



## **BEHAVIOUR POLICY**

**Date:** Autumn 2017  
**Review Date:** Autumn 2018

### **Purpose of this policy**

- To foster a holistic environment with an atmosphere of mutual respect where children are able to make the biggest contribution towards their own learning and that of others.
- To ensure that all children develop socially, emotionally, physically, spiritually and academically.
- To encourage a calm, purposeful environment across the school where good behaviour is active rather than passive e.g. passive good behaviour may be that a child does not drop litter, active good behaviour would be placing litter in the bin if seen.
- To develop caring and kind attitudes towards all and celebrate diversity so that achievements in all areas are acknowledged.
- To encourage effort, independence, resilience and a sense of self-worth.
- To meet the needs of all groups of children including vulnerable children, looked after children, children with special educational needs and children with English as an additional language.

### **Whole school Golden Rules**

- We come to school on time every day and ready to learn
- We are kind and helpful
- We listen to each other and support each other
- We are honest and learn from our mistakes
- We work hard and challenge ourselves every day
- We respect ourselves, other people and the learning environment

The class teacher is responsible for ensuring that behaviour is appropriate within the classroom and communal areas. Support staff are expected to follow the lead of the teacher and work as a team. Both teachers, support staff and the wider staff are expected to refer to the Golden Rules. Where there is inappropriate behaviour, staff will endeavor to help children improve their behaviour by looking for the underlying causes (e.g. appropriate lesson planning, differentiation, SEND needs and the child's current state of wellbeing). Staff will always model good behaviour in response to a child's inappropriate behaviour.

### **Staff Expectations**

All behaviours are the responsibility of all staff including site, lunchtime and other support staff. All staff should know what the expectations are in terms of the Golden Rules and challenge children when these are not being followed. Staff will encourage active good behaviour rather than passive good behaviour. All adults at Goose Green will be exemplary role models for children and colleagues and model

politeness, self-control and positive, constructive behaviours when working with children and any other adult.

A challenging and inclusive curriculum will be taught and it is the job of all to ensure a safe and stimulating environment that supports all learners. All children will be respected and treated fairly with the implementation of consistent rules and sanctions.

All staff will use the Golden Rules displayed in all learning spaces to deal with inappropriate disruption to learning or play.

### **Pupil Expectations**

Pupil expectations should be developed by individual class teachers based on the principles set out below. These must be agreed by all children in the school and written as a class contract at the beginning of each school year.

- To be the best learner that they can be.
- To exhibit active good behaviour and develop independence to make good choices for themselves and the wider school community. To be able to model positive choices to their peers.
- To treat adults and children with respect and to be aware of the impact that their behaviour may have on others.
- To follow all instructions given by any adult across the school.
- To take care of and respect property within the school environment and community.

### **Parent and carer expectations**

Parents and carers are expected to support the school's behaviour policy, Golden Rules and systems in place to help children be the best learner's they can be. These include:

- To make children aware of appropriate behaviour in all situations and to be aware of the school's golden rules and expectations.
- To foster good relationships with the school and to support the school in the implementation of this policy.
- To encourage independence, resilience, self-discipline and to show an interest in all that their child does in school.

### **Systems, sanctions and rewards**

At Goose Green we follow a clear and structured system which tie in with rewards and sanctions.

The whole school traffic light system encourages positive behaviour and at the same time ensures that all staff and children are clear about the necessary steps if expectations for positive behaviour are not met.

Every day a child starts on green and is able to move their name up to the silver or

gold star if active good behaviour is shown. If expectations are not met the child will move their name down to amber and then to red. This is a transient system which allows children to move their names up or down throughout the day so that they can respond to feedback and be rewarded for making better choices. The classteacher will decide how to reward those ending with their names on the silver or gold star at the end of the day.

Brain Points will be awarded to children in the categories of effort, resilience and independence. On a Friday the child with the most Brain Points for each category will visit the Headteacher's office for a celebratory discussion about their learning from that week. Those children will also be celebrated in Monday morning's assembly.

Good News From School postcards will be sent home to parents for children who may for example have shown exemplary active good behaviour, have done fantastic learning or have supported their peers.

When dealing with issues of poor behaviour we do not apply a 'one size fits all' approach. Individual incidents will be dealt with in the way that the adult feels the most appropriate. To support these decisions and to ensure consistency of approach we have agreed a 'step system' for guidance:

### **Step 1 – In class management of poor behaviour**

If a child is not behaving as expected the adult will give a verbal warning. If improvements in behaviour are not made the child will move their name to amber and then to red if necessary. If a child's name reaches red this will instigate Step 2.

### **Step 2 – Partner Class**

When a child's name reaches red they will be sent to their partner class where they will spend ten minutes calming down and filling in a reflection sheet. After this time the child will go back to class where their name will be moved to green for a fresh start. In KS1 a teaching assistant will support the child to fill in the reflection sheet.

### **Step 3 – Phase Leader**

If poor behaviour continues on return to class the teacher will use the same system as in step 1. If the child's name gets to red a second time then the child will be sent to their phase leader with a reflection sheet for ten minutes. On return to class the child's name will move back to green.

### **Step 4 – Involvement of the Senior Leadership Team.**

If poor behaviour continues on return to class the teacher will again use the same system as in step 1. If the child's name gets to red a third time then the teacher will contact a member of the senior leadership team for involvement.

If an adult believes the incident to be serious enough for the Senior Leadership Team to be notified, the child will be sent straight to them where it will be decided what the best course of action is for that child. The expectation is that the pupil will return to class to make a fresh start once the incident has been dealt with and the child is calm.

Children who find it difficult to maintain expectations and fit into the whole school behaviour system will be supported with a behaviour for learning plan or individual behaviour plan which aims to give targeted support for that child and includes regular discussions with both the child and parents.

Reflection sheets will be sent to the Senior Leadership Team weekly where they will be monitored closely.

### **Definition of a serious incident**

A serious incident is described as follows:

- Extreme repeated and deliberate verbal/ physical abuse or bullying (including homophobic, racism, religious and intolerance)
- Extreme violent action towards another child or member of staff
- Major vandalism
- Major/ significant theft
- Using an object as a weapon
- Or any other action deemed unacceptable by the Head teacher or Senior Leadership Team

When these behaviours occur the Head Teacher or Senior Leadership Team will consider exclusion of the child. This could be an internal exclusion where the child is sent to another class for a fixed period of time or an external exclusion where the child is sent home for a fixed period of time. The Head Teacher and Governors will have responsibility when deciding whether a child should be permanently excluded. Parents have the right to make representations to the Governing Body.

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NAME OF HEADTEACHER:	Simon Wattam
SIGNATURE OF HEADTEACHER:	
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