GOOD SHEPHERD PRIMARY & NURSERY SCHOOL

Learn, Believe, Respect, Achieve!

Positive Behaviour Policy

** The best interests of the child must be a top priority in all decisions and actions that affect children* ***(Article 3 UNCRC)***

** Every child has the right to an education… Discipline in schools must respect children's dignity and their rights.* ***(Article 28 UNCRC)***

** … The education of the child shall be directed to: The development of the child's personality, talents and mental physical abilities to their fullest potential…* ***(Article 29 UNICEF UK).***

March 2025

Signed: _____ Dated: _____

(Chairperson of the Board of Governors)

Signed: _____ Dated: _____

(Principal)

Rationale:

All young people, from whatever background, have a right to be valued and respected, to be educated in a secure and caring environment, and to have their abilities and talents nurtured and developed to their full potential. ***(DOE: Pastoral Care in Schools – Promoting Positive Behaviour)***

Partnership in education between governors, teachers, pupils and parents has become commonplace and accepted practice in education over recent years. Nowhere is this partnership more desirable than in the promotion of a positive school environment, which is dependent upon the goodwill and co-operation of all those involved.

At Good Shepherd, we have adopted a collaborative approach to promoting positive behaviour, i.e. one that is shared among all those who work within our school community. While sanctions for misdemeanours do exist, our key belief is that we will achieve best results in maintaining positive behaviour by (a) placing great emphasis on praise and rewards, (b) being positive and (c) fostering good relationships at all levels. We aim to 'catch the person making good choices', then use praise and rewards frequently, which in turn encourages others to imitate these behaviours.

Vision:

We aspire to the promotion of a positive, safe and orderly school environment where all pupils are enabled and empowered to achieve their full potential.

Ethos:

The ethos of our school is a major factor in establishing and maintaining high standards of behaviour and discipline. This positive environment is based on the quality of the relationships within school and our positive approach permeates all activities, helping to form the strong sense of community that is enjoyed by everyone.

Underlying Principles:

1.1 The United Nations Declaration on the Rights of the Child asserts that: ***'All actions should be in the best interests of the child'.***

It further declares that:

Children have the right to:

(1) 'education aimed at developing personality, talents, preparing the child for an active adult life and that the administration of school's Positive Behaviour Policy reflect the child's human dignity'.

(2) 'love, understanding and care'.

(3) 'protection from all forms of physical or mental violence'.

1.2 We, the community of Good Shepherd Primary & Nursery School, agree with these declarations and affirm that through good practice outlined in our policy, we will always act in the best interests of our children.

Aim:

"We aim to create a calm and caring community where teachers teach and children learn. Each child will be encouraged to fulfil his/her intellectual, spiritual, physical, social, aesthetic and emotional potential. Central to the creation of this environment

is a commitment to Christian values, the recognition of the worth and value of each child and the cultivation of self-respect, so that the child may accept his/her appropriate responsibilities and show respect for others. We aim to establish a community wherein pupils, teachers, parents and support staff enjoy a sense of belonging and have an important part to play."
('Pastoral Care In Schools: Promoting Positive Behaviour', 2001.)

In Good Shepherd Primary & Nursery School, we aim to create a happy, caring, stimulating and secure environment for each child to grow. We develop in each child Christian values, self-esteem and respect for others, and provide quality education with the co-operation of the wider community.
The main aim of the whole school Positive Behaviour policy is to maintain an orderly school environment based on Catholic principles and values so that the school, in close co-operation with parents and pupils can fulfil its mission statement 'Learn, Believe, Respect, Achieve'. We will achieve this by promoting the spiritual, social, emotional, academic and physical development of all our pupils. We promote self-discipline and responsibility for an individual's actions and respect for others, their property and the environment.
In particular, our staff aim to promote and nurture the children's spiritual and personal development by helping them to:

- Respect each other;
- Feel valued and supported;
- Do their best always, and feel a sense of belonging and pride in their school;
- Grow together through their experiences;
- Develop confidence, self-esteem and the self-discipline that will guide them throughout their lives.

Only in an orderly environment can effective learning take place and where effective learning is taking place, behavioural problems will be minimalized. This orderly environment is further sustained when there is an appropriate balance between an individual's rights and respect for the rights of others (See Rights, Roles and Responsibilities). To facilitate this balance, pupils, parents, governors and school staff have contributed to the development of this policy and are collectively responsible for its promotion.

Therefore, when a child is admitted to Good Shepherd Primary & Nursery School, his/her parents should recognise that acceptance of admission to the school includes acceptance of the school's Positive Behaviour policy.

Our Positive Behaviour Policy is an integral part of the Pastoral structures within the school and has been informed by a whole-school audit focusing on behaviour (self-evaluation of discipline and behaviour), and a whole-school approach to developing and promoting positive behaviour in consultation with all members of the school community. It will be subject to regular review and updated as the need arises.

… When given clear expectations and consistent follow through, most children, are able to choose appropriate behaviour, thereby increasing their opportunities for greater success in school.

(Lee Canter: *Assertive Discipline*)

At Good Shepherd we acknowledge that an orderly school is necessary for high quality learning and teaching. We believe that pupils can be helped to become more successful learners and valued members of society by viewing their behaviours in terms of their right to be educated and their responsibilities towards other members of the school community.

As a Rights Respecting School we are very aware that children and young people can raise their achievement at school and improve the quality of their own and their families' lives, if they learn exactly what their rights and responsibilities are according to the United Nations Convention on the Rights of the child and use this understanding as a guide to living (Appendix 1).
This "rights and responsibilities" guide to living is introduced at an early age and is reinforced throughout school life. As a result, our pupils will know how to go about making informed decisions and become confident, active citizens.

These rights and responsibilities are maintained through a system of golden rules and specific directions that emphasise the ***positive*** aspects of behaviour, while recognising the need to eliminate inappropriate behaviour. It reflects a sense of justice, forgiveness and respect for the needs and rights of pupils, parents and staff. It requires the promotion and practice of positive behaviour by ***all*** members of the school community and includes a system where each child is given praise and encouragement to reinforce desired behaviour.

Rights and Responsibilities of All Stakeholders:
(Promotion of Positive Behaviour) taken from 'Pastoral Care in Schools: Promoting Positive Behaviour', 2001.

The **Board of Governors** will:

- Ensure that the Positive Behaviour policy is pursued at the school;
- Make and keep under review, a written statement of 'general principles' about pupil behaviour and discipline which the principal will have in regard to determining school rules and behaviour policies;
- Before making its statement of general principles, consult the principal and the parents, and consider any guidance from the department, the ELB or CCMS;
- Decide and set out that aspects of discipline/behaviour should be a matter for the principal, and give him/her any guidance on these aspects which they feel is appropriate' ('Pastoral Care in Schools: Promoting Positive Behaviour', 2001, Pg. 3).

The **Principal** will determine the measures, which the school will take to:

- Promote among the pupils, self- discipline and respect for authority;
- Encourage good behaviour and respect for others;
- Secure an acceptable standard of behaviour among the pupils (Pastoral Care In Schools: Promoting Positive Behaviour 2001, Pg. 4).

Pupils at Good Shepherd have the right to:

- Be valued as members of the school community;
- Be treated fairly and with respect consistently;
- Be consulted about matters that affect them and have their views listened to and as far as is reasonable, acted upon;
- Work and play within clearly defined and fairly administered procedures for Rules, Rewards and Consequences;
- Be taught in a pleasant, well-managed and safe environment;
- Experience a broad, balanced and suitably differentiated curriculum, and to have any special needs identified and met;
- Develop and extend their interests, talents and abilities;
- Have their Religion/Cultural Identity respected and valued;
- A Catholic Education;
- Get help when they seek it, and to have a sympathetic audience for their concerns;
- Make mistakes and learn from them.

Pupils have a responsibility to:

- Come to school on time, with homework completed and suitably equipped for activities in the day ahead;
- Respect the views, rights and property of others and behave safely in and out of class;
- Co-operate in class with teaching staff/adults and their peers;
- Work and play safely within clearly defined class and school rules;
- Work as hard as they can in class, both independently and co-operatively;
- Ask for help/support/advice, with their work or with personal worries/concerns;
- Respect the right of other pupils to learn and the teacher's right to teach;
- Show respect for all members of the school community and visitors to school;
- Move quietly around the school;
- Respect school property;
- Keep the school clean and tidy;
- Tell the truth and be responsible for their own behaviour;

Parents and school staff have discrete and complementary roles in the education of young people. At Good Shepherd we recognise the need for a harmonious and productive partnership between parents and our school in the best interest of the

children. We are very conscious of the importance of establishing good parent/staff relations as early as possible. Parents are involved in many areas of the school community and are a very valued part of it.

In order to facilitate this important home/school partnership the school recognises the **rights of Parents and Guardians to:**

- Be treated with respect;
- A safe, well-managed, welcoming and stimulating environment for their child's education;
- Reasonable access to the school, and to have their enquiries and concerns dealt with efficiently and in confidence;
- Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;
- Be well informed about their child's progress in accordance with school policy;
- Have contact at an early stage to discuss difficulties/problems;
- Have fair and consistent procedures applied to the school's dealings with pupils;
- Be consulted in relation to the school's Code of Conduct;
- A broad, balanced and appropriate curriculum for their child;
- Be involved in key decisions about their child's education;
- A suitably resourced school with adequate and well-maintained accommodation;
- A Catholic Education for their Child.

Parents/Guardians have a responsibility to:

- Ensure that their child attends school regularly and arrives in good time, in full uniform, with homework complete, suitably equipped for lessons in the day ahead and collected promptly;
- Accept all school rules and procedures and ensure that their child abides by them;
- Show interest in and support their child's learning and provide a suitable place for completing homework;
- Act as positive role models for their child in their relationship with school staff, pupils and parents;
- Attend **planned** meetings with teachers and support school events;
- Provide the school with **all** the necessary background information about their child, including telling the school promptly about any concerns they have, or any significant change in their child's medical needs or home circumstances;
- Ensure that someone is **always** available for school to contact in the event of an emergency at all times **(Valid Tel No essential);**
- Ensure that their child behaves in an appropriate manner;
- Encourage children to have a sense of respect for themselves, for others, for their own property and that of others;
- Be familiar with the Code of Conduct;
- Provide an explanation for child's absence;

- Report to the Secretary's Office on arrival in school;
- Park only in designated areas;
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others;
- Communicate to the school, problems which may affect a child's behaviour;

This policy recognises that **Staff** within the school have **rights.** These include the right to:

- Be treated fairly and with respect consistently;
- Be consulted, kept informed and to be treated courteously;
- A safe, happy, working environment; where common courtesies and social conventions are respected;
- Teach with the minimum of disruption;
- Establish rules/procedures and to ask for assistance / support from parents in ensuring their child adheres to these;
- Voice opinions/views freely and openly, and contribute to policies which they are required to reflect in their work;
- A suitable career structure and opportunities for professional development;
- Support and advice from colleagues and external agencies;
- Adequate and appropriate accommodation and resources.

Staff have a responsibility to:

- Behave in a professional manner and be consistent in their duty of care;
- Be courteous, consistent and fair;
- Be well prepared, making use of available resources and that all work is appropriately set and constructively marked;
- Show interest and enthusiasm in their pupils' learning and teaching;
- Create and sustain a safe, stimulating and welcoming learning environment;
- Listen to pupils, colleagues and parents and value their contributions and respect their views;
- Be sympathetic, approachable and alert to pupils' needs;
- Identify and seek to meet pupils' Special Educational Needs;
- Recognise and provide for individual talents and differences among pupils;
- Share with parents any concerns they have about their child's progress or development;
- Pursue further opportunities for personal and professional development;
- Expect high standards and acknowledge effort and achievement;
- Work together as a team;
- Support and implement the 'Code of Conduct' that has been agreed with pupils;
- Praise desirable behaviour - 'catch the pupils making good choices';
- Guide and assist pupils to reach their full academic potential;
- Keep opportunities for disruptive behaviour to a minimum, through thorough planning, appropriate lesson pace & delivery;
- Deal appropriately with misbehaviour;

- Keep a record of serious or repeated instances of misbehaviour;
- Support colleagues in maintaining high levels of good behaviour from pupils;
- Communicate with parents when necessary;
- Provide reports on matters of concern;
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Rules, Rewards and Consequences:

Rules: In Good Shepherd Primary and Nursery School, we believe the promotion of positive behaviour and the reduction in inappropriate behaviour is achieved through establishing agreed rules that are applied fairly and consistently by all staff, are made clear to the pupils with regular reinforcement, supported by clear guidelines for staff and reinforced by a positive reward system.

As a result of the children and adults considering their rights and responsibilities, we the staff and pupils have agreed 'Golden Rules' to ensure positive behaviour for each classroom, Key Stage Area, canteen/lunch room and playground (see Appendix 2). Rules have been kept to a minimum and have been expressed in positive terms. Staff and pupils have agreed that rules should be enforced fairly and consistently by anyone acting in a supervisory capacity within the school (i.e. teaching staff, ancillary staff). These are displayed as in the form of Classroom Charters linked clearly to the Articles of the UNCRC. They will be discussed, monitored, evaluated, reviewed and agreed as a way of behaving for both adults and pupils in each school year, and reinforced on a regular basis throughout the three terms. While Nursery and each of the Key Stages (Foundation, KS1 & KS2) in the Primary school cover the same basic content, staff recognises the need to introduce the charters in a developmentally appropriate manner for each Stage.

In addition there is a need for Specific Directions that will be in effect for the duration of a specific activity and may change based on the needs of the teacher and maturity level of the pupils. Staff have identified Academic Activities, Routine Procedures and Special Procedures that require specific directions and will teach these to the pupils as the need arises (Appendix 3).

We at Good Shepherd recognise that while agreed 'Golden Rules', charters and specific directions protect rights and define responsibilities, rewards and consequences are necessary to encourage and maintain the rules in class and throughout the school.

We believe that ***all*** pupils have a need for positive affirmation, and therefore do not take the positive behaviour of the majority of children for granted. Similarly, we feel it is important that pupils realise that their positive behaviour is noted and acknowledged, just as instances of inappropriate behaviour are challenged and responded to by consequences.

Rewards: At Good Shepherd we believe that positive behaviour should be recognised, encouraged and celebrated. Staff will actively seek out and highlight those behaviours they wish children to employ and by doing so, they will recognise the efforts of the child(ren) and give appropriate positive recognition.

All rewards will be commensurate with the behaviour exhibited, and provide just enough incentive for the behaviour to be repeated.
Within the school environment staff will draw upon these rewards to effectively manage pupils' behaviour, offering as wide a variety as possible to keep pupils' motivation high.
Details of rewards and positive recognition for good behaviour in classrooms, Key Stage Areas, canteen/lunch room and playground can be found in Appendix 2.

Managing Inappropriate Behaviour:
Consequences: While a positive system of rewards and reinforcement will attempt to guide children towards self-discipline, it is important that strategies exist to assist staff in dealing with challenging, disruptive and inappropriate behaviour. To assist staff, we in Good Shepherd will employ a positive behaviour management strategy using stepped consequences. These consequences are an integral part of our School's Positive Behaviour Management Policy. They help to uphold the rules and specific directions, they provide pupils with the security of clearly defined boundaries and, in doing so they ensure that pupils are fully aware of the conditions which will lead, in all likelihood, to the imposition of consequences.
We believe it is important that our pupils realise that unacceptable behaviour will be challenged and stepped consequences will be applied. Consequences provide pupils with the security of clearly defined boundaries and thus encourage pupils to make positive choices regarding their behaviour. As with rewards, we aim to apply consequences fairly and consistently and the consequence applied will be in proportion to the offence. They will be applied in a calm manner as soon after the offence has occurred as possible. The use of consequences is aimed at defusing rather than escalating the situation. Additionally, when applying consequences, staff will as far as possible take account of the age and degree of maturity of the pupil, any special needs he or she may have, the home background as well as any other relevant circumstances.

The agreed stepped consequences offer a sliding scale of intervention in the pupil's behaviour requiring the pupil to take more responsibility for his/her own actions. While these agreed consequences are stepped, if a pupil puts himself/herself or others at risk, staff can fast-track the stages by notifying the Principal and contacting the child's parents without delay to support de-escalation.

Where possible, staff will bear in mind that prevention and intervention are crucial to managing conflict situations. As a result of the children considering their rights and responsibilities, consequences were drawn up in consultation with the children and will be used by staff in a fair and consistent manner in order to diffuse a potentially difficult situation by encouraging pupils to reflect on their behaviour and to take more responsibility for their actions. For more details on consequences see Appendices 2 and 4.

A difficult situation may arise unexpectedly or may be a frequent occurrence for a minority of pupils. In the latter case, there may need to be an agreed behaviour management plan to deal with the pupil's behaviour.
In dealing with difficult situations, staff will need to make professional judgements based on their experiences and the knowledge of the individual pupil.
In certain circumstances it may be beneficial to the child if an adjustment is made to their day as a temporary measure/de-escalation strategy in order for them to have a positive experience in School/Nursery. This will be agreed in consultation with parents and any other relevant outside agencies. The child's best interests will be at the centre of all decisions.
If a child is identified as having Social, Emotional and Behavioural difficulties, appropriate assessments will be carried out and provision will be made in accordance with the school's policy on 'Special Educational Needs'. Staff will refer to DE Understanding & Managing Social, Emotional & Behavioural Difficulties (SEBD) document for useful strategies.
In cases where a pupil's needs are not being met by the above framework, the school will seek advice and support from outside agencies:

- Educational Psychology Service;
- Education Welfare Service;
- Child Protection Officers (EA CPSS & CCMS);
- Behaviour Support Team;
- Early Intervention Service – Action for Children (Western Area);
- Family Support Hub (Waterside) – Western Outcomes Area;
- Social Services;
- NSPCC;
- Alternative Education Provision specified in statements of Special Educational Needs;
- If a pupil is behaving in a way that puts himself/herself or others at risk, staff can fast-track the stages by notifying the Principal and contacting the child's parents without delay to support de-escalation.

Physical Restraint
Good Shepherd Primary & Nursery School acts on guidance from DE - i.e. the 'Regional Policy Framework on the use of Reasonable Force / Safe Handling' to prevent pupils from physically harming him/herself or others or seriously damaging property. A copy of DE's guidance on 'Reasonable Force and Safe Handling' can be made available by applying to the principal.

Suspension and Expulsion
Only in the most exceptional circumstances, will the school authorities consider the agreed procedures for the exclusion of pupils (CCMS Scheme for Suspensions and Expulsions – February 2002).

Continued Professional Development

The development of the school's Positive Behaviour Policy is continually ongoing. Opportunities to attend professional development courses regarding issues connected with the promotion of positive behaviour will be made available to teachers, learning support assistants and supervisors as they become available from external agencies and/or developed from within the school.

Communication with Parents

In order to promote positive behaviour in our school and maximise the effectiveness of the school's Positive Behaviour Management Policy, we welcome continued parental involvement and support. To this end, the school will issue annually to parents and carers, information about the school's Pastoral issues, e.g. Policies on Child Protection/Safeguarding, Anti-Bullying, and Positive Behaviour Management etc.

At the beginning of each school year class teachers will inform parents and carers of their Positive Behaviour Management Plan outlining, Rewards & Consequences, and in turn Parents/Carers will discuss this with their child and return the signature slip to school (Appendix 5).

Policy Review

Good Shepherd Primary & Nursery School's Positive Behaviour Policy will be reviewed every four years, or when deemed necessary within the review period. All staff, governors and pupils will contribute to this review. Where significant changes are contemplated, parents shall also be consulted, and, in any event, will be consulted periodically.

APPENDIX 1

UNICEF UK: Children's Rights and Responsibilities
(A summary of the United Nations Convention on the Rights of the Child)

A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD

unicef
UNITED KINGDOM

ARTICLE 1 (definition of the child)
Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)
The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)
The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)
Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)
Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)
Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)
Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation of identity)
Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)
Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)
Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)
Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)
Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)
Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)
Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

ARTICLE 17 (access to information from the media)
Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect)
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)
If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)
Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)
If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)
A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)
Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)
If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 26 (social security)
Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)
Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)
Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (child labour)
Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)
Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)
Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)
Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)
Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

ARTICLE 37 (inhumane treatment and detention)
Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflicts)
Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma and reintegration)
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)
A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)
If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)
Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

ARTICLE 45
Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS
There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to unicef.org.uk/crc/op

APPENDIX 2

Staff in Good Shepherd have agreed to use the following range of rules, rewards and consequences to promote positive behaviour:

Golden Rules / Rewards & Positive Recognition / Consequences:

- Nursery Unit
- Foundation Stage
- Key Stage 1 & Key Stage 2

- Playground Golden Rules
- Canteen / Lunch Room Golden Rules

GOLDEN RULES

In the **Nursery Unit**:

- We are kind to each other
- We keep hands, feet and objects to ourselves
- We stop, look and listen
- We always walk

When **outside**:

- We take care of ourselves and our friends
- We climb, jump and slide with care
- We always look where we are going
- We keep the sand in the sandpit
- We tell the teacher if someone gets hurt

Rewards/Positive Recognition/Celebrations:

- Praise
- Stickers
- "Happy Tree" Behaviour Display
- Student of the Week
- Positive Notes sent home
- Oral Praise to parents
- Helping Hands Awards
- 'Shout out' on school website
- Seesaw photo sent to showcase achievements to parents
- Birthday Wall, celebrated with card, sticker and cake
- Reaching the stars on the "Happy tree"
- Recognition at Assembly
- Graduation

Consequences:

- Thinking Cloud / Rain Cloud on "Happy Tree"
- Time delay in the classroom (1-2 mins)
- Thinking Time away from an activity to think about choices
- Planned Removal with a partner colleague for seriously disruptive behaviour using agreed procedure
- Verbal apology encouraged
- Communicate any serious or recurring incidents of misbehaviour/inappropriate behaviour to parents and record in Green Home School Correspondence Book
- Principal informed (when appropriate).

*Consequences will be administered by staff on duty, ensuring the teacher is always fully informed.

In certain circumstances it may be beneficial to the child if an adjustment is made to their day as a temporary measure/de-escalation strategy in order for them to have a positive experience in Nursery. This will be agreed in consultation with parents and any other relevant outside agencies. The child's best interests will be at the centre of all decisions.

For additional information see Nursery Specific Policy (Appendix 6).

FOUNDATION STAGE: 

GOLDEN RULES:
WE ARE GENTLE
WE ARE KIND AND HELPFUL
WE LISTEN
WE ARE HONEST
WE WORK HARD
WE LOOK AFTER PROPERTY

Rewards/Positive Recognition:

- Praise
- Smiley faces/stars/stickers/stamps/certificates…
- Positive comment/note sent home
- Class Captain/Vice Captain
- Rainbow, sun and cloud visual behaviour display
- Individual behaviour chart (if required)
- Student of the Week
- Recognition at Assembly
- Showcase achievements to Principal
- Student of the Week: will be celebrated on the school website, Seesaw and our social media platforms (with permission)

Consequences:

- Time out away from an activity to reflect on poor choice
- Time delay – in the classroom at break/lining up at lunch (2-3 mins)
- Loss of privileges – e.g. lose 5-10 mins of Special Activities / Golden Time etc. (time will be allocated by staff as appropriate)
- Rainbow, sun, clouds system whereby staff record the concerns and when the third 'offence' occurs, parents are informed. (Recorded in Green Home School Correspondence Book)
- Verbal Apology
- Planned Removal with a partner colleague for seriously disruptive behaviour using agreed procedure
- Principal informed
- Parent contacted. (Recorded in Green Home School Correspondence Book).

*Consequences will be administered by staff on duty, ensuring teacher is fully informed.

KEY STAGE 1 & KEY STAGE 2

GOLDEN RULES:
WE ARE GENTLE
WE ARE KIND AND HELPFUL
WE LISTEN
WE ARE HONEST
WE WORK HARD
WE LOOK AFTER PROPERTY

Rewards/Positive Recognition:

- Praise
- Stickers/stamps/certificates/stars…
- Positive comment/note sent home
- Visual "It's Good to be Green" display
- Golden Time / Free Time Friday
- Homework Pass
- Individual behaviour chart (if required)
- Recognition at Assembly
- Showcase achievements to Principal
- Student of the Week: will be celebrated on the school website, Seesaw and our social media platforms (with permission)

CONSEQUENCES

- Time out away from an activity to reflect on poor choice;
- Time delay – in the classroom at break/lining up at lunch (KS1 2-3 mins/KS2 3-4 mins)
- Loss of privileges – e.g. lose 5-10 mins of Special Activities / Golden Time etc. (time will be allocated by staff as appropriate);
- Traffic Light Card system whereby staff record the concern and when the third 'offence' occurs, inform parents (Recorded in Green Home School Correspondence Book).
- Verbal Apology;
- Planned Removal with a partner colleague for seriously disruptive behaviour using agreed procedure;
- Principal informed;
- Parent contacted. (Recorded in Green Home School Correspondence Book).

*Consequences will be administered by staff on duty, ensuring class teacher is fully informed.

PLAYGROUND GOLDEN RULES:

WE ARE GENTLE WHEN WE PLAY
WE ARE KIND AND HELPFUL TOWARDS OTHERS
WE RESPECT EVERYONE'S GAMES
WE LOOK AFTER THE PLAYGROUND
WE LISTEN TO AND KEEP THE PLAYGROUND SAFETY RULES
WE ARE HONEST WITH EVERYONE

CANTEEN / LUNCH ROOM GOLDEN RULES:

WE LINE UP CALMLY
WE WALK CAREFULLY THROUGH THE CANTEEN
WE SPEAK QUIETLY TO THOSE AROUND US
WE KEEP OUR TABLE CLEAN
WE ARE POLITE TO EVERYONE
WE USE GOOD TABLE MANNERS

APPENDIX 3

Specific Directions for Routine Procedures

Specific Directions for Special Procedures

SPECIFIC DIRECTIONS FOR ROUTINE PROCEDURES:

Nursery

Morning Procedure - (Entering Nursery)

1. Children brought into Nursery by Parent/Carer
2. Children take off their own coats and hang them up, self-register and go to play.

Home Time Procedure: (Leaving Nursery)

1. Children remain at play until parent/carer arrives
2. Children remove symbol/name from registration board
3. Children walk to work trays and remove work
4. Children walk to cloakroom and walk leaving Nursery with an adult.

Lunch Time Procedure:

1. Children go to toilet & wash hands (small group supervised by an adult)
2. Children find individual symbol/name and sit down
3. Children remain seated
4. Helpers follow specific directions to serve dinner
5. Helpers follow specific directions to tidy up
6. Children walk to story room/outside with an adult.

Moving around school Procedure:

1. Walk quietly in single file at all times
2. Follow directions of Nursery Staff.

Toileting Procedure:

1. Walk to toilet
2. Close toilet door
3. flush toilet
4. Wash & dry hands
5. Walk back into class.

Playground Procedure:

1. Ring bell
2. Stop, Look & Listen
3. Follow directions
4. Children must have permission to leave playground (in pairs accompanied by an adult).

Cloakroom Procedure: (hanging up coats…)

1. Remove coat/hat/scarf/gloves
2. Put hat/scarf/gloves down coat sleeve
3. Hang coat on individual symbol
4. Only touch your own belongings.

Administration Procedure: (Roll call)

1. Place individual symbol on registration board every morning
2. Remove individual symbol from registration board every afternoon.

Helpers' Responsibilities Procedure:

1. Clear toys from snack table
2. Set tables for dinner
3. Serve dinner
4. Help tidy tables after dinner
5. Lead the line.

Prayers Procedure:

1. Morning Prayer
2. Grace Before/After Meals.

Common Courtesies/Meeting & Greeting others Procedure:

1. Good Morning greeting to adults
2. Greeting visitors.

SPECIFIC DIRECTIONS FOR SPECIAL PROCEDURES:

Fire-drill Procedure:

1. Stop, Look & Listen
2. Leave play
3. Line up at fire exit
4. Follow adults to upper playground (fire assembly point)
5. Appointed adult brings attendance registers
6. Appointed Fire Warden checks Nursery - toilets/story room/outdoors...
7. Line up in Upper Playground
8. Roll call
9. Do not return to building until directed.

Visitors/tutors/coaches Procedure:

1. Check vetting procedures
2. Risk Assessment
3. Visitor signs in/out at office
4. Follow school policies/procedures.

Sports Day Procedure:

1. Children come to Nursery as normal

Appointments/Arriving late/Leaving early Procedure:

1. Parents complete Nursery sign in/sign out book.

Nursery/School Shows/Assemblies Procedure:

1. Audience: sit quietly and behave appropriately
2. Performers: children return to class after Nursery show /Graduation to get changed
3. Parents/Carers remain in Hall until all children have left
4. Parents/carers make their way to the canteen
5. Nursery Staff will accompany children to the canteen.

Celebrating/Acknowledging Birthdays Procedure:

1. Sing "Happy Birthday"
2. Birthday cake shared at snack/dinner time
3. Birthday sticker
4. All birthdays are displayed on the Birthday Wall
5. All birthdays are highlighted in Nursery Newsletter.

SPECIFIC DIRECTIONS FOR ROUTINE PROCEDURES:

Foundation Stage

Morning Procedure – Foundation Stage:
(Entering school)

1. Children brought to Foundation Stage Area Door by Parent/Carer
2. Children take off their own coats and hang them up, self-register, put reading folders in designated area and sit on the carpet.

Break Time Procedure:

1. Children line up in their classrooms
2. Classes walked to playground by teacher
3. Children must have permission to leave playground for the toilet. They will be sent in pairs and must report back to same adult
4. If a child needs assistance an adult accompanies him/her and a partner
5. First bell: children stop and freeze
6. Second bell: children walk to their line
7. When directed each class walk in and line up outside the classroom door.

Wet Break Time Procedure:

1. Children remain seated
2. Classroom doors within area remain open
3. Children must have permission to leave the room
4. Teacher/assistant(s) supervise classes.

Lunch Time Procedure:

1. Grace Before Meals
2. Children line up as follows: canteen line/ lunch line
3. Teacher/Assistant walk children to canteen
4. Children remain seated for lunch/dinner
5. Assistant(s)/supervisor(s) walk canteen line to playground
6. Assistant(s)/supervisor(s) walk lunch line to classroom with lunch bags
7. Assistant(s)/supervisor(s) walk lunch line to playground
8. Children must have permission to leave playground for the toilet. They will be sent in pairs and must report back to same adult
9. Return to classroom: Grace After Meals.

Wet Lunch Time Procedure:

1. Grace Before Meals
2. Children line up as follows: canteen line/ lunch line
3. Teacher/Assistant walk children to canteen
4. Children remain seated for lunch/dinner
5. Assistant(s)/supervisor(s) walk children through the school to classroom
6. Grace After Meals
7. Children remain seated
8. Classroom doors within area remain open
9. Children must have permission to leave the room
10. Assistant(s)/supervisor(s) supervise classes.

Canteen Procedure:

1. Follow Canteen Lunch Room Golden Rules
2. Line up
3. Follow directions
4. Remain seated
5. Assistant(s)/supervisors walk children to playground/classrooms.

Home Time Procedure: (Leaving school)

1. Children follow specific directions for organising/collecting belongings
2. Children line up in classroom
3. Children are walked to the designated pick up point by teacher/assistant
4. Children must stay beside teacher/assistant until parent/guardian is present
5. Children who are not collected on time are brought to Front Foyer
6. **After-Schools**: All children attending clubs will be accompanied to designated area.

Moving around school Procedure:

1. Children walk quietly in single file
2. Children must travel in pairs when going a message.

Toileting Procedure:

1. Break time / Lunch time
2. Walk to toilet, wait outside toilet for a free cubicle
3. Flush, wash & dry hands
4. Walk back to class
5. During class time children will ask permission to leave the room
6. Children must ask permission to leave the playground and will be sent in pairs and must report back to same adult.

Playground Procedure: (Going out to/lining up/leaving playground)

1. Classes walked to playground by teacher
2. Follow Playground Golden Rules

3. Children must have permission to leave playground to go to toilet. They will be sent in pairs and must report back to same adult
4. If a child needs assistance an adult accompanies him/her and a partner
5. First bell: children stop and freeze
6. Second bell: children walk to their line
7. When directed each class walk in and line up outside the classroom door.

Cloakroom Procedure: (hanging up coats/bags)

1. Follow specific directions of teacher.

Administration Procedure: (Roll call)

1. Children self-register
2. Children sit on carpet for welcome/morning greeting
3. Absence notes written/distributed/collected
4. Teacher completes register (am/pm) and updates codes
5. Attendance Register put by door for fire-drill.

Class Captain/Vice Captain/Students of the Week Responsibilities Procedure:

1. Going on messages
2. Leading the line
3. Classroom jobs.

Prayers Procedure:

1. Morning
2. Lunch time: Grace Before/After Meals
3. Home time.

Common Courtesies/Meeting & Greeting others
Procedure:

1. Greet/respond to any greetings
2. Say please and thank you
3. Open the door for an adult
4. Make eye contact when speaking.

SPECIFIC DIRECTIONS FOR SPECIAL PROCEDURES

Fire-drill Procedure:

1. Line up (without belongings)
2. Teacher takes attendance register
3. Leave building as directed to Fire Assembly Point
4. Designated Fire Warden check classes/shared area/toilets
5. Line up in Lower Playground
6. Roll call
7. Do not return to building until directed.

School Trips/Outings Procedure:

1. Carry out a Risk Assessment
2. Ensure there are enough adults (who are vetted/or risk assessed) to supervise (well in advance)
3. Book bus well in advance (if appropriate)
4. Order lunches for FSMs children
5. Bring First Aid Kit and any relevant medication for children with specific medical needs
6. Wear appropriate clothing
7. Follow adults directions at all times
8. Behave appropriately.

After School Clubs Procedure:

1. All children attending clubs will be accompanied to designated areas

2. All children attending clubs will be accompanied to pick-up point and supervised until parent/carer arrives.

School Functions Procedure :(Christmas Bazaar/Fun Night)

1. Children must be accompanied by an adult
2. Children must be supervised by an adult at all times
3. Treat school property and all staff/volunteers with respect.

School Shows/Assemblies Procedure:

1. Audience: sit quietly and behave appropriately
2. Respect performers
3. Performers: children return to class after Foundation/KS1 show to get changed.
4. Teacher/Assistants will walk children to gate as usual
5. Parents/carers must **not** make their way to Foundation Stage/KS1 Area or classrooms.

Visitors/tutors/coaches Procedure:

1. Check vetting procedures/ Risk Assessment if appropriate
2. Coach/visitor/tutor signs in/out at office
3. Follow school policies/procedures.

Sports Day Procedure:

1. Children come to School dressed appropriately
2. Foundation team walk children to playground for Sports
3. Children remain with Foundation team for the duration of activities
4. Children return to class with Foundation team for a drink & treat
5. Parents **must** sign children out at the office if they are taking their child early

Appointments/Arriving late/Leaving early Procedure:

1. Parent/Carer must report to Office – sign in/sign out
2. Office staff/teacher will amend register
3. Child will be accompanied to/from class by a member of staff
4. Parents/Carers must not make their way into Foundation Stage Area/classrooms.

Celebrating/Acknowledging Birthdays Procedure:

1. Sing "Happy Birthday"
2. Happy Birthday Stickers etc.

SPECIFIC DIRECTIONS FOR ROUTINE PROCEDURES:

Key Stages 1 & 2

Morning Procedure – Key Stages 1 & 2:
(Entering school)

1. Children enter school through designated entrances (KS1 Side entrance beside Multimedia Room / KS2 Side entrances.
2. Children enter school in an orderly manner.
3. Children follow the specific directions of their class teacher about hanging up coats/bags/lunch boxes…

Break Time Procedure:

1. Children follow specific directions of teacher: break/toilet/coats…
2. Children line up in their classrooms
3. Classes walked to playground by teacher/assistant(s)
4. Children must have permission to leave playground to use toilet. They will be sent in pairs and must report back to same adult
5. If a child needs assistance an adult accompanies him/her and a partner
6. First bell: children stop and freeze
7. Second bell: children walk to their line
8. When directed each class walk in an orderly manner into school.

Wet Break Time Procedure:

1. Children follow specific directions of teacher: break/toilet/seating...
2. Children remain seated
3. Classroom doors within area remain open
4. Children must have permission to leave the room
5. Teacher/assistant(s) supervise classes
6. Mrs Harley's class walked to/collected from designated classroom by teacher/assistant (when necessary).

Lunch Time Procedure:

1. Grace Before Meals
2. Canteen children line up
3. Lunch children follow specific directions of teacher
4. Mrs Harley's lunch line go to designated classroom (when necessary)
5. Lunch children follow specific directions of assistant(s)/supervisors
6. Canteen line walked to canteen by teacher/assistant
7. Children remain seated for lunch/dinner.

Wet Lunch Time Procedure:

Follow 1-7 above

8. Assistant(s)/supervisor(s) walk Year 3/4 canteen children to classroom
9. Assistant(s)/supervisor(s) direct Years 5 - 7 to classroom
10. Return to classroom: Grace After Meals
11. Children remain seated
12. Follow directions of assistant(s)/supervisor(s)/ teacher(s)
13. Classroom doors within area remain open
14. Children must have permission to leave the room
15. Assistant(s)/supervisor(s)/teacher(s) supervise classes.

Canteen Procedure:

1. Follow Canteen / Lunch Room Golden Rules
2. Follow directions of assistant(s)/supervisor(s)
4. Assistant(s)/supervisors walk/direct children to playground/classroom.

Home Time Procedure: (Leaving school)

1. Children follow specific directions for organising/collecting belongings/tidying class…
2. Children line up in classroom
3. Children are walked to the gate by teacher/ assistant
4. Children must stay beside teacher/assistant until parent/carer is present (KS1)
5. Children who are not collected on time are brought into Foyer (KS1) or return to foyer (KS2).

Moving around school Procedure:

1. Children walk quietly in single file following specific directions
2. Children must travel in pairs when going a message.

Toileting Procedure:

1. Break time / Lunch time
2. Wait outside toilet for a free cubicle
3. Flush toilet, wash & dry hands: good hygiene routines
4. Leave toilets as you find them
5. Walk back to class
6. During class time children will ask permission to leave the room
7. Children must ask permission to leave the playground. They will be sent in pairs and must report back to same adult.

Playground Procedure: (Going out to/lining up/leaving playground)

1. Classes walked to playground by teacher/assistant
2. Follow Playground Golden Rules
3. Children must have permission to leave playground to go to toilet. They will be sent in pairs and must report back to same adult
4. If a child needs assistance an adult accompanies him/her and a partner
5. First bell: children stop and freeze
6. Second bell: children walk to their line
7. When directed each class walk in single file to the classroom
8. Year 3: Lower Playground/Years 4,5,6&7: Upper Playground.

Cloakroom Procedure: (hanging up coats/bags)

1. Follow specific directions of teacher.

Administration Procedure: (Roll call)

1. Year 3 children self register
2. Year 4-7 teacher calls roll/dinner roll
3. Absence notes written/distributed/collected
4. Teacher completes register (am/pm) and updates codes
5. Attendance Register put by door for fire-drill.

Class Captain/Vice Captain /Students of the Week Responsibilities Procedure:

1. Going on messages
2. Leading the line
3. Classroom jobs as directed by the teacher

Prayers Procedure:

1. Morning
2. Lunch time: Grace Before/After Meals
3. Home time

Common Courtesies/Meeting & Greeting others Procedure:

1. Show good manners and respect to others
2. Make eye contact when speaking
3. Greet adults/visitors/each other: Good Morning, Good Afternoon etc.
4. Say Please and Thank you etc.
5. Hold doors open for adults/visitors etc.

SPECIFIC DIRECTIONS FOR SPECIAL PROCEDURES:

Fire-drill Procedure:

1. Line up (without belongings)
2. Teacher takes attendance register
3. Leave building as directed to Fire Assembly Point
4. Designated Fire Warden checks classes/shared area/toilets/corridors
5. Line up in single file at Fire Assembly Point
6. Roll call
7. Do not return to building until directed.

School Trips/Outings Procedure:

1. Carry out a Risk Assessment
2. Ensure there are enough adults (who are vetted/ Risk assessed) to supervise (well in advance): **Year 3 - 1:6 / Years 4-6 – 1:15 Year 7 – 1:15-20**
3. Book bus well in advance (if appropriate)
4. Order lunches for FSMs children

5. Bring First Aid Kit and any relevant medication for children with specific medical needs
6. Wear appropriate clothing
7. Follow adults directions at all times
8. Behave appropriately.

Going to Chapel Procedure:

1. Ensure appropriate supervision:
2. Walk in pairs to/from chapel
3. Follow specific directions of teacher(s)/ assistant(s)/priest
4. Behave appropriately/respectfully in chapel.

After School Clubs Procedure:

1. All children attending clubs will go to designated areas
2. All belongings are to be taken to the designated club/activity location
3. Children follow directions of After School Club Leader/Coach
4. After School Club Leader/Coach walk children to school gate/designated collection point.
5. Children to be collected promptly by parents/carers
6. After School Club Leader/Coach will accompany children to school foyer if they are not collected on time.

School Functions Procedure :(Christmas Bazaar/Fun Night)

1. Children must be accompanied by an adult
2. Children must be supervised by an adult at all times
3. Treat school property and all staff/volunteers with respect.

Representing School Procedure: (Sport/Quizzes/Choir…)

1. Note to parents with permission slip returned
2. Ensure there are enough adults (who are vetted/risk assessed) to supervise (well in advance)

3. Book bus well in advance (if appropriate)
4. Order lunches for FSMs children
5. Wear full school uniform/appropriate clothing
6. Follow adults directions at all times
7. Behave appropriately.

Physical Development Procedure:

1. Children must have suitable PE gear and footwear (trainers) to take part in lesson
2. Teacher/assistant accompanies children to get equipment
3. Follow Health & Safety procedures
4. Follow specific directions of teacher/coach
5. Lesson always begins with warm-up activity
6. Children are supervised at all times
7. Equipment is returned to PE store tidily at end of lesson
8. Contact will be made with parents of children who miss PE lessons on a regular basis.

Music Procedure:

Musical instruments for peripatetic lessons to be stored safely in designated Area(s): violins etc.

ICT Procedure:

1. Teaching staff will ensure that computers/ICT resources are operated safely by the children and children are made aware of the potential hazards of electrical equipment
2. Follow directions of teaching staff
3. No food or drink near equipment
4. Ensure everyone is logged off at the end of every lesson and shutdown at end of day
5. Ensure laptops are recharged after use
6. Follow Health & Safety procedures
7. Adhere to Acceptable Use of Internet Policy.

Swimming Procedure:

1. Pupils and staff walk to and from Swimming Pool
2. Follow directions of Supervisor/coach
3. Use school designated changing rooms.

School Shows/Assemblies Procedure:

1. Do **not** touch equipment (esp. microphones)/props etc.
2. Audience: sit quietly and behave appropriately
3. Respect performers
4. Performers – children return to class after a show
9. Parents/Carers remain in Hall until all children are ready
10. Parents/Carers collect children from Classrooms (if and when appropriate)

Visitors/tutors/coaches Procedure:

1. Check vetting procedures/risk assess
2. Coach/tutor signs in/out at office
3. Follow school policies/procedures.

Sports Day Procedure:

1. Children come to School dressed appropriately
2. Teacher(s)/assistant(s) walk children to playground for Sports
3. Children remain with teacher(s)/assistant(s) for the duration of activities
4. Children must follow school golden rules/procedures/specific directions of teachers/assistants
5. Parents must sign children out at office if they wish to take their child early

Appointments/Arriving late/Leaving early Procedure:

1. Parent/Carer must report to Office – sign in/sign out
2. Office staff/teacher will amend register
3. Child will be accompanied to/from class by two others

4. Parents/Carers must not make their way into Key Stage 1/Key Stage 2 Area/classrooms.

Celebrating/Acknowledging Birthdays Procedure:

1. Every child's birthday recognised

APPENDIX 4

- Stepped Consequences

The agreed stepped consequences offer a sliding scale of intervention in the pupil's behaviour requiring the pupil to take more responsibility for his/her own actions. While these agreed consequences are stepped, if a pupil puts himself/herself or others at risk, staff can fast-track the stages by notifying the Principal and contacting the child's parents without delay to support de-escalation.

Stepped Consequences

Reminder

↓

Verbal reminder

↓

Verbal warning

(Thinking Cloud/Amber card)

↓

Second verbal warning

Recorded, Consequence applied & Parents informed

(Rain Cloud/Red card)

↓

Principal informed and

Parents informed

↓

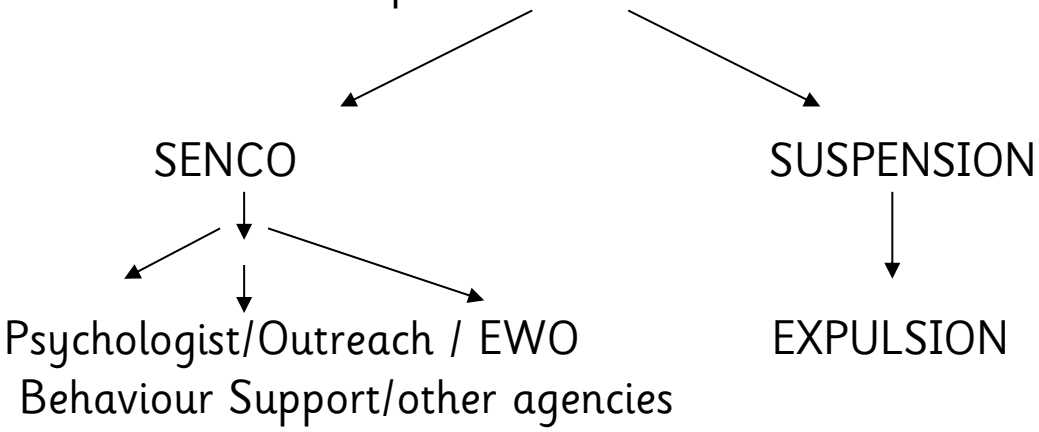
Parent(s) invited to meet

Teacher to agree improvement plan.

(Principal may be involved at teacher's discretion).

↓

Principal meets with Parents



APPENDIX 5

Positive Behaviour Management Classroom Plan Pro-forma:

- Foundation Stage / KS1 and KS2

Dear Parent/Guardian,

I am delighted that your child _____ is in my class this year.

As part of our School's Positive Behaviour Management Policy we have developed a behaviour plan, which affords every pupil guidance in making good decisions about his or her behaviour and thus an opportunity to learn in a positive, nurturing environment. Every child deserves the most positive educational climate possible for his or her growth, and I know that together we will make a difference in this process. The plan below outlines our golden rules, positive rewards and consequences for appropriate and inappropriate behaviour.

GOLDEN RULES:
WE ARE GENTLE
WE ARE KIND AND HELPFUL
WE LISTEN
WE ARE HONEST
WE WORK HARD
WE LOOK AFTER PROPERTY

PLAYGROUND GOLDEN RULES:
WE ARE GENTLE WHEN WE PLAY
WE ARE KIND AND HELPFUL TOWARDS OTHERS
WE RESPECT EVERYONE'S GAMES
WE LOOK AFTER THE PLAYGROUND
WE LISTEN TO AND KEEP THE PLAYGROUND SAFETY RULES
WE ARE HONEST WITH EVERYONE

CANTEEN/LUNCH ROOM GOLDEN RULES:
WE LINE UP CALMLY
WE WALK CAREFULLY THROUGH THE CANTEEN
WE SPEAK QUIETLY TO THOSE AROUND US
WE KEEP OUR TABLE CLEAN
WE ARE POLITE TO EVERYONE
WE USE GOOD TABLE MANNERS

To encourage pupils to follow our rules, I will recognise appropriate behaviour with praise, and positive recognition as outlined in our Positive Behaviour Management Policy.
However, if a pupil chooses to make a poor choice/break a rule, the following steps will be taken:
First time a pupil makes a poor choice/breaks a rule: Verbal Reminder
Second time: Verbal warning (Thinking cloud /Amber card)
Third time: Second verbal warning (Rain Cloud / Red card): parents informed and consequence applied - see consequences PBM Policy
Fourth time: Principal & Parents informed
Severe Disruption: Planned removal with a partner colleague / send to Principal & Parents contacted
See stepped consequences PBM Policy.
Please note: while these agreed consequences are stepped, if a pupil puts himself/herself or others at risk, staff can fast-track the stages by notifying the Principal and contacting the child's parents without delay to support de-escalation.

Please discuss this classroom plan with your child and then sign and return the form below.

_____
Teacher's Signature Teaching Assistant's Signature Date

When you have read and discussed the Classroom Plan, sign below, cut along the dotted line and return to your child's class teacher.

I/We have read the classroom behaviour plan and have discussed it with my/our child:

Print Child's Name: _____

_____
Parent/Guardian Signature Child's Signature Date

Comments_____
_____
_____
_____

APPENDIX 6

- Nursery Specific Behaviour Policy

Good Shepherd Nursery Unit

POSITIVE BEHAVIOUR MANAGEMENT POLICY

(Nursery Specific)

(This policy is an appendix to the Positive Behaviour Management Policy of Good Shepherd Primary and Nursery School)

Rationale

The Governors and staff of Good Shepherd Nursery Unit believe that it is important to promote self-discipline and encourage children to respect the needs, feelings and dignity of themselves and others in a caring environment in which they feel valued.
Through the effective implementation of this policy the Nursery staff, in partnership with the parents, will contribute to the school's ethos in promoting the well-being of the whole pupil.

Aims

We aim to:

- provide an environment in which appropriate and acceptable behaviour is promoted.
- develop a positive attitude to behaviour through constant praise and reinforcement.
- foster in each pupil a sense of self-respect, respect for others and property.
- focus on appropriate and acceptable behaviour rather than inappropriate and unacceptable behaviour.
- develop the growth of self-discipline.
- keep disruptive behaviour to a minimum by having clear, simple rules and routines, thorough preparation and above all a varied and stimulating curriculum.
- provide all children with opportunities to achieve success and raise self-esteem.

Policy Implementation

In order to achieve these aims staff in the nursery will:

- share and agree this policy with parents. A copy of PBM Policy is included in Nursery Induction pack given to parents in June prior to their child starting Nursery in September.
- devise a set of golden rules / "good choices" with the children and reinforce them during welcome time, group time and throughout the nursery day.
- The golden rules will be displayed within the nursery setting
- utilise the visual display of the happy tree where appropriate exemplary behaviour is rewarded by "going on the stars" for "good choices" and inappropriate behaviour is discouraged by using the reminder and the rain cloud when children make "bad/ poor choices" and need to be reminded about the rules / "good choices".

- praise and endorse positive behaviour. Staff will endeavour to catch pupils making good choices and emphasise this good behaviour for others to imitate. Throughout the nursery year the pupils will be rewarded with praise/ stickers.
- role model appropriate and acceptable behaviour.
- provide a varied and stimulating curriculum designed to meet the individual needs of all pupils.
- encourage responsibility for themselves, others and property e.g. helping to tidy up.
- help children to talk about and manage their emotions through Circle time and social stories.
- handle behavioural problems in a developmentally appropriate fashion, respecting individual pupil's level of understanding and maturity for example by distraction, discussion or by withdrawing the child from the situation for some thinking time. On occasion it may be necessary to remove a child to another area of the nursery for a short time.
- talk to the child about the consequences of his/her behaviour and encourage him/her to make amends, e.g. to say 'sorry' to those they have hurt or upset.
- work in partnership with parents to address recurring unacceptable/inappropriate behaviour. This may involve using objective observation records to help staff and parents understand the possible cause of the behaviour and to decide jointly how to respond appropriately.
- Nursery teachers will record all incidents and any communication with a child's parents in the Home-School correspondence book. Example of communication telephone, written letter, any meetings informal or arranged
- If a child is hurt as a result of another child's behaviour, both parents will be informed (names will not be given)
- formulate and agree age appropriate behavioural targets for individual children where necessary.
- inform the principal and the SENCO when inappropriate /unacceptable behaviour is persistent and unmanageable. At this stage it may be necessary, to draw up an IEP and Risk Assessment and with the parent's permission, make a referral to the Educational Psychology or the Behaviour Support Service.
- if a child puts himself/herself or others at risk, staff can fast- track the stages by contacting the Principal and contact the child's parents without delay to support de-escalation.
- Communicate with parents when necessary
- Keep a record of serious or repeated incidents of misbehaviour
- In certain circumstances it may be beneficial to the child if an adjustment is made to their day as a temporary measure/ de- escalation strategy in order for them to have a positive experience in Nursery. This will be agreed in consultation with parents and any other relevant outside agencies. The child's best interests will be at the centre of all decisions.

GOLDEN RULES

In the **Nursery Unit**:

- We are kind to each other
- We keep hands, feet and objects to ourselves
- We stop, look and listen
- We always walk

When **outside**:

- We take care of ourselves and our friends
- We climb, jump and slide with care
- We always look where we are going
- We keep the sand in the sandpit
- We tell the teacher if someone gets hurt

Rewards/Positive Recognition/Celebrations:

- Praise
- Stickers
- "Happy Tree" Behaviour Display
- Student of the Week
- Positive Notes sent home
- Oral Praise to parents
- Helping Hands Awards
- 'Shout out' on school website
- Seesaw photo sent to showcase achievements to parents
- Birthday Wall, celebrated with card, sticker and cake
- Reaching the stars on the "Happy tree"
- Recognition at Assembly
- Graduation

Consequences:

- Thinking Cloud / Rain Cloud on "Happy Tree"
- Time delay in the classroom (1-2 mins)
- Thinking Time away from an activity to think about choices
- Planned Removal with a partner colleague for seriously disruptive behaviour using agreed procedure
- Verbal apology encouraged
- Communicate any serious or recurring incidents of misbehaviour/inappropriate behaviour to parents and record in Home School Correspondence Book (Green Book)
- Principal informed (when appropriate).

*Consequences will be administered by staff on duty, ensuring the teacher is always fully informed.
In certain circumstances it may be beneficial to the child if an adjustment is made to their day as a temporary measure/de-escalation strategy in order for them to have a positive experience in Nursery. This will be agreed in consultation with parents and any other relevant outside agencies. The child's best interest will be at the centre of all decisions.

*This Policy supports our whole school SEN, Child Protection, Learning & Teaching, Positive Behaviour and Anti-Bullying policies.