



# LONGWELL GREEN PRIMARY SCHOOL - Newsletter

No: 1

‘Creating an inspirational learning community for all’

[www.longwellgreenprimaryschool.co.uk](http://www.longwellgreenprimaryschool.co.uk)

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Newsletter Date: : 9th September, 2011

## What's in your newsletter this week:

- Summer Holiday Photography project
- Curriculum Evening for Parents
- Update on Mr Farr
- Staff Absence
- Essential Information
- Instrumental Lessons
- Scooter storage
- School Football
- Community Events
- Update from the Friends
- News from the Governing Body - separate item

## What's on in school next week:

- Tuesday - Friday Year 6 Residential Visit to Stone Farm, Devon
- Wednesday, Class Photographs Years 1, 2, 3, 4, 5
- Thursday, 6.30 pm Parents Curriculum Evening - Behaviour

## What happened in school this week:

We have welcomed all the children back to school and said 'hello' to new Reception children and new staff, Miss King, Mrs Smith and Miss Lock. We have all got off to a great start to the new year with plenty going on already!

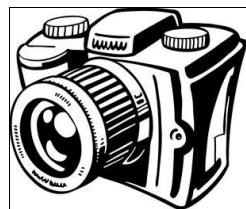
### Summer holiday photography project

*A reminder* - you can take part in the summer holiday photography project. We would like you to take eight photos, each photo to feature one of these themes:

LIGHT, ANIMALS, FAMILY, WATER,  
HAPPINESS, TRAVEL, NUMBER, FOOD

You can either print the photos off and send them into school, or email them to school for us to print off. The closing date will be

FRIDAY 16TH SEPTEMBER. Thank you!



*Curriculum Evening for Parents - Wednesday, 14th September, 6.30-7.30 pm*

*All parents are invited to this meeting on the school Behaviour Policy. See page 4 for more information.*

### Year 6 Residential Visit to Stone Farm

As well as reading the updates on the school website you can now follow Year 6 on Twitter. Our username is @longwellgreen.

Staff Absence next week:

**Wednesday**, Mrs Lloyd will be away on a training course, Mrs Saunders will be in L3

**Friday**, Mrs Harris will be on a training course in the morning, Mr Horn will be in H4

### Update on Mr Farr

Mr Farr has been in hospital for most of the summer and will be continuing his treatment for some time; he is remaining upbeat and positive and has been overwhelmed by all the cards, letters and gifts he has received.

Both Mr and Mrs Farr has asked us to pass on their grateful thanks for all the good wishes they have received.

If any parent/carer would like to receive a copy of the weekly newsletter in large print, Braille or a language other than English please enquire at the school office.

## Essential Information

### **Pupil Information Sheets**

Your child (with the exception of those in our Reception classes) will bring home today a new pupil information sheet. We would be grateful if you could complete and return this to your child's Class Teacher during the coming week. Although some of this information is repetitive it is essential that we hold up-to-date contact information; as well as details of current and new medical conditions. We will also be updating the records for our texting service from these forms.

### **Newsletter Distribution**

There is a sheet with this week's newsletter asking if you could confirm how you would like to receive your newsletter this year. The newsletter is available to view on the school website by the end of the day on Friday, however, if you would like to receive an e-mailed copy please complete the form and return to school with your e-mail address to add to our distribution list. If you would like to receive a paper copy please could you also return the form to school with the name and class of your oldest child.

### **Privacy Notice**

The Privacy Notice gives pupils and parents details of the information held by schools under the Data Protection Act 1998 and how this information is used. This notice has been reissued as there are some changes to the links listed and a copy is enclosed.

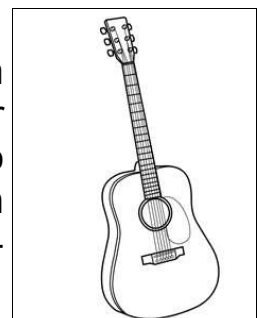
### **Disability Questionnaire**

Schools in England are currently required to collect data on children with Special Educational Need (SEN), but this does not capture information about all disabled children and to date there has been no consistent way of identifying and categorising disabilities. Collecting this information should help policy and practice to respond to the needs of disabled children and their families in line with the Disability Equality Duty (DED) and Single Equality Schemes.

The information contained in the questionnaire covers areas like movement, personal care, incontinence, hearing, vision, communication, autism, Asperger Syndrome, depression and eating disorders. If you would like to read more about this or would like to complete a questionnaire please visit the school website ([www.longwellgreenprimaryschool.co.uk](http://www.longwellgreenprimaryschool.co.uk) and follow the link to Equalities) or call at the school office. Any pupil for whom we do not receive a questionnaire will be assumed to have no disability; all replies will be treated in the strictest confidence.

## Instrumental Lessons

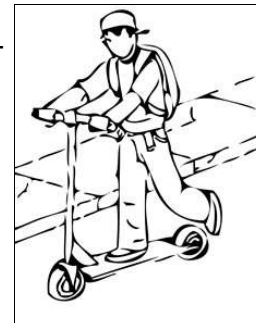
Lessons that have been booked for this term will start from Monday 19th September. Timetables will be displayed in your child's class from next week. Please encourage your child to bring their instrument and any music to their lesson each week and practise between lessons. We can then look forward to some great performances from them later in the year!



## SCOOTERS IN SCHOOL

We now have a scooter storage area just inside the top gate on the edge of the playground. Pupils are welcome to bring their scooters to school and leave them in this storage area or, alternatively, lock them in the cycle storage area.

Please remember, scooters are NOT to be used in the playground.



## School Football Squad

We are fortunate this year that Mrs Davis (formally Miss Brock) is able to take over the coaching of our school football squad. There will be places for sixteen Year 6 boys or girls and training will take place on Friday lunchtimes. Trials for anyone wanting to be part of the squad will take place on **Friday 16th September**.

## Musical Opportunity for Bristol Children

### Gymnastics courses at the Sir Bernard Lovell sports complex

We have received leaflets from Majestic Gymnastics about courses starting next Monday for gymnastics from Reception to Year 6. If you would like details of these courses leaflets are available from the Family Room, telephone Candice on 07807500302 or e-mail: [majesticgymnastics@hotmail.co.uk](mailto:majesticgymnastics@hotmail.co.uk).

Local youth marching band, the 37<sup>th</sup> Kingswood Scouts Cadet Band are searching for new members to join their championship winning group. They have vacancies for drummers, horn players, percussionists and dancers (aged 8+). The activity would suit total novices as well as experienced musicians and provides a great opportunity for additional learning to anyone learning to play an instrument at school.

Their new term starts in November with an open evening on Friday 21<sup>st</sup> October. Call NOW to register your interest (speak to Nick on 0795 6255 419). Check out their website: [www.37th.co.uk/cadets](http://www.37th.co.uk/cadets) for more information.

## Update from the Friends

Family Picnic – Friday 16<sup>th</sup> September has been cancelled due to the predicted unsettled weather

Next Nearly New Sale – Saturday 8<sup>th</sup> October – look out for more details in next week's newsletter

## New Behaviour Policy

On Wednesday 14th September we are introducing our Behaviour Policy for parents. Here are some key excerpts from the new policy for parents to read before the meeting so that the discussion can be based on the ideas we have developed. Staff have worked on this over the INSET days at the beginning of term and governors will look at it after the parents' meeting so that parents' views can be included. A copy of the full draft policy is on the website and a paper copy can be provided on request.

**Class rules:**

Each class sets its rules and these have been sent home this week.

Each phase in school has its set of sanctions for behaviour in class. These are:

### **Fire zone (Years 1 & 2)**

- 1 Reminder
- 2 Warning (name on the 'sad face')
- 3 Miss some of playtime

### **Earth zone (Years 3 & 4)**

- 1 Warning and reminder
- 2 One minute off play
- 3 Five minutes off play

### **Water zone (Years 5 & 6)**

- 1 Warning and reminder
- 2 Five minutes off play
- 3 Loose all playtime

Children reaching step 3 in each zone are logged in the class behavior book. If a child gets to step 3 **three times** the class teacher discusses the child's behavior with the phase leader (TLR postholder) who will provide advice. A record is kept of this discussion on the Personal and Social Development and Attitude to Work sheet. The headteacher is informed and the teacher and phase leader meet the child to discuss their behavior. The child will have an internal exclusion in the TLR's class room for one morning and the child's parents are informed.

If there is further disruption in class the headteacher is informed and parents are invited to discuss the situation with the class teacher. There is regular contact maintained with the parents until the situation has improved; this will include a daily behavior report card being kept (and sent home) and a weekly meeting with parents. Other sanctions will continue eg internal exclusions in other classes

If there is no improvement then the school will introduce a Support Plan and may involve other agencies.

*The Personal and Social Development and Attitude to Work sheet will be shared with all parents three times a year as a matter of course.*

### **Around the school and in the playground- for minor matters**

- 1 Warning and one minute time out from play next to a lunchbrerak supervisor
- 2 Five minutes time out from play next to a lunchbrerak supervisor

Children receiving five minutes time out are logged in the class behavior book and the information is given to the class teacher. If there are three time outs logged, the child is sent to the phase leader for a reminder about expectations and the headteacher is informed. The child will miss one lunchtime play and this will be reported to parents. Further problems will be reported to the DHT (KS2) or AHT (FS/KS1) and these will be discussed at weekly SLT meetings.

***For serious matters the severe clause above will apply.***

### **Severe clause:**

A child will automatically be sent to the headteacher for these serious breaches of the behaviour policy:

- rudeness to staff
- violent behaviour
- racism or an equivalent infringement of equal opportunities
- willful damage to property
- any other behavior that undermines the school values that an adult deems to be serious

The headteacher will then inform the child's parents within 24 hours explaining the situation and how it is being dealt with eg internal exclusion at lunchtime, internal exclusion in another class, written apology.



# Behaviour and Discipline Policy

Date of draft: September 2011  
Responsibility: Headteacher  
Date of review: Term 3 2013

## Rationale

The framework of *Every Child Matters* refers to five key outcomes for children and young people. Our school values, summed up in the acronym GREAT (growth, respect, enjoyment, ambition and togetherness) reflect the importance the school gives to the ECM outcomes. This policy on behaviour and discipline is written with all these outcomes in mind but its intentions relate, most directly, to the beliefs that children should **stay safe, enjoy and achieve and make a positive contribution**.

*All members of the school community benefit from being able to work in an environment that makes them feel safe, secure and valued. There is evidence that social development, emotional intelligence and academic progress are all enhanced when a high standard of behaviour and interaction is maintained within an organization.*

## Key Principles

- *There is a whole school approach to behaviour that ensures clarity and consistency in terms of expectations.*
- *Our intention is always to secure the safety and well being of everyone in our school community.*

This policy links with other policies, including:-

- Personal, Social and Health Education and Citizenship
- Child Protection
- Anti Bullying
- Teaching and Learning
- Equal Opportunities

Social and Emotional Aspects of Learning (S.E.A.L.) provides a framework, and programme of study, to develop children in five key areas that will have a positive impact on their self-discipline and behaviour:-

- Self awareness
- Managing feelings
- Motivation
- Empathy
- Social skills

- Children are strongly influenced by adult role models. A high standard of interaction between members of staff and other adults helps to inculcate appropriate behaviour in children. In developing appropriate behaviour, teachers need to use both rewards and sanctions.

- Research shows that, on the whole, reward of good behaviour is most powerful in shaping behaviour. In essence it's important to 'catch them being good'.
- Parents should be informed and involved in the development of positive behaviour in their children. School needs the support of parents and equally parents may well turn to school for advice.

Children should be involved in developing guidelines for appropriate behaviour. They may do this through school council and through involvement in the creation of rules within their class.

### **Expectations of behaviour**

We expect our pupils to:

- Respect themselves, others and all property
- Listen to each other and all adults
- Use good manners and be polite to each other and adults
- Be responsible for their behaviour towards the environment and wider community
- Be aware of how they can play an active part in improving the environment

*Work hard to do their very best*

### **Procedures to promote good discipline and behaviour**

- *At the start of the year, teachers create a class discipline plan, including working with the children work to devise 'golden rules' for their classroom and sanctions for inappropriate behaviour.*
- *The class rules, and the reasons for them, are shared with the whole school community, including parents at the end of the first week of term 1, and publicly displayed for reference.*
- *In addition to the class discipline plan there is the school 'Code of Behaviour' in the school handbook that guides behavior around the school (see appendix 1)*
- *Staff monitor behaviour in their own classes and the public areas of the school, providing feedback to children, parents and the School Leadership Team (SLT)*

Staff promote appropriate behaviour through the following:-

Modeling appropriate behaviour

Using PSHE&C, SEAL and Circle Time to develop attitudes, skills and knowledge relating to behaviour

Rewarding appropriate behaviour through praise and the award of commendations

Explaining the negative impact of inappropriate behaviour to individuals and groups

Applying sanctions, where necessary

Referring to, and engaging the support of, other adults who may assist the development of appropriate behaviour (e.g. assistant headteacher, deputy headteacher, headteacher, colleagues and parents)

- Assemblies are used to emphasize school values and positive behaviour and its benefits, and to discuss whole school or key stages issues relating to behaviour.
- Rules, posters and other guidance raise awareness of expectations regarding behaviour.

All children are actively encouraged to play a positive role in the broader life of the school, through extracurricular clubs, the school council, competitions, and roles of responsibility.

**Where sanctions are needed, we operate a scale of possible interventions that is typically structured as follows (see detailed chart below):-**

Informal reminder about appropriate behaviour  
Formal warning  
Miss one minute of playtime  
Miss five minutes of playtime  
Informal referral to assistant headteacher or deputy headteacher as appropriate  
Internal exclusion to another class and miss a playtime to catch up any work missed  
More formal referral to headteacher, where parents may be informed and involved  
In all cases where a child has shown disrespect to another child or adult they will be expected to give an apology, oral or written and to give a reassurance about future conduct.

***Severe clause:***

***A child will automatically be sent to the headteacher for these serious breaches of the behaviour policy:***

***rudeness to staff***

***violent behaviour***

***racism or an equivalent infringement of equal opportunities***

***willful damage to property***

***any other behavior that undermines the school values that an adult deems to be serious***

***The headteacher will then inform the child's parents within 24 hours explaining the situation and how it is being dealt with eg internal exclusion at lunchtime, internal exclusion in another class, written apology, See letter in appendix 7.***

Children who show persistent inappropriate behaviour may be supported through an Individual Education Plan or Pastoral Support Plan as part of the school SEN policy.

Continued inappropriate behaviour will be dealt with according to Local Authority guidelines and can ultimately lead to temporary or permanent exclusion. Behaviours leading to exclusion include threats to staff, physical assaults on staff, undermining of staff authority, persistent undermining of school values.

Chart to show how sanctions are applied

### **In class**

#### **Fire zone**

- 1 Reminder
- 2 Warning (name on the 'sad face')
- 3 Miss some of playtime

#### **Earth zone**

- 1 Warning and reminder
- 2 One minute off play
- 3 Five minutes off play

#### **Water zone**

- 1 Warning and reminder
- 2 Five minutes off play
- 3 Loose all playtime

Children reaching step 3 in each zone are logged in the class behavior book. If a child gets to step 3 **three times** the class teacher discusses the child's behavior with the phase leader (TLR postholder) who will provide advice. A record is kept of this discussion on the Personal and Social Development and Attitude to Work sheet (see appendix 6). The headteacher is informed and the teacher and phase leader meet the child to discuss their behavior. The child will have an internal exclusion in the TLR's class room for one morning and the child's parents are informed.

If there is further disruption in class the headteacher is informed and parents are invited to discuss the situation with the class teacher. There is regular contact maintained with the parents until the situation has improved; this will include a daily behavior report card being kept (and sent home) and a weekly meeting with parents. Other sanctions will continue eg internal exclusions in other classes

If there is no improvement then the school will introduce a Support Plan and may involve other agencies.

*The Personal and Social Development and Attitude to Work sheet is shared with all parents three times a year as a matter of course.*

#### **Around the school and in the playground- for minor matters**

- 1 Warning and one minute time out from play next to a lunchbreak supervisor
- 2 Five minutes time out from play next to a lunchbreak supervisor

Children receiving five minutes time out are logged in the class behavior book and the information is given to the class teacher. If there are three time outs logged, the child is sent to the phase leader for a reminder about expectations and the headteacher is informed. The child will miss one lunchtime play and this will be reported to parents. Further problems will be reported to the DHT (KS2) or AHT (FS/KS1) and these will be discussed at weekly SLT meetings.

*For serious matters the severe clause above will apply.*

### **Pupil support and pastoral care**

All staff take a corporate responsibility to ensure good behaviour in school. It is considered a quality of the school that members of staff know most of the children in the school by name, and individual relationships are held in high esteem.

All staff follow the principle that they care too much for each child to overlook poor behaviour. However, staff also know that some children need support in achieving good behaviour, and they give time to listen to problems and issues arising.

Staff always listen to accusations of bullying, and follow the school Anti-bullying Policy.

Senior staff are always available to support colleagues who need to pass on concerns regarding poor behaviour.

For some children, Individual Education Plans are appropriate to help promote good behaviour, and the school SENCO is able to provide advice in this area.

Any racist behaviour will not be tolerated and will be dealt with according to the Race Equality Policy.

Other agencies are also available to help support children. These include:

School nurse  
Educational Psychologist  
Education Welfare Officer  
Behaviour Support Team

The school has clear guidelines to follow when dealing with concerns raised by parents about behaviour related problems. These are attached as appendix 3.

### **Roles and responsibilities**

- Teachers are responsible for the pastoral care of the children in their class, whether they are in lessons, on trips or in the playground. Teachers hold important information and they are responsible for passing any information on to the relevant personnel as necessary, including senior members of staff and parents. Teachers help to promote good behavior through role modeling and by noticing and rewarding good behavior.
  - Teaching and Learning Responsibility Postholders (TLR) are responsible for setting behavior expectations for their phase.
  - Teaching assistants also help to promote good behavior; they are also very often the first member of staff to notice a problem, and they must pass any relevant information on to the class teacher immediately.
  - Lunchtime supervisors receive information about individual children, and they provide care and supervision in accordance with the Plan for Managing Lunchtime Behaviour (appendix 4). Liaison with the class teacher is essential, and this is usually achieved through the use of class behavior book..
  - Parents/carers and children sign the Home/School Agreement (appendix 5) when their child joins the school. Copies of the Class discipline plan are sent home to parents. Parents are involved in concerns involving poor behaviour from an early stage, and any SEN support will include parental involvement.
- Children are responsible for following the class discipline plan and the code of behaviour

### **Monitoring, review and evaluation**

Classroom behaviour incidents are recorded by teachers in the class behavior book.

Lunchbreak Supervisors also record incidents in the class behavior bookook, and this book is handed over to the class teacher at the end of lunchtime. These books are monitored by SLT each term.

Incidents that are dealt with by the headteacher are recorded in the office behaviour file.

These records are factual and available for parents to see on request. These are monitored by SLT each term and reported to governors at each meeting of the Children and Families Committee.

Parents and children are surveyed annually, which includes questions concerning behaviour/bullying. Staff and governors review the outcomes of surveys.

Evaluation of the Behaviour Policy is undertaken annually by the Governing Body Children and Families Committee in Term 3.

Staff review the policy each year to amend in line with new initiatives and needs.

Appendix 1	<i>Our Code of Behaviour</i>
Appendix 2	<i>Guidance on how to speak to other people</i>
Appendix 3	<i>Dealing with concerns raised by parents</i>
Appendix 4	<i>Procedure for lunchbreak supervisors using class behavior books</i>
Appendix 5	<i>Home school agreement</i>
Appendix 6	<i>Personal and social development and attitude to work sheet</i>
Appendix 7	<i>Letter from HT to parents re severe inappropriate behavior</i>
Appendix 7a	<i>Letter from HT to parents of victims</i>
Appendix 7b	<i>Letter from HT to parents regarding being in the behavior book three times</i>

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