

Goldsmith Primary Academy: Approach To Behaviour

Intent:

At Goldsmith Primary Academy, our Reset Your Mindset approach empowers pupils to make positive choices, reflect when things go wrong, and build the skills needed to self-regulate and restore relationships.

We believe every child can succeed when behaviour is understood as communication, and when reflection replaces reaction.

This ethos—illustrated through the Reset Pathway (see page two)—creates a consistent visual language for behaviour across our school. It promotes self-awareness, growth mindset and responsibility while embedding empathy, respect and pride in our community.

Our mantra, “PIP and RIP” — Praise in Public, Reprimand in Private — underpins how we interact with children every day, ensuring dignity, fairness, and positive reinforcement remain at the heart of our culture.

Implementation:

Our behaviour framework combines clear expectations, consistent routines and relational practice.

Positive Recognition:

- Staff actively notice and celebrate pupils demonstrating STARS, The GPA Way and ASPIRE behaviours.
- Rewards include Class Dojos, VIP (Very Impressive Person) awards, Daily Presets, Gold Table, and Gold Bench celebrations.

Reset Pathway:

- Verbal Reminder
- Stop’n’Think Card
- Break Reset
- Lunch Reset
- Week Reset

Pupils are supported to reflect using Zones of Regulation visuals and restorative conversations.

Serious or repeated incidents trigger a Prevention Referral and tailored support plan.

Staff Approach:

All staff use calm, trauma-informed practice, model PIP and RIP, and follow the Six Steps to Connection to maintain dignity and fairness.

Impact:

Progress:

- Behaviour trends are continuously monitored through Class Dojo data and pastoral tracking of behaviour records on Arbor.
- Weekly TAF meetings and half-termly analysis enable staff to identify progress in self-regulation, consistency of positive choices, and reductions in resets or referrals over time.

Outcomes:

- Pupils demonstrate growing emotional literacy, resilience, and readiness to learn.
- They confidently use shared visual language to describe behaviour expectations (STARS, ASPIRE, GPA Way) and can articulate how to “reset their mindset” when challenges arise.
- This results in calm, purposeful learning environments and high engagement across the curriculum.

Intervention:

- Behaviour data identifies individuals and groups requiring targeted pastoral or SEND support.
- Tailored interventions, restorative sessions, and one-to-one mentoring ensure no pupil is left behind.
- Where needed, specialist support from the Pastoral Team, SENDCo, or external agencies provides additional guidance and strategies for long-term success.

Subject Knowledge, Skills and Vocabulary:

Our Reset Your Mindset framework develops emotionally literate, reflective learners who understand themselves and others.

Pupils gain:

- **Self-regulation and emotional understanding** – recognising and managing feelings through the Zones of Regulation and Reset Pathway.
- **Reflection and responsibility** – understanding that behaviour is a choice and learning how to repair and restore relationships.
- **Resilience and perseverance** – developing strategies to remain calm, adapt and recover from setbacks.
- **Respectful communication** – using positive language, active listening and empathy to resolve conflict.
- **Social awareness and citizenship** – understanding rights, responsibilities and their role within the school community.
- **Behavioural vocabulary** – confidently using terms such as regulate, reflect, restore, empathy, mindset, resilience and reset to describe actions and choices.
- **Progression from EYFS to Year 6** ensures pupils deepen their understanding of emotional regulation, independence and moral reasoning as they mature.

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Inclusion:

We have high expectations of all of our pupils' behaviour. The format in which the behaviour system is presented to pupils may differ according to pupil's needs to allow access for all. The SENCO works in unison with the Pastoral Team to ensure pupils access support.

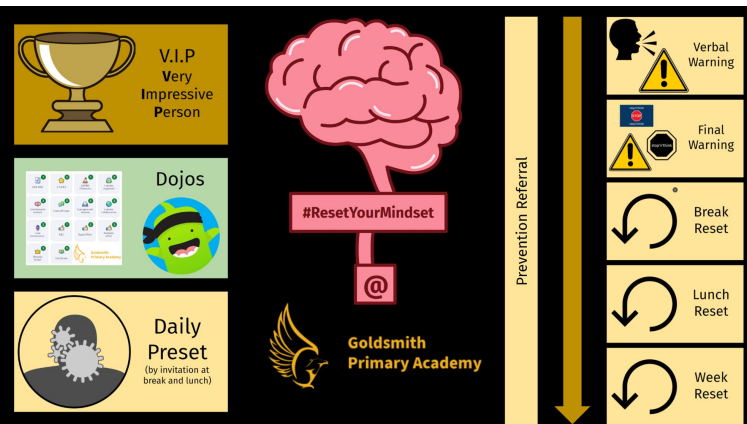
Support for pupils is demonstrated using a Wave approach.

Wave 1 - Part of High Quality Teaching

Use of a pastoral pack of resources to support planning sessions.
Class environments are calming, uncluttered and promote learning.
Visual Timetable displayed in every class, and referred to throughout the day.
Zones of Regulation check-ins at least daily.
Use of 6 steps to trauma sensitive connection when dealing with pupil behaviour.
Use of resources from SEN toolkits that promote and support positive behaviour.
Reasonable adjustments such as 'chunking' tasks, use of timers, sticker charts and rewards

Wave 2 - Targeted support for small groups of children or individuals.

Wave 3 - Specialist support from Pastoral Team and/or External agencies.



Do it the right way. Do it the GPA way!

G	<u>Good Manners</u> – saying please, thank-you and generally being polite.	THANK YOU!
P	<u>Patient</u> – wait for your turn to speak, ask questions or play a game.	1
A	<u>Act</u> with kindness – Kind hands. Kind feet. Kind words.	1
W	<u>Wear</u> the correct uniform, everyday. Your PE kit counts too!	1
A	<u>Attention</u> to our environment – our school is tidy and looked after.	1
Y	<u>You</u> should only be asked to do something ONCE.	1

