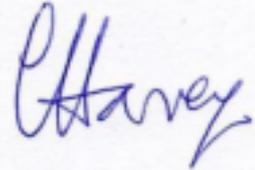




# Behaviour Policy

## Goldfinch Primary School

Monitoring Responsibility	Staff & Community Committee
Last Reviewed	September 2019
Due for Review	September 2020
Headteacher Signature	
Chair of Governors Signature	
Date Ratified	8 October 2019

### Goldfinch Primary School Positive Behaviour Management Policy

#### **Mission Statement**

#### **'Building Excellence'**

#### **Our Ethos**

At Goldfinch we respect each person as a unique individual with something to offer and something to learn, and we value positive relationships between staff and children, based on courtesy and respect, which we believe are vital to the development of self-esteem, confidence and self-discipline. Developing such relationships relies on the good behaviour of our pupils, which we encourage and reward. Everyone expects the very best behaviour and we work together to achieve it. We treat children fairly and consistently by valuing and taking account of their individual needs. We also teach values, attitudes and skills which foster mutual respect and care, and use collective worship, class circle times, and PSHE and citizenship sessions to discuss and respond to such values. By rewarding and reinforcing examples of good behaviour, we increase children's self-esteem and confidence.

#### **Aims and Expectations**

## **Building excellence to achieve the highest standards for our school community.**

It is a primary aim at Goldfinch Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a school committed to children achieving excellence regardless of ability, culture, religion or social background. We promote a nurturing and creative learning environment where every individual is respected and valued. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has several rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Staff will model the behaviour that they expect from the children and support each other in maintaining good classroom management.

As a nurturing, inclusive and healthy school we will ensure:

- Everyone is respectful to each other
- Everyone is praised for positive behaviour
- Everyone is encouraged to build positive relationships which are nurtured
- Everyone has clear boundaries and rules
- Everyone applies the rules and expectations of behaviour consistently
- Everyone is encouraged to grow in self-confidence and self-belief
- Everyone listens to each other and allows others to speak without interruption
- Everyone within our school community act as good role models
- Everyone celebrates individual success and collaborative success

It is also expected that adults will make their influences positive by ensuring that they:

- Do not ignore or avoid challenging situations
- Do not 'walk on by'.
- Never say to a child 'just ignore it' or 'just ignore them'.
- Attempt to deal with a situation when they see it and seek advice and support if necessary •
- Give a child time to think and reflect

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## **Our school values**

### **Reflection**

We are reflective – We think about our attitude to learning and our achievements and are not afraid to make mistakes and learn from them.

### **Responsibility**

We are honest. We are good listeners who are responsible for our own behaviour and learning. We can look after our school.

### **Resilience**

We always have a go and don't give up easily. We enjoy being challenged.

## **Resourcefulness**

We can think about different ways to succeed and can choose strategies to help us. We can ask for help when we are really stuck.

## **Respect**

We are kind, understand that we are part of a community, can talk to each other to resolve any issues and treat others in a way that we would like to be treated. We are all different and can all achieve.

## **Expectations around the school**

- Strive for excellence to achieve the highest standards for our school community and value others right to learn.
- Think positively and work co-operatively to find peaceful solutions to any problems that arise. ● Treat everyone with respect e.g. hold doors open for people when necessary, use good manners, move quietly inside the building and when coming in and out of assemblies.
- Display good table manners at lunchtime and always say please and thank you
- Look after our environment e.g. pick up litter, pick up coats and bags, leave learning spaces as you would like to find them and take care of their own/school property.

## **Strategies used to promote good behaviour:**

- Maintain calm body language at all times/make polite silent gestures
  - Praise good behaviour to encourage children demonstrating poor behaviour to change their behaviour ● Focuses on the future, e.g. what could you do differently next time?
  - Give children time to respond when adults ask them to do something
  - Give choices and consequences to enable the child to make the right choice
  - Break down bigger problems into smaller manageable steps
  - Defuse situations by discussing issues in private so that there is no public humiliation ●
- Use positive language
- Remind children about the rules and expectations
  - Think carefully about the position of children when lining up, strategically place in them in an order which will enable success.

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It is essential that children are rewarded for success in all areas. Praise, stickers, Head teacher awards, sharing good work with class/buddy class, positive marking, Outstanding Learner, Handwriting Champion, Mathematics Champion, extra Golden Time and communication with parents are all ways in which the children and their positive choices are celebrated.

In all situations staff will treat others with dignity and fairness. Staff will use positive language to encourage resolution and reflection such as:

'I have noticed that ...'

'I need you to ...'

'I need to see you ...'

'I know you will ...'

'I understand you are feeling ...'

'Thank you for ...'

'What do you need from me to help you resolve this?'

They will also use 'The Goldfinch Way' to help script responses or interactions;

'At Goldfinch we are reflective. I need you to think about ...'

'Remember the Goldfinch Way. I need you to be responsible ...'

Goldfinch Primary School uses the 'Good to be Green' system to manage behaviour. It is a tool to support a consistent and fair approach to discipline throughout the school, is easy for pupils and staff to understand, is an immediate way of implementing discipline and is simple to operate and maintain.

It's Good to be Green promotes the following:

- Being kind, polite, helpful, and aware of each other's feelings
- Listening carefully to others without interrupting
- Looking after our own and other people's belongings
- Trying our best, working hard, and learning from our mistakes
- Treating other people the way we would like to be treated
- Always telling the truth even when it might mean implicating others

Each class has a chart in the classroom which supports the delivery of the programme.



Children have three cards in their named pocket and can also earn silver privilege cards. All children who stay on Green receive praise and a silver privilege card at the end of each week. Selected children also receive Headteacher certificates each half-term.

- **A Good to be Green Card**
- **A Yellow Warning Card**
- **A Red Consequence Card**

**Yellow Card:** Following a previous verbal warning, if teachers have to warn children about poor choices again, staff change their green card to yellow. This yellow warning card gives children an opportunity to reflect on/consider their behaviour and make sure that they turn it around. Children can go back to green if their behaviour improves.

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Children on a yellow warning card (Years 2 – 6) who behave inappropriately again, receive a red card (with no warning). If other teachers/support staff/coaches have to warn children about inappropriate behaviour, they must report back to children's class teachers as soon as possible.

**Red Card:** Sometimes just the threat of moving children onto a Red Consequence Card is enough but if this doesn't work, then staff move their Yellow Warning Card to the back of their pocket to reveal a Red Consequence Card. Children from Years 2 – 6 cannot go back to a green or yellow card on the same day; Reception/Year 1 children can go back to Green after an am or a pm session and Nursery children can do so after one session.

**Teachers should issue Red Cards sparingly for the following reasons:**

- Putting yourself in danger, e.g. leaving classroom/playground without permission
- Hiding/staling personal belongings; assuming 'found' property can be taken
- Destroying things that belong to other people/graffiti/vandalism
- Any unwanted touching or intimidating/frightening others
- Physical violence, e.g. spitting, beating/biting/choking/kicking/punching/slapping

- Verbal or emotional violence: swearing, demanding money or possessions
- Racism & using inappropriate/offensive language
- Unacceptable behaviour to adults, e.g. shouting, arguing back, losing your temper
- Persistent poor behaviour in clubs
- Continued extreme rude behaviour showing lack of respect to adults.

Children on a red card miss one playtime and lunchtime on the day or the following day where they will reflect with a member of the SLT. This will be recorded and parents will be informed of their child's attendance. If a child receives three red cards in any half-term the Head teacher/Assistant Head teachers will meet with the child's parents and discuss further support.

### **It's Good to be Green in the Early Years**

Adults in the Nursery give verbal warnings for inappropriate behaviour/actions towards peers/adults. The adult takes the child to the chart to change their card to yellow and explains that this behaviour is not acceptable. All children can change their card back to green if their behaviour improves.

If a child's behaviour continues to deteriorate, the adult takes them to the chart and changes their card to red: children sit on a 'Time out chair' in a designated part of the class away from their peers to reflect on their behaviour. Children have a timer so that there is a visual prompt to support this.

### **Lunchtime**

The playground is organised into activity zones and staff are responsible for managing an area. Children are encouraged to engage in activities and purposeful play to avoid unstructured times outside.

Lunchtime supervisors will award golden tickets to children who have been showing persistent, outstanding behaviour at their discretion. They will complete a golden ticket and write the reason for the nomination. At the end of each half-term the class with the most golden tickets will be rewarded with a wet play/golden time resource for their classroom and are celebrated in the whole school celebration assembly. One ticket will be placed in the box at the main office and one will go home with the child.

### **Monitoring and Evaluation**

It is important that there is a system in place whereby it is possible to monitor the effectiveness of this policy. There is a difference between children who are testing the boundaries from time to time and children for whom extra support is required in order to comply with school rules and routines. There are always some children for whom behaviour policies do not work in isolation. These children need be part of the behaviour policy but may also need specialist behaviour approaches drawn up with their parents, teachers, SENCO, Head or AHT.

Pupil voice is recognised as a means to monitor, improve and tackle behaviour issues within the school. This is done through regular school council meetings and class reviews of their class behaviour agreement.

A central record of all children attending a lunchtime reflection is managed by the SLT and names are entered into the behaviour monitoring log on Behaviour Watch. Senior mid-day supervisors keep a record of all incidents which

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are reported directly to class teachers and then SLT if necessary. Appropriate sanctions are given according to this policy.

All incidents are monitored by the SLT on a regular basis and are reported to the governing body. Children who are regularly breaching the boundaries are identified and their needs are discussed with the Special Educational Needs Co-ordinator (SENCO), class teacher and families.

Targets for behaviour are shared with parents and reviewed regularly (at least termly). At Goldfinch Primary School we recognise that some children may display an emotional and/or behavioural need. Our aim is to support these children within our positive approach to behaviour management. These children can be defined as having an inability to learn or build/maintain interpersonal relationships, inappropriate types of behaviour or feelings under normal circumstances, general pervasive mood of unhappiness or depression or a tendency to develop physical symptoms or fears associated with personal or school problems. These children will be monitored by the Special Educational Needs Co-ordinator (SENCO) and the Senior Leadership Team. We also work closely in partnership with Place2Be

to support vulnerable children and their families.

It is very important that it is understood that at all times staff will use their professional judgement when implementing this policy and we will endeavour to ensure that parents and families will work in partnership to respect this policy.

### **The role of the Headteacher**

It is the responsibility of the Headteacher, under the Education Act 2011, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher or SLT keep records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the Chair of Governors has been notified.

### **Links with other policies:**

- Teaching and learning
- Equal Opportunities
- Healthy Schools
- PSHCE
- Sex and Relationships
- Emotional Health and Well Being
- Inclusion
- Special Educational Needs
- Anti-Bullying