



Behaviour Policy

Reviewed: October 2018

Next Review: October 2021

Behaviour Policy

Introduction

We believe it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning and children need good personal and social skills in order to live fulfilling and rewarding lives as adults. Therefore to encourage and support positive behaviour, the school uses the Good to be Green Behaviour Management system across all years. Behaviour which in any way disrupts learning is unacceptable in our school. Therefore by constantly promoting positive behaviour, through the Good to be Green system, we seek to minimise, if not eliminate, any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, regardless of race, gender, religion, ethnicity and ability.

Aims and Objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. 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. We also feel that good behaviour and discipline is essential to successful teaching and learning, and this is therefore supported by all members of the community.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.

The school aims to promote and reward good behaviour, as we believe that this will develop an ethos of kindness and cooperation.

School Values

We expect within our school to have a good understanding of the ethos of our school and the values we promote. We work together to make our school a special place and for our learners to aspire. Therefore we follow the ASPIRE values of the Windsor Academy Trust.

- we are **A**ctive in our learning
- we are **S**ure we can improve
- we are **P**ositive in our attitude
- we are **I**maginative in our thinking
- we are **R**esilient when things go wrong
- we always give 100% **E**ffort

Rewards and Positive Recognition

As a school, we feel that it is extremely important to reward good behaviour. We place particular emphasis on positive praise and rewards, and strive to celebrate children's achievements.

The Good to be Green behaviour system involves the use of green, stop and think, yellow, red and privilege cards which is operated in Key Stage 1 and 2 – see appendix 1 Good to be Green Behaviour System Flow chart

Rewarding good Behaviour

When a child remains on a green card all week they will earn a prize from their class teacher on a Friday afternoon and receive a Good to be Green sticker. In addition to weekly prizes children who achieve green cards for a whole half term will receive a special prize and certificate.

Early Years and Foundation Stage (EYFS)

EYFS will follow the Good to be Green system by rewarding the children with Good to be Green stickers every day and a prize every Friday (as long as they stay on a green card every day).

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation – see appendix 1 Good to be Green Behaviour system.

The class teacher discusses the Good to be Green behaviour system and Aspire principles with the children. The expectations are shared regularly in whole school assemblies and praise assemblies. In this way, every child in school knows the standard of behaviour that we expect in our school.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see School's Anti bullying policy for more information).

All members of staff are aware of the regulations regarding the use of 'reasonable force' as set out in section 93 of the Education and Inspections Act 2006. Staff do not hit, push or slap children, staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The behaviours that may lead to a yellow/red card are as follows (however this is not an exhaustive list):

Behaviours that lead to a yellow card

Choosing to talk at the wrong time
Walking off without asking
Spoiling other children's chance to learn
Being a bit cheeky (answering back!)
Rocking on chairs
Not being on task
Not following instructions
Being stroppy (sulking)
Having poor body language
Having arguments with each other
Name calling

Behaviours that lead to a red card

Hurting other children physically or verbally i.e. punching, kicking, or unkind words
Bullying
Being defiant- ignoring direct instructions with an adult
Saying 'no' to an adult
Using bad language
Vandalising school property
Severe name calling
Threatening behaviour
Theft

Behaviour that may result in a fixed term exclusion might include:

- Persistent aggression or bullying or verbal abuse or threatening behaviour towards other pupils or staff.
- Physical assault or threatening behaviour towards pupils and or adults
- An act of aggression to a pupil or member of staff which has resulted in them requiring hospital or GP treatment
- Wilful and substantial damage to school property
- Persistent disruptive behaviour

- Persistent racial abuse
- Sexual misconduct

Behaviour that may result in a pupil being permanently excluded from Goldsmith Primary Academy might include:

- Bringing drugs/illegal substances into school
- Physical assault on a pupil
- Physical assault on a member of staff
- Bringing weapons into school
- Act of wilful damage to school, which incurs excessive costs
- Acts of violence or aggression which results in a pupil or member of staff being hospitalised
- Serious sexual misconduct

The role of the class teacher

It is the responsibility of the class teacher to ensure that the Good to be Green behaviour system is upheld in their class and that their class behaves in a responsible manner during the day.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly with respect and understanding and enforces the Good to be Green behaviour system.

The role of the Head teacher

It is the responsibility of the Head teacher, under the School standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Head of Pastoral Care will contact parents when a child has received a red card.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head teacher (or the deputy Head teacher in the Head teacher's absence) 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 Head teacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

Exclusions

If the behaviour is deemed as severe the Head Teacher has the authority to exclude a child from school, in accordance with the Education Act 2006. A child may be excluded for one or more fixed term periods, up to a total of 45 days in any one school year.

If the exclusion is longer than 5 days the school has a duty to arrange suitable full time educational provision from and including 6th consecutive day of the exclusion, this can be at a shared provision or 'off site' venue.

Where a Looked after Child is excluded, provision should be in place from the 1st day of exclusion.

Following the period of exclusion, the parent/carer and the child must meet with the Head Teacher on the morning of their return. The purpose of this is to make clear that their return to school is based on the understanding that:

- Their actions must not be repeated
- They must demonstrate that they are making every effort to improve their attitude and conduct

In extreme cases a child may be permanently excluded from school in accordance with the Department for Education (DfE) and the Local Education Authority (LEA) and in agreement with the Governors.

Persistent and Serious Misbehaviour If a child's behaviour becomes a concern the involvement of outside agencies may be sought, with the consent of the parents/carers. The aim of doing so is to provide children and their parents with further support to help us all achieve and ensure that the child remains at the school and improves behaviour.

The role of parents

Parental involvement is highly valued and we encourage parents/carers to take an active role in the life of the school.

Parents/carers are encouraged to discuss any concerns with their child's class teacher, an appropriate member of the Senior Leadership Team or the Head Teacher.

Parents/carers are requested to sign the Home/school agreement which outlines expectations for behaviour and to support and encourage their child's good behaviour and discipline in school.

If the school or the Local Authority considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered.

The role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head teacher carrying out the guidelines. The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

Monitoring

The Head teacher monitors the effectiveness of this policy on a regular basis. The Head teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The Head teacher and Head of Pastoral Care keep a record of all red and yellow cards and other behaviour concerns. The Head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Dinnertimes and Playtimes

Our pupils are regularly reminded how important it is to behave sensibly. It is part of growing up to learn to make the right decisions about behaviour, no matter what others are doing. Dinner times and playtimes are excellent opportunities to practise making the right choices and therefore preparing them to be citizens of the future.

Review

The governing body reviews this policy every three years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

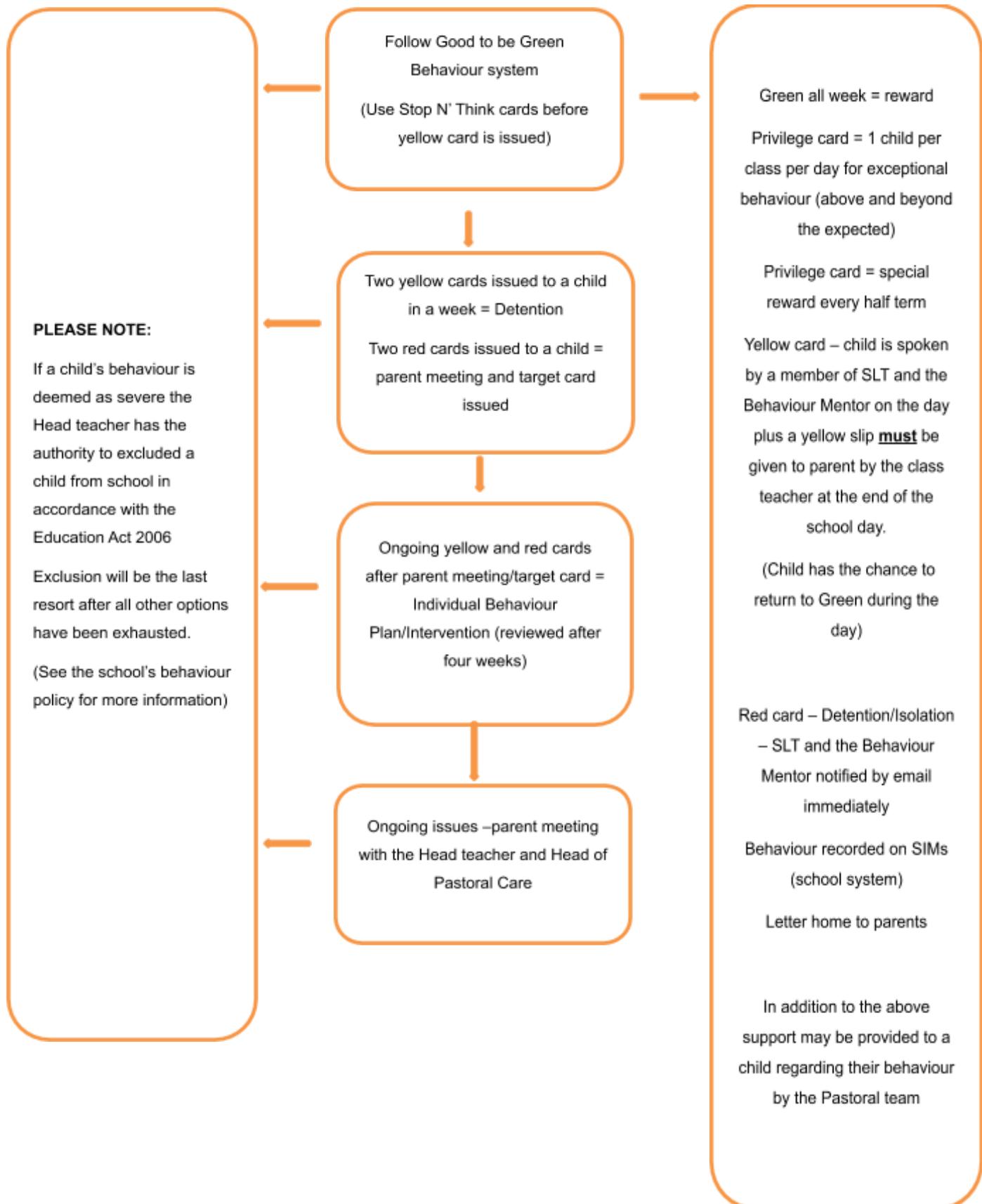
See also

Anti bullying policy

Sexual Violence and Harassment policy

E-safety policy

Appendix 1 = Good to be Green Behaviour System



COVID-19 – Behaviour Policy
Temporary Operational Annex
Pupil Behaviour and Discipline Policy

Background

This temporary operational annex to our Pupil Behaviour and Discipline Policy sets out the procedures for pupils returning to school during Covid-19

In response to COVID-19 the way that we are currently operating in schools is different than usual. However, important behaviour and discipline principles remain the same.

Introduction

1. The government's strategic response to COVID-19 was to enforce social distancing in order to reduce people's exposure to the virus and stall its spread. As a result, from 20th March 2020, schools were closed to all pupils except for those classified as vulnerable, those with Education, Health and Care plans (EHCPs) and children of key workers critical to the COVID-19 response.
2. During their prolonged absence from school, pupils have suffered from significant changes to their learned routines, daily structure, social and behavioural norms. Pupils have potentially forgotten the habits and expectations which are intrinsic to the culture of the school. Leaders and governors are aware that COVID-19 has the potential to impact on the mental health of pupils and their family members; this in turn can affect a pupil's behaviour.
3. Culture is created in our school by establishing behavioural norms and ensuring that these are taught explicitly and corrected where necessary to ensure that the school is a calm, orderly and disciplined environment where rules are followed to enable excellent teaching and learning to take place. We are resetting the culture in response to the enforced COVID-19 disruption by introducing new behavioural norms and routines around [protective measures](#) and personal hygiene clearly and accessibly.
4. This annex supplements the current Pupil Behaviour and Discipline Policy. It identifies the minimum behavioural norms that are expected during the coronavirus pandemic.

EXPECTATIONS IN THE SCHOOL AND WIDER COMMUNITY - Additions/changes for a wider reopening of school from June 2020

Students must:

- Adhere to the Government guidance: ***Coronavirus (COVID-19): safer travel guidance for passengers*** if traveling to and from school using public transport. At Windsor Academy Trust we are encouraging you not to travel to school via public transport, but make your way to school via other means.
- Arrive to school and leave to go home at the designated time using the designated entrance / exit route. Do not wait around for friends and do not congregate. Speak to a member of staff if your parent or carer normally collects you and is not on time.
- Maintain social distancing of 2 meters and avoid physical contact of any type at any time. This includes horseplay, hugging, handshakes etc.
- Move quickly and sensibly, keeping to the one way system and ensuring social distancing of 2 metres whilst doing so.

- Stick to the seating plan. Do not move tables or chairs and do not leave your seat without speaking to the teacher. The seating plan in the classroom is non-negotiable and is in place for the safety of each student.
- Not share belongings (food, stationery, books etc) with others and do not handle other people's belongings.
- Keep to designated areas at all times and maintain a safe distance from others between and during lessons.
- Social distance of 2 meters whilst lining up.
- Wash / sanitise hands on arrival at school, before and after eating, and after using the toilet.
- Use tissues or the inside of the elbow if sneezing or coughing, in line with the "catch it, bin it, kill it" message and avoid touching your mouth, nose and eyes.
- Not cough or spit at or towards any other person.
- Inform a member of staff immediately if you are experiencing symptoms of coronavirus such as a high temperature, a new continuous cough or loss or change to your sense of smell or taste.

MANAGING BEHAVIOUR

Rewards and recognition

All WAT Schools place a great deal of importance on the positive effect that rewards and recognition have on students of all ability levels. During Covid19 rewards and recognition have been adapted in line with the remote learning approach.

Sanctions and Support

A tiered approach to sanctions and support is always used, within the Prepared for Excellence framework, to ensure our high standards and expectations are maintained. Usual sanctions will be in place including removal from the lesson. Students who appear to consistently disobey these rules will be made to leave the school site immediately and depending upon the severity of their infringements, may face exclusion for a fixed period of time in line with our current sanctions. (Further details can be found in the Exclusion policy and annex)