



# Behaviour Policy

**Reviewed:** September 2023

**Next Review:** September 2024

## 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.

### Aspire Learner Skills

- I am respectful
- I am responsible
- I am resilient
- I am creative
- I am compassionate
- I am courageous







### Aspire Character Virtues

- I can be organised
- I can become unstuck
- I can self-quiz
- I can give and receive feedback
- I can be collaborative
- I can communicate clearly



## School Social Rules - The GPA WAY:

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

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

## School Learning Behaviour Prompt - S.T.A.R.S Tips to be Green:

'S.T.A.R.S' tips to be Green

- S**it up straight 
- T**rack the speaker 
- A**sk and answer questions 
- R**espect the speaker 
- S**ilent listening 

## **Rewards and Positive Recognition:**

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

Our ethos is to notice good behaviour and give attention to children making the right choices. We use a positive reward system, which recognises good behaviour and encourages our pupils to take responsibility for improving their own behaviour. In some cases, pupils may be given the opportunity to use “The Regulation Station” in order to promote self-regulation of their own feelings and behaviours. There is a “Regulation Station” within each teaching space in the building; this will be clearly visible and accessible to pupils.

In all classrooms, near the regulation station, pupils will be able to access the Zones of Regulation board entitled “How do you feel today?” Pupils are able to share their feelings with a trusted adult on a daily basis.

We further aim to positively recognise behaviour by:

- Agreeing, clarifying and setting clear boundaries for expected behaviour.
- Supporting one another in modelling positive behaviours and relationships in an ethos of mutual respect.
- Establishing and maintaining clear communication between staff, pupils, parents/carers and the wider community.
- Listening to one another and ensuring all behaviours are met with a fair, consistent and empathetic response.
- Providing a stimulating learning environment that enables children to feel secure and welcome.
- Supporting children who have difficulty managing their behaviour, by identifying their needs as early as possible and working in partnership with their parents/carers.
- Ensuring lessons are suitably differentiated and provide access and motivation for all to succeed.
- Enabling our children to become independent in managing their behaviour, to understand their role in the community and to become positive active citizens.

## **Rewarding good Behaviour:**

Class Dojos are used daily to reward children who have achieved a Green card or shown Aspire values. The Dojos are rewarded as follows:

- ❖ Green Card = 2 Dojos per day
- ❖ Aspire Values = 1 Dojo per aspire value used
- ❖ Lunchtimes = 1 Dojo per good behaviour/Aspire value used
- ❖ Prizes - In addition to the above if a child earns 20 CLASS DOJOS OR MORE EACH WEEK then they receive a CLASS PRIZE EVERY FRIDAY.
- ❖ Gold Card - 1 child per day will receive a gold card and each child that receives a gold card will have their name put into a raffle to win a prize at the end of every half term
- ❖ Golden Time - All children start with Golden Time at the start of a half term. Twice every half term children will receive a choice of two activities. Children who receive a Red card = lose 5 minutes of Golden Time for every red card received.
- ❖ Golden Table - Every Lunchtime children demonstrating good behaviour/aspire values will be chosen to sit on the Golden Table
- ❖ Golden Bench - During assemblies children demonstrating good behaviour/aspire values will be chosen to sit on the Golden Bench
- ❖ Assemblies - Certificates and books awarded for using Aspire values will be given out in Praise Assemblies. Awards will also be given for following S.T.A.R.S and the GPA Way.



## 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 sanction are as follows (however this is not an exhaustive list):**

## Yellow Cards:



- ✓ When you are asked to change your card to yellow, you have the rest of your lesson to change your choices and take your card back to white. If you have continued to make the wrong choice, your card will turn to red.

### Reasons for a yellow card:

- ✓ Choosing to talk at the wrong time
- ✓ Walking off without asking
- ✓ Being disrespectful
- ✓ Answering back
- ✓ Not being on task
- ✓ Not following instructions
- ✓ Having poor body language



## Red Cards:



- ✓ When you are asked to change your card to red, you have no more chances during that session. You will receive a detention. You will complete restorative work to ensure these behaviours do not happen again.

### Reasons for a red card:

- ✓ Persistent yellow card behaviours
- ✓ Being disrespectful to adults or each other
- ✓ Stopping other children from learning
- ✓ Unkind hands or feet
- ✓ Damaging school or others' property
- ✓ Not completing your work
- ✓ Swearing
- ✓ Threatening Behaviour

## Refocus:



- ✓ If your behaviours are extreme and unacceptable in school. You will be given the opportunity to refocus. This will involve a playground ban and a meeting with your parents and an SLT member.

### Reasons for Refocus time:

- ✓ Persistent red card behaviours
- ✓ Injuring another child
- ✓ Taking yourself out of learning (leaving the room)
- ✓ Persistently stopping other children from learning
- ✓ Seriously damaging school or others' property
- ✓ Racism
- ✓ Homophobia
- ✓ Theft

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

- Child on child abuse of any description including:

- Persistent aggression or bullying or verbal abuse or threatening behaviour towards other pupils or staff.
- LGBTQIA+ discrimination of any kind
- 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 violence or harassment

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

- Persistent child on child abuse
- Persistent LGBTQIA+ discrimination of any kind
- 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 violence or harassment

**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 Middle or Senior Leadership Team:**

It is the responsibility of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all children in the school.

The class teacher will inform/contact parents when a child has received a red card.

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

The Executive Headteacher/Head of School (or the Deputy Headteacher in the Headteacher'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 Executive Headteacher/Head of School may permanently exclude a child. Both these actions are only taken after the School Governors and representatives of Windsor Academy Trust have been notified.

**Exclusions:**

If the behaviour is deemed as severe the Headteacher has the authority to exclude a child from school, in accordance with the Education Act 2006 and DfE Guidance September 2022. 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 Headteacher 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, initially, school will offer a 'Refocus'. This involves a meeting with parents and a playground ban. During the playground ban, restorative work will be completed with the individual to determine any underlying triggers for the behaviour. Should this be unsuccessful, 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 in the first instance. This will then be escalated to the phase leader if necessary. Should a solution still not be satisfactory, a meeting with the pastoral manager or deputy head teacher will be arranged. In extreme circumstances, issues may be raised to the Head of School or Executive Headteacher.

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/LAB:**

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 Headteacher carrying out the guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Monitoring:**

The senior leadership team monitors the effectiveness of this policy on a regular basis. The Headteacher 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 Headteacher and Head of Pastoral Care keep a record of all red cards and other behaviour concerns. The Headteacher 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.

### **Dinner Times 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 play times 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:

## Good to be Green Flowchart:

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

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

**'S.T.A.R.S.' tips to be Green**

- Sit up straight
- Track the speaker
- Ask and answer questions
- Respect the speaker
- Silent listening

**ASPIRE**

**I am**

- respectful
- responsible
- resilient
- creative
- compassionate
- courageous

**I can**

- be organized
- become unstuck
- set goals
- give and receive feedback
- be collaborative
- communicate clearly

If a child is displaying all of these behaviours—their card should turn from white to green. If their behaviour has been impeccable all day, the teacher may award a gold card. Each day, a child from each class will win the gold card.

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### White Cards:



- ✓ All children begin the day on a white card.
- ✓ White cards will change to green quickly for positive behaviour.

### Warnings:

#### Verbal Warning



- ✓ Your teacher will privately give you a polite warning to remind you of the behaviours that are expected.
- ✓ Remember we will praise in public and reprimand in private.

### Sanctions:

#### Red Cards:



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**Reasons for a red card:**

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- ✓ Racism
- ✓ Homophobia
- ✓ Theft

#### Stop 'n' Think Cards:



- ✓ Your teacher will place this on your desk, if they can see you aren't showing green behaviours.
- ✓ You may need to take a moment to think on the thinking spot, in your classroom.

#### Yellow Cards:



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