

# Glade Primary School

## Positive Behaviour and Relationships Policy



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

**GLADE PRIMARY SCHOOL**  
**POSITIVE BEHAVIOUR AND RELATIONSHIPS POLICY**



## INTRODUCTION

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

This policy is also written in relation to being a Rights Respecting School at Gold level (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. In addition to this, it aids pupils' understanding of the British Values. (Appendix 11)

### We aim to

- Create a caring, stimulating and secure environment which is conducive to learning and where everyone can work and play safely (Article 24).
- Accept that the maintaining of good behaviour within school is everyone's shared responsibility.
- Promote high expectations of positive behaviour through positive role modelling.
- Develop a sense of self-discipline and an acceptance of responsibility for actions and to encourage pupils to value the school environment.
- Value the rights of the individual and promote and develop empathy and respect for self and others (Article 1).
- Ensure that everyone has the right to be treated fairly.
- Empower all staff to determine and request appropriate behaviour from everyone.
- Ensure that positive behaviour is always recognised.
- Raise pupils' self-esteem.
- Promote a culture where we differentiate between pupil and 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.
- Resolve conflicts through a restorative approach, including use of the 'Four part apology' sequence.

### What is positive behaviour?

All behaviour has a purpose and as a school community, create an environment where pupils consciously want to demonstrate positive behaviour.

This is when individuals' actions, words and deeds create a harmonious working environment.

As a result of this, there is a positive impact on the individual which spreads positively to others, by building self-esteem and allowing everyone to take responsibility for their actions.

#### **This is demonstrated by:**

- Following Glade's SMART Values (Sensitive, Motivated, Attentive, Responsible, Truthful)
- Respectful language
- Active listening
- Respect for the environment
- Fair play
- Willingness to follow appropriate instructions

- Acting on recognised etiquettes (e.g. holding a door open)
- Respect for self and others
- Courteous manners
- Respect for personal space of others

### **Implementation**

- Through our daily work we reinforce the above aims and encourage respect for all at all times
- The school prospectus outlines to parents the expected behaviour of pupils and expectation on parents to support the school in attaining these. This includes a Home School Agreement (Appendix 2) and a Promoting Positive Behaviour at Glade - Parent Guide (Appendix 3)
- Through assembly and class discussion, including circle times; Glade's SMART Values, 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. As appropriate, the Inclusion Manager provides additional input and if necessary, outside agencies approached for support
- All incidents are recorded
- The school takes any incidents of bullying, homophobia, racism and those of a sexual nature very seriously.
- In RSHE lessons where every year group learns how to develop and maintain positive relationships.

### **A Consistent Approach**

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

It is important that all adults within the school accept and understand the same level of responsibility in regard to behaviour management. All adults are duty-bearers and should ensure that the rights of every child are respected.

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

### **SEND**

All children, including those with SEND are expected to behave in accordance to the positive behaviour and relationship policy. In some circumstances, behavioural adjustments can be made for pupils with SEND, where necessary and appropriate. These should be discussed with the Class teacher, Inclusion lead, Behaviour lead and parent/carer. It is important that any adjustment made is consistently followed by all relevant parties. These adjustments should be reviewed as required.

## School Motto

Growing, Learning, Achieving with Dedication & Enthusiasm

## Glade's SMART Values

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

### **S= SENSITIVE**

We are kind, gentle and helpful to others.

We do not hurt people or their feelings.

### **M= MOTIVATED**

We are hardworking and always try our best.

We do not waste time or give up.

### **A= ATTENTIVE**

We are good listeners who concentrate.

We listen to instructions and don't interrupt.

### **R= RESPONSIBLE**

We look after property.

We do not damage or waste things.

### **T=TRUTHFUL**

We are honest.

We always tell the truth.

Following these values helps to ensure a **safe & happy** environment for all. (Article 6, 27)

## Classroom Management

- Glade's SMART Values should be adhered to and rewarded.
- Each class has their own set of class expectations. These are drawn up together and mutually agreed between children and teachers and are displayed in the classroom.
- To ensure behaviour is positive, the **Traffic Light Behaviour Scheme** should be followed.
- Teaching methods should encourage enthusiasm and active participation for all, within a challenging and supportive environment.
- Lessons should aim to develop the skills, knowledge and understanding, which will enable the pupil to work and play in co-operation with others (Article 29).
- Praise should be used to encourage good behaviour using **House Points**
- Praise should be used to encourage good work using the **Merits System**
- 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 are strategies used by staff to aid in maintaining a positive classroom environment.
- Information on rewards and consequences should be displayed in all classrooms and should be used consistently by all staff.
- Please also refer to the Teaching and Learning Policy.

## Rewards

### Praise

At Glade our emphasis is on rewards to reinforce positive behaviour. Rewards have a motivational role, helping pupils to see that positive behaviour is valued by all. Giving praise for positive 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/acknowledgements
- Stickers
- Star of the week
- Star Writer
- Star Reader
- Reading Rocket certificate
- Lexia achievement certificate
- Weekly and termly Attendance Award
- Merits
- House Points
- Traffic Lights Behaviour Scheme
- Special awards
- Pen licence
- Head Teacher's award

### The Merit System

Merits are awarded for positive work. These are recorded on charts displayed in the classroom and certificates are awarded for reaching these benchmarks. The certificates are given out in class and announced in the School Newsletter. The Merit tree which is situated at the entrance to the main hall is used to recognise and reward pupils' achievements within the merit system, with each leaf denoting a different benchmark.

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

**10 merits** = Bronze Award

**25 merits** = Silver Award

**50 merits** = Gold Award

**75 merits** = Platinum Award

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

### House Points

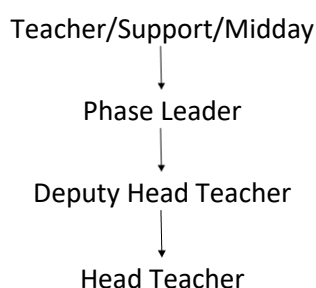
House points are used to reward positive behaviour and foster a sense of belonging.

The pupils are divided into 4 houses (Foxes, Owls, Hedgehogs and Squirrels). Members of staff should award children house points when they are seen demonstrating the Glade's **SMART** Values. Tokens are also awarded for the winning team at our annual school sports' day. Each term, the house points are counted and the winning team receives a reward.

## 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 for the pupil to rebuild their relationship with the affected individual. This allows for the pupil to reflect on their behaviour.
- All staff should recognise that in their interactions with pupils it is the behaviour, and not the pupil which is being addressed.
- Preventative action should be taken by the teacher by following the Behaviour Ladder (See appendix 1)

The line management structure for behavioural issue is as follows. Parents are also regularly reminded of the communication structure for raising concerns.



The school keeps a behaviour log using the CPOMS monitoring system, in which incidents are recorded. Time outs are recorded on the pupil's individual pink behaviour log in the class file. The behaviour log is used as a diagnostic tool by the school to support individual 'at risk' pupils, in addition to maintaining a record of incidents.

The individual staff member who is initially involved with the incident records the specifics of the event on CPOMS and any follow up actions are added. This is reviewed regularly by staff as a means of supporting pupils in developing positive behaviours.

## Time Out and Reflection

At Glade Primary School, we expect every pupil to adhere to the positive behaviours set out in our SMART values. Pupils and teachers have the right to work in an orderly atmosphere, where learning can progress uninterrupted (Article 29).

We also trust that parents/carers will support the school in achieving these high standards. Therefore, should these standards not be met, then there will be consequences for the students which may include a 'Time Out' or 'Reflection Time'. The class teacher will make the parent/carer aware of this at the end of the day.

## Time out procedure (Traffic Light Behaviour Scheme)

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

Step 1 - In class, if a pupil is not adhering to the SMART values, he or she is reminded of which of the values they are not following and which of the rights their peers may be prevented from enjoying, by their doing so. This is done verbally.

Step 2 - If the pupil continues to not follow the SMART values, a 'Yellow Card' is given. This is displayed in their pocket and serves as a visual reminder of desired behaviours (Traffic Light Behaviour Scheme).

Step 3 - If the undesired behaviour continues further, the pupil is given a 'Red Card' (Traffic Light Behaviour Scheme) - a time out sheet is filled in and the child is asked to go to another classroom, within their phase, to reflect and continue their work. They return to their own classroom at the beginning of the next lesson. EYFS and KS1 children are brought back by an adult. When they return to class, their name is put back to green. (See appendix 6)

If pupils receive 2 or more time outs in one week, a reflection is given and the Phase Leader informed.

### **Reflection Time Procedure**

For more serious incidents, a Reflection Time is issued. The pupil is told which SMART value they have not followed. This is recorded on CPOMs. The child attends Reflection Time the following lunchtime (15 mins) which is led by a senior member of staff.

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

If the child goes home for lunch, they will attend during morning break time.

During the Reflection time, they will have a restorative justice conversation with the member of staff leading.

- 1) What happened?
- 2) What were you thinking at the time?
- 3) What have you thought about since?
- 4) Who has been affected by what you have done? In what way?
- 5) What do you think you need to do to make things right?

This is followed by an apology (**See 'Four part apology sequence' in appendix 12**) to those involved. This may be verbal or written.

A record of this conversation taking place will be recorded on CPOMS.

### **Reasons for Reflection**

- not acting in a respectful manner towards peers or adults
- damaging school property
- name-calling
- swearing
- displaying aggressive behaviour or fighting
- refusing to follow instructions given by an adult
- answering back to an adult
- Racism
- being in the school building or restricted areas at break or lunch times without permission
- spitting
- inappropriate behaviour in the toilets
- Homophobia

The class teacher will make the parent/carer aware of this at the end of the day. The Phase Leader, DHT and HT will also be alerted through the CPOMS system.

If a pupil receives regular reflections, the Class Teacher and/or Phase Leader will arrange a meeting with the parents/carers to discuss. If necessary, there will be referral to the Inclusion Manager who is able to liaise with external agencies.

### **Homework/equipment/ PE KIT responsibility**

It is the joint responsibility of the parent and child to ensure that pupils attend school with all that they need each day. This includes coming to school in their P.E kit on P.E days (or swimming kit for Year 4) and bringing in completed homework each week. They should also bring their book bag with reading book and reading diary each day.

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

When reflections and time outs are becoming a regular occurrence, as evident from Time Out and CPOMS records, a behaviour Monitoring Record is used. (See appendix 9). The purpose of this is to give the pupil regular reminders of positive behaviour. This will be discussed with parents and involve the Phase Leader.

Pupils on monitoring report must take it to each lesson/breaktime and give it to the member of staff. It is then completed, showing how the pupil has behaved in accordance with their targets.

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

As we work collectively with parents, they are required to sign the report at the end of each day.

### **Playtime support**

For pupils who need additional support with behavioural and emotional regulation during less structured times such as at playtime and lunchtime, additional structured provision is provided. This can be in the form of Wellbeing club, Yoga, Meditation and board game clubs.

### **Homework support**

A weekly homework club takes place at lunchtime for pupils to access homework support.

### **Peer Mentors**

These are pupils in Key Stage 2 who have been specially trained to support with restorative justice conversations. We also have a team of Wellbeing Buddies who help to facilitate play in the playground, include and engage peers in play and alert adults to any issues. They also help at lunchtime Wellbeing Clubs.

### **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 Inclusion Manager 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 or external fixed are given for serious breaches of Glade's School Values. This is reviewed on a case by case basis and in conjunction with the Senior Leadership team.

An internal or external fixed term exclusion can be given for the following. This list is not exhaustive.

- Persistent disruptive behaviour.
- Physical assault against an adult.
- Physical assault against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Verbal abuse of threatening behaviour against a pupil.
- Serious damage to school property.
- Bullying.

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

- If we believe that a child is at risk of permanent exclusion, we work closely with the Redbridge Behaviour and Exclusion team to ensure that we have put in the all the necessary support to aim to prevent this.
- We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the statutory guidance: Exclusions from maintained schools, academies and pupil referral units in England (DFE September 2012).
- Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.
- The governing body has a pupil discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.
- Where a pupil is at risk of permanent exclusion or repeat exclusions, the pupil may be referred for therapeutic support, to a behaviour centre such as The CUBE, located at the Cranbrook Primary School in Ilford. There are also specialist alternative provisions available including New Rush Hall school.( Appendix B- The Cube Referral form)

## **Positive Handling**

The school recognizes that there is a need, reflected in common law, to intervene when there is an obvious risk to safety to its pupils, staff and property.

The Education Act 1996 (Section 551A) states that it is lawful for teachers and other authorized staff to use reasonable force to prevent a pupil from committing an offence, causing injury or damage or disrupting the good order and discipline of the school as a 'duty of care'.

Glade Primary School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, **and only use positive handling as a last resort** in line with DfES advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff.

Only staff who have received training in Positive handling are permitted to use it and all incidents involving its use are logged on CPOMS.

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

- If it is suspected that a child has brought a more serious prohibited item into the school the child will be asked to hand over to a senior member of staff, in the presence of an additional member of staff as a witness. The child will be asked for permission to search their coat, bags etc, if they are not willing to hand over the items. Should they refuse, the Head reserves the right to search their bag without consent, an additional adult should always be present.
- If they are suspected of carrying a weapon or illegal items, the police should be called. We used the 'When to call the police document' which is published by the NPCC.

### **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. Redbridge MHST are able to provide more specialist support as necessary.

**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) Behaviour Ladder
- 2) Home/school agreement
- 3) Parent leaflet
- 4) Rules for Dining Hall
- 5) Rules for Playground
- 6) Timeout record card
- 7) Reflection time record
- 8) Homework letter
- 9) Behaviour Monitoring record
- 10) UN convention Rights of the child
- 11) Examples of positive scripts
- 12) Positive strategies

**APPENDIX 1 - Behaviour Ladder**

<b>Going the Right Way</b> (Rewards)	<p><b><u>Merit Chart</u></b> <i>(For showing motivation towards learning)</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>Verbal praise and smiles/acknowledgements Stickers Star of the week Star Writer Star Reader Reading Rocket certificate Lexia achievement certificate Weekly and termly Attendance Award Merits House Points Traffic Lights Behaviour Scheme Special awards Pen licence Head Teacher’s award</p>
	<p><b><u>Traffic Light Behaviour Scheme</u></b> <i>(for demonstrating Glade’s SMART Values)</i></p> <p>Star of the week certificate</p>	<p><b><u>House Points</u></b> <i>(for demonstrating Glade’s 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</b> (Sanctions)	<p><b><u>Traffic Light Behaviour Scheme</u></b> <i>(For not following the Glade SMART values)</i></p> <p>Verbal reminder Second verbal warning (yellow Card) Time Out (red card) – sent to another class within their phase.</p>	<p><b><u>Reflection Time</u></b> <i>(For more serious breaches of the Glade SMART values)</i></p> <p>15 minute Reflection Time and a restorative conversation. This is followed by the four part apology.</p>
	<p><b><u>Concerning Behaviour</u></b></p>	
	<p>2 Time Outs/Reflections – report to Phase Leader</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>Internal Exclusion - discussion with parent/carer</p>	
	<p>Report Card – daily report to Phase Leader, Deputy Head or Head Teacher</p>	
<p>Pastoral Support Plan</p>		

**APPENDIX 2 - Home school agreement**



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**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.

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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</li> <li>❖ Make sure your child attends school regularly and on time 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>
Child’s Name:	Signed: _____ Date: _____	Signed: _____ Date: _____

## APPENDIX 3 - Promoting Positive Behaviour at Glade

### The Merit system

Merits are awarded for positive work and effort towards learning.

These are recorded on charts displayed in the classrooms. Certificates and leaves on the 'Merit Tree' are then awarded for reaching these benchmarks.

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



### House points

House points are used to reward positive behaviour, and foster a sense of belonging.

The pupils are divided into 4 houses (Foxes, Owls, Hedgehogs & Squirrels).

Points are awarded when they are seen demonstrating the Glade's SMART Values. Each term, the house points are counted and the winning team receives a reward.



### Consequences

#### Traffic light system

The Traffic Lights Behaviour System is a visual behaviour system displayed in all classrooms.

All children are on 'Green' when displaying behaviour in accordance to Glade SMART values.

If positive behaviour is not displayed, the following consequences are in place in the form of negative reinforcement

Step 1 = Verbal reminder  
 Step 2 = Yellow card is given  
 Step 3 = Red card is given & child to have some time to reflect in another class.

Upon return to class, the child is back on Green.



### Reflection

For more serious incidents, a Reflection Time is issued. The child attends Reflection Time the following lunchtime (15 mins) which is led by a senior member of staff.

During the Reflection time, they will have a restorative justice conversation with the member of staff leading.

What happened?  
 What were you thinking at the time?  
 What have you thought about since?  
 Who has been affected by what you have done?  
 In what way?  
 What do you think you need to do to make things right?



## Promoting Positive Behaviour

Growing, Learning & Achieving with Dedication and Enthusiasm

### A consistent approach

All behaviour has a purpose and as a school community we aim to create an environment where pupils consciously want to demonstrate positive behaviour throughout the school day.

### Our Behaviour ladder

In order to implement this, a 'Behaviour Ladder' is in place; a reward system based on positive reinforcement.

Through this, positive behaviour is rewarded and negative behaviour is discouraged.

The Glade SMART values & School motto are at the heart of our Behaviour Ladder.

### Our School motto

Growing, Learning & Achieving with Dedication and Enthusiasm



### Glade's SMART Values



**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.

### Rewards

#### Praise

At Glade our emphasis is on rewards to reinforce positive behaviour. Rewards have a motivational role, helping pupils to see that positive behaviour is valued by all.

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
- Positive acknowledgement
- Stickers
- Star of the week
- Star Writer
- Star Reader
- Reading Rocket certificate
- Lexia achievement certificate
- Weekly and termly Attendance Award
- Special awards
- Pen licence
- Head Teacher's award
- Merits (positive work)
- House Points (positive behaviour)
- Traffic Lights Behaviour Scheme (SMART values)



## **APPENDIX 4 – Agreement for the Dining Hall**

### **AGREEMENT FOR THE DINING HALL**

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

### **REWARDS**

- Praise
- Stickers
- House tokens

### **CONSEQUENCES**

- Time out
- Reflection

## **APPENDIX 5 – Agreement for the Playground (See Playground charter)**

### **AGREEMENT FOR THE PLAYGROUND**

#### **AREA OF PLAY**

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

#### **ACCESS**

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

#### **RESTRICTIONS**

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

#### **REWARDS**

Praise  
House tokens

#### **SANCTIONS**

Time out  
Reflection

#### **END OF PLAY**

The first bell is rung and pupils stand still.  
The adult on duty asks children to walk to their lines.  
The second bell is rung and children walk to their lines.  
Pupils line up quietly.  
The adult waits for children to be quiet before being led back into the school building.



**Time Out Record Card** Name:

Class:

Glade's SMART Values helps us to learn in a safe and happy environment. We ensure that everyone in the school community is able to enjoy their rights.

**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.

Date	Time	Smart value not followed and why?	Class sent to	Teacher Comment

**APPENDIX 7 – Reflection time, restorative practice conversation and four part apology.**



**Reflection Time**

Glade’s SMART Values helps us to learn in a safe and happy environment. We ensure that everyone in the school community is able to enjoy their rights.

**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**

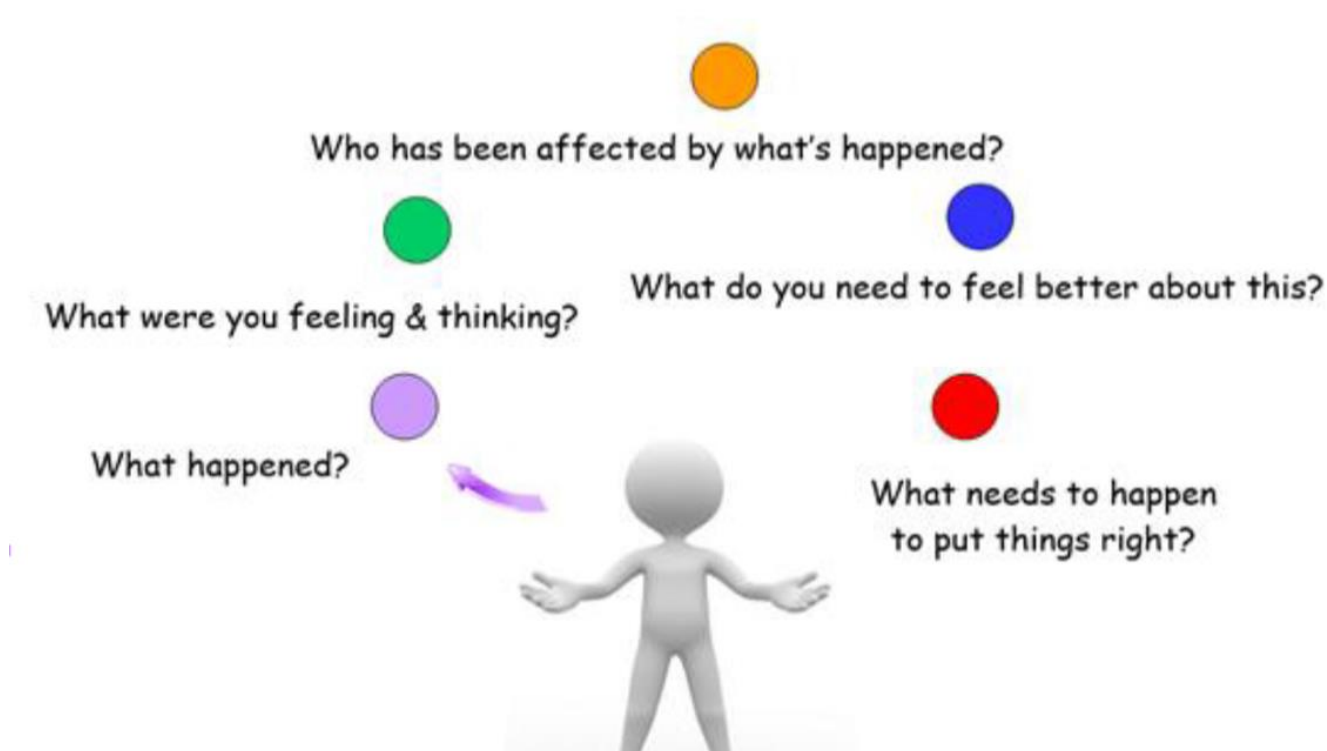
We are good listeners who concentrate. We listen to instructions and don’t interrupt.

**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)



---

I am sorry for... (say what you did and take accountability)

---

It was wrong because (state the social rule that was broken)

---

In the future I will (promote the positive behaviour change)

---

Please forgive me so we can get back to being friends?

**The four part apology model**

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



Atherton Road, Clay hall, Ilford, Essex. IG5 0PF

Tel: 0208 708 0200 Fax: 0208 708 0190

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

Headteacher: Mrs 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 - Behaviour Monitoring Record**

**Behaviour Monitoring Record**



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

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

**Targets:**

|

**Appendix 10 - UN convention on the Rights of the Child**

1  DEFINITION OF A CHILD	2  NO DISCRIMINATION	3  BEST INTERESTS OF THE CHILD	4  MAKING RIGHTS REAL	5  FAMILY GUIDANCE AS CHILDREN DEVELOP	6  LIFE, SURVIVAL AND DEVELOPMENT	7  NAME AND NATIONALITY
8  IDENTITY	9  KEEPING FAMILIES TOGETHER	10  CONTACT WITH PARENTS ACROSS COUNTRIES	11  PROTECTION FROM KIDNAPPING	12  RESPECT FOR CHILDREN'S VIEWS	13  SHARING THOUGHTS FREELY	14  FREEDOM OF THOUGHT AND RELIGION
15  SETTING UP OR JOINING GROUPS	16  PROTECTION OF PRIVACY	17  ACCESS TO INFORMATION	18  RESPONSIBILITY OF PARENTS	19  PROTECTION FROM VIOLENCE	20  CHILDREN WITHOUT FAMILIES	21  CHILDREN WHO ARE ADOPTED
22  REFUGEE CHILDREN	23  CHILDREN WITH DISABILITIES	24  HEALTH, WATER, FOOD, ENVIRONMENT	25  REVIEW OF A CHILD'S PLACEMENT	26  SOCIAL AND ECONOMIC HELP	27  FOOD, CLOTHING, A SAFE HOME	28  ACCESS TO EDUCATION
29  AIMS OF EDUCATION	30  MINORITY CULTURE, LANGUAGE AND RELIGION	31  REST, PLAY, CULTURE, ARTS	32  PROTECTION FROM HARMFUL WORK	33  PROTECTION FROM HARMFUL DRUGS	34  PROTECTION FROM SEXUAL ABUSE	35  PREVENTION OF SALE AND TRAFFICKING
36  PROTECTION FROM EXPLOITATION	37  CHILDREN IN DETENTION	38  PROTECTION IN WAR	39  RECOVERY AND REINTEGRATION	40  CHILDREN WHO BREAK THE LAW	41  BEST LAW FOR CHILDREN APPLIES	42  EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54  HOW THE CONVENTION WORKS.	<b>THE UN CONVENTION ON THE RIGHTS OF THE CHILD</b>					

## APPENDIX 11 – Examples of positive scripts

### Examples of Positive Scripts

Line up in a calm, straight line – thank you

Where should you be now?

What should you be doing now?

I'm speaking to you politely – you need to do the same - thank you

I hear what you are saying and I will . . . But right now you need to . . .

Can you say/do that in another way?

Keep separate

Yes you can . . . when you have . . .

Your choices are 'a' or 'b'

I am happy to help you but I don't like it when you . . .

How can we put this right?

## APPENDIX 12 – Positive strategies

# Positive Strategies

Use	Use tactical ignoring
Praise	Use descriptive praise – catch them getting it right
Avoid	Avoid saying No , use partial agreement
Offer	Offer the illusion of choice
Focus on	Focus on the primary behaviour
Separate	Separate the child from the behaviour
Give	Give take up time – this will save face
Recognise and acknowledge	Recognise and acknowledge powerful feelings