

Grove Road Community Primary School



Grove Road School is enhanced to support children with behavioural, emotional and social difficulties

Grove Road
Harrogate
North Yorkshire
HG1 5EP
admin@groveroad.n-yorks.sch.uk

Tel: 01423 506060
Fax: 01423 531426
www.groveroad.n-yorks.sch.uk

Headteacher
Tony Winfield



NYCC
dyslexia
friendly

12.4.16

Dear Parents and Carers,

I hope that you all had a good break over the Easter holiday.

As you know at our last Ofsted inspection we were judged 'Outstanding' for 'Behaviour and Safety'. Of course we are constantly working to improve and develop our school. Accordingly this week, following discussions with children, staff and Governors we are launching a revamped and redeveloped 'Positive Behaviour for Learning Policy' which replaces our old 'Behaviour Policy'.

An integral part of the new policy is the introduction of a new 'Respect Charter' which runs alongside our 'Respect Code'. The purpose of the Respect Charter is to clarify the rights and responsibilities for everyone in school so that they are easily understood.

THE RESPECT CHARTER

Everyone in school has rights and responsibilities. All members of the school community have the right to:

- Feel secure, safe and happy***
- Be treated with kindness and understanding***
- Be treated fairly and consistently***
- Be treated politely and respectfully***
- Be listened to***

In school we have a responsibility to make good choices. Children are helped to make good choices by following these simple rules:

- We respect ourselves and others by using positive words and actions***
- We respect others by being kind and gentle***
- We respect others by walking around the school quietly and sensibly***
- We respect school property by looking after our environment***
- We respect adults in school by following instructions***
- We challenge ourselves to work hard and persevere so that we achieve high standards***

The main strategy for encouraging our youngsters to make good choices is to recognise positive behaviour and where appropriate, offer different levels of reward; all rewards act as incentives to continue, or for others to follow, and as tangible means to recognise, appreciate and praise behaviours which exemplify the Respect Code and Charter.

There is a whole-school approach to rewards, which are consistently applied. Monday assemblies include a review of the previous week, during which time I hand out Golden Certificates to individuals who perform particularly well in relation to identified aspects of the Respect Code. These children are recognised through the whole school and their photos displayed for the forthcoming week as well as being shared on the school website through Twitter. Parents also receive a formal letter celebrating their child's good behaviour choices.

Weekly reading reward incentives for children are given out to those who have read regularly at home and each class celebrates outstanding work in the Outstanding Work display in the assembly hall.

Full attendance at school is celebrated weekly and individual 100% attendance awards are given weekly and termly. Certificates relating to the Respect Code are handed out on Friday assemblies. Individual In-class rewards are also given on a similar basis in each class. KS2 have a weekly 'Achievement Assembly' that celebrates extra-curricular achievements. KS2 also use 'Class Dojo' points to encourage the school Respect Code and Charter in class.

Additional to these rewards is our House Points system. All members of staff can award children with house points for all elements of the school Respect code and Charter, such as good manners, politeness, helping others etc. Rewards for achieving House Points comprise weekly privileges and a termly disco for the highest scoring house.

We also operate a golden star system in KS2. The aim of this system is to reward classes who work together to move around the building calmly and respectfully. The stars are awarded to one Lower KS2 class and one Upper KS2 class at playtimes and lunchtimes. The stars from each class are counted during Friday's assembly and the winning class receives a bonus afternoon play.

Alongside all of these rewards we have a newly devised 'Reflection Plan', which is a step process that helps to manage any challenging behaviour. *Please note that for younger children in Foundation Stage and Key Stage 1 there is a more individualised programme of support to encourage them to make good choices, which may include some parts of the Reflection Plan.* Each step serves as an opportunity to reflect and to calm-down and as a disincentive. Each morning and afternoon the Reflection Plan starts with a 'clean slate'. There are 6 steps which start with an informal reminder of the rule, then a formal warning, moving through to a 2 minute reflection time, then 5 minute reflection time. If the negative behaviour still persists in the session then Step 5 means that the child would work in a different class for 15 minutes, he/she would also miss 10 minutes of playtime and the class teacher would send an explanatory letter home. If in any one morning or afternoon a child reaches step 6, which would only be on very rare occasions, the child would spend 30 minutes working out of class, supervised by a senior teacher. If in any half term a child reaches step 6 on 4 occasions, then I would speak with the parent to arrange a mutually convenient 25 minute behaviour review with the child which would take place after school. Please note that if there was a single serious incident of violence or disrespect, then the child would move straight away to Step 6. Finally, there is of course the most serious sanction, which is exclusion from school, only taken in rare and extreme circumstances.

The above is only a very brief summary of the whole Positive Behaviour for learning Policy. If you would like to read it in greater detail then please visit our website, it is there in full on our 'Policies & Reports' page.

As always, my door is open if you would like to discuss this any further. I hope that we all have a happy and fruitful summer term.

Yours sincerely,



Tony Winfield
Headteacher