and opinions and to ask questions.

To ensure that everyone in the school community has the opportunity to exercise their rights, a system of rules, expectations, rewards and consequences is in operation. In our school the Golden Rules are written in a positive way, owned by staff and children, are fair and are consistent (see Appendix 2). The school rules set reasonable limits to children's behaviour, and make expected behaviour clear in advance. In addition to our Golden rules we have clear expectations for the classroom and playground which are supported by clear rewards and consequences (see Appendix 3).

To be able to enforce these rights and rules, the school community has to take on the responsibility of using them. Each person in school needs to know that they are responsible for the way in which they behave. Part of this responsibility is for everyone to know and understand the consequences of their actions. For most of us choices about behaviour are made with consideration for ourselves and others. However, when behaviour impinges on the rights of others, the impact on the school community of that behaviour needs to be addressed. The school ensures that the consequences of behaviour are fair, certain, known in advance, logical and related to the behaviour. This will lead to children developing self discipline and a collective responsibility.

Parents/carers are involved, informally, at an early stage as part of the management of behaviour difficulties through discussions with class teachers. We believe that parents and school need to work in partnership to provide children with consistency and a co-ordinated approach.

Exceptional Circumstances

Children who have a difficulty, disability or special educational need that causes a barrier to positive behaviour or a disturbance in behaviour may have a specific plan to support them. A behaviour plan is designed to help children make small steps to a long term goal of acceptable behaviour. We may also look to outside agencies for guidance on tailoring behaviour plans to children's needs.

Exclusion (internal or external) is not a course of action that the school would wish to take. However, in certain circumstances it may be the only sanction to safeguard the rights of others. If pupil/staff welfare is threatened and behaviour becomes a health and safety risk exclusion will occur. If this behaviour is repeated exclusion will be permanent.

Society expects children aged 10+ to know the difference between what is right and what is wrong. We therefore involve the police if any child in Year 6 acts in an unlawful way.

Incidents that put the health and safety of others in jeopardy should be referred to the Phase Co-ordinators in the first incidence. The involvement of the Head or Deputy Head will depend upon circumstances.

Letters home to parents may be sent by class teachers for repeated behaviours and/or a meeting arranged. If this does not remedy the situation a meeting should be arranged between the Deputy Head, Class Teacher and Parent/Carer where a behaviour support plan should be drawn up.

The final sanction lies with the Head Teacher which may take the form of a further in depth meeting or a period of exclusion.

5. Inclusion:

Gainsborough Primary School aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We have inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Inclusion is achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

Disability Equality Scheme:

Gainsborough Primary School is committed to include the views and needs of pupils, staff, parents/carers and members of the public within our Disability Equality Scheme. The scheme embodies good practice and aims at eliminating discrimination against disabled people within the school community.

We have a commitment and obligation to work and consult with all stakeholders in identifying barriers within our school for disabled people; eliminating and reducing these barriers by the implementation of an action plan which informs and is embedded in our whole school Disability Equality Scheme. The consultation process has been the corner stone in assisting our school in recognising its general duty to promote disability equality. Therefore, transparency, consultation and active engagement lie at the heart of this scheme.

Gainsborough Primary school welcomes its general responsibilities under the new disability Equality Duty to having due regard to the need to:

- Promote equality of opportunity between disabled and non-disabled people;
- Eliminate discrimination that is unlawful under the Disability Discrimination Act;
- Eliminate harassments of disabled persons that is related to their impairments;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life; and
- Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

The scheme sets out the steps that the governing body takes to ensure improved outcomes for disabled pupils, parents/carers and staff in all aspects of the school life. A representative steering group has been set up to develop and monitor the scheme.

6. Assessment, Recording and Reporting:

Class incident books are used to record any general incidents. Thinking sheets should be kept in a class file along with any individual behaviour plans. Exclusions are reported to the local authority and Governors termly

7. Resources:

Resources are purchased as appropriate to support development of positive behaviour for learning.

8. Monitoring, Review and Evaluation:

The Head and Deputy Head keep an overview of behaviour across the school.

Welcome to Gainsborough

Where we are fortunate to have adults and children of different faiths, cultures, genders and abilities working together.

Visitors to our school are asked to respect our diversity and differences. Therefore racist and other discriminatory remarks will not be tolerated.



Golden Rules

Do be gentle

Don't hurt anybody

Do be kind and helpful

Don't hurt people's feelings

Do be honest

Don't cover up the truth

Do work hard

Don't waste time

Do look after property

Don't waste or damage things

Do listen to people

Don't interrupt.

Keep yourself safe

Classroom Expectations

- Listen and follow all adult instructions.
- Keep hands, feet and objects to yourself.
- Make positive and kind comments to others.
- Keep the working space tidy and look after resources.
- Be honest with how you feel.

Rewards

Star of the day, praise, smiles, winks, feeling good, comments in your books, stamps, stars, stickers, thumbs up, see parent/carer after school, phone call home, star sheet, certificate, celebration assembly, special day and...

GOLDEN TIME

Consequences

1. Reminder
2. Second reminder/Warning
3. Thinking Time/Time out in class
4. Time out in another class (with a task)
5. Sent to Phase leader - parents/carers informed
6. See Head/Deputy

***Severe clause, straight to 5.**

You can also lose minutes from your playtime, lunchtime or golden time



TIME TO REFLECT AND THINK

Name:

Class:

Date:

What rule did I choose to break? Please tick

Do be gentle, don't hurt anyone.

Do be kind and helpful, don't hurt people's feelings.

Do be honest, don't cover up the truth.

Do work hard, don't waste time.

Do look after property, don't waste or damage things.

Do listen to people, don't interrupt.

What happened?

What did you do?

What did the other person/people do?

How could I have stopped this happening?

What do I need to do now?

	TIME OUT Thinking Sheet	
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Please draw and write:

Name: Date:	Class:
What I did:	
How I feel:	
Why it was a bad choice:	
What I can do now:	

At Gainsborough our expectations of behaviour are linked to Golden Rules and expectations. If the children meet the rules and expectations they should get positive reinforcement (rewards), if they do not then they need to take responsibility and receive a consequence for the bad choice.

Our Golden Rules

Do be gentle, don't hurt anyone.
Do be kind and helpful, don't hurt people's feelings.
Do be honest, don't cover up the truth.
Do work hard, don't waste time.
Do look after property, don't waste or damage things.
Do listen to people, don't interrupt.
Keep yourself safe.

Playground expectations

- Listen and follow all adult instructions.
- Keep hands, feet and objects to yourself.
- Make positive and kind comments to others.
- Play and stay in the right places.
- Look after all equipment.
- Ask for help if you have a problem.
- Be responsible - keep yourself and others safe.
- Be honest.

Consequences

We all have the right to feel and be safe in school.

We all have the responsibility for this.

If people don't meet the expectations then...

- 1. Reminder**
- 2. Warning**
- 3. Time out room**

***Severe clause, straight to 3.**

Consequences are to encourage children to get back on track. Severe clause should be used if children are fighting or a similar serious incident. The time out room is the old hall. Children should be sent in, with a slip showing why they are sent in, through the door near Pat's office. (Time out is from 12.30 - 1pm)

Rewards

Star of the day, praise, smiles, winks, feeling good, stickers, thumbs up, see parent/carer after school, phone call home, star sheet, certificate, celebration assembly and special jobs.

Please make sure you give out stickers and praise and let staff know if children are doing well.

Name:

Date:

Reason sent in:

Sent in by:

Name:

Date:

Reason sent in:

Sent in by: