



# Godley Community Primary Academy

## Behaviour Policy

September 2021

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## Academy Vision and Values

**‘Delivering excellence in a happy and nurturing learning environment’**

**Respect:** Value the unique gifts and abilities of others as well as ourselves.

**Aspiration:** Aim to achieve the best that we can.

**Courage:** Stand up for our beliefs and take responsible risks.

**Responsibility:** Make decisions and accept the consequences of our actions.

**Care and Support:** Be caring, kind and supportive towards ourselves, others and our environment.

### Aims of the Policy:

- Create a school environment that enables all pupils to learn effectively.
- Establish a school community where individuals feel safe and secure, valued and respected
- Encourage pupils to live by the Godley values of respect, responsibility, aspiration, care and courage.
- Enable children to adopt positive attitudes to learning through developing our ‘Building Better Learners’ attributes and skills of perseverance, making links, collaboration, revising, questioning and reasoning.
- Encourage children to be responsible for their own behaviour and make positive choices.
- Acknowledge the vital role that parents/carers play and seek their support in developing the attitudes and values that we believe promote good behaviour in our school.
- Create an environment that is safe, well-organised and welcoming as this has an impact on the behaviour of the children
- Use a consistent and fair approach to behaviour throughout school.
- Encourage positive behaviour through praise and rewards and set clear expectations, rules and consequences.
- Regularly reflect on and review the behavior in school and adapt approach to meet the needs of pupils.
- Celebrate and reward positive behaviour.

## Behaviour Management

### Whole School

Within our whole school community at Godley, we aim to promote and maintain attitudes which encourage positive, respectful behaviour across school. All staff adopt a positive approach to behaviour where children are praised and rewarded for positive behaviour. All staff in school are positive role models for children. Staff have high expectations of behaviour to ensure children make good choices and be the best they can be.

To ensure continuity throughout school we have a set of school rules which all children must adhere to:

### The Golden Rules

- ✓ Listen to each other
- ✓ Aim high and always do our best
- ✓ Make the right choices
- ✓ Look after property and use resources wisely
- ✓ Be gentle, kind and helpful.

### In Class

The main responsibility for the general discipline of each class lies with the class teacher with support from other members of staff when required.

Alongside the Golden Rules each class develop a set of class rules (class charter) which all children have ownership over and agree to. The rules are permanently on display and reference is made to them when appropriate. Whole school and class procedures for rewards and sanctions are made clear to the children and are used consistently. These are reviewed regularly for effectiveness.

### Reward and Sanctions

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This system is for all children.

## Whole School Rewards

### Green is Great:

The whole school approach to positive rewards is 'Green is Great'. This is a whole school system where each class have a traffic light display up in class with all of the children's names on or around. Every new day all children start on Green.

Children who stay on green for the majority of the week are rewarded with 'Green is Great' time which takes place every Friday. During this 20 minutes, children can choose from a variety of fun and different activities led by different members of staff in different classrooms.

For children who do not make positive behaviour choices they are given a verbal warning. If the negative behaviour continues they are moved onto amber and this is recorded on our school tracking programme (SPTO). If the child continues to misbehave on the same day then they are moved to red, which is also recorded on SPTO. For any incidents which are more serious a child may be put straight onto red – this is up to the teacher's discretion.

If a child goes on red twice or amber five times in one week, the consequence is that they miss their 'Green is Great' time on Friday. Instead they must spend their time with the Vice Principal reflecting on their behaviour and how to improve it. These incidents are recorded as a black card on SPTO.

### Celebration Praise Assembly

Special certificates celebrating positive behaviours and achievements are awarded in a weekly Celebration Praise assembly.

### Star of the Week

One child is nominated by their class teacher for the "Star of the Week" award, which will be presented in the Friday assembly. This award is given to children who have shown any of the 'Building Better Learners' attributes.

### School House System

All children are allocated to a house – Mercury, Saturn, Neptune, Mars, Venus and Jupiter. The children are awarded house points throughout the term for demonstrating our school values. The points are counted each week and the winning house at the end of a week receives a shield/rocket/star which is displayed in the hall on their house chart. At the end of each term the house shields are counted and the house with the most are rewarded with a house treat.

### You've Been Spotted

Children can be rewarded with You've Been Spotted tickets for demonstrating our school values. During our Friday assembly three 'You've Been Spotted' tickets are drawn and the children can choose a prize from the special prize box. At the end of each term we have a Super Draw for all of the children who have received You've Been Spotted tickets that term. Three children are then chosen to choose a prize from the Super Prize box.

## Lunchtime

Children are rewarded with stickers at lunchtime for demonstrating good manners in the dining hall and on the playground. Children are also rewarded house points by the lunch time assistants.

Two children from KS1 and KS2 will be chosen weekly to sit on the Captain' Table with the Principal or Vice Principal for demonstrating good manners in the dining hall.

## Class rewards

Teachers use a variety of rewards in their classroom alongside following whole school systems. These include:

- Verbal praise
- Name on board (smiley face)
- Stickers
- Sent to a member of SMT for a sticker
- Postcard of praise sent home

## Whole School Sanctions.

There are times when children display negative behaviour. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age and need of the child. Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking the rules will lead to consequences. Again sanctions are used consistently throughout the school in each class. With persistent inappropriate behaviour, parents will be contacted.

## Missing Green is Great

Children who have been in amber five times or in red twice will miss their green is great time.

## Behaviour Chart

Children who miss their green is great time 3 times will be put on a behavior chart where the children have to meet specific targets to improve their behavior. The chart is completed with their class teacher and is shared with the Principal or Vice Principal daily or weekly as deemed appropriate. Parents are informed of this in a meeting with their class teacher.

## Meeting with Principal and Parents

Where there is no improvement in behaviour a meeting with the Principal or Vice Principal is called. Other help and advice may be sought from the SENCO or other outside agencies.

## Exclusions

If there is a severe or recurring problem with a child this may result in exclusion. For this we would consult the exclusion guidance and follow procedures from the DFE. The following procedures would also be followed -

- There will be a meeting involving parents and support agencies.
- Permanent exclusion after consultation with the Academy Improvement Committee and Local Authority.
- Parents have the right to appeal to the Academy Improvement Committee against any decision to be excluded.

NB: A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

## Special Educational Needs and Behaviour

At Godley Community Primary School, most of the children behave well. There are, however, occasions when individual children exhibit behaviour, which is unacceptable.

We recognise that each child is different, and through their school life children may need help to modify their behavior. It is therefore important that the cause for behaviour is investigated and plans are made to meet that child's individual needs. These may take the form of Individual Behaviour Plans or Pastoral Support Programs, which should be written by the class teacher and also involve parents. Looked After Children will also have a personal education plan written for them.

A wide range of strategies and rewards will be used to reinforce positive behaviour. These include:-

- Setting small individual targets over short periods of time. These are usually more successful if the child is involved in setting them, so the child feels they have ownership over the targets.
- Rewards of stars and smiley faces on work, charts and in special books.
- Certificates and special stickers for such things as listening, being kind and helpful etc.
- Change in classroom organization.
- Sharing achievements with other children and other classes etc.
- Using different resources depending on need, e.g. a fidget toy.
- Involving parents at an early stage to make an action plan together.
- Ensure accessibility to learning.

By using a positive system of rewards, and reinforcing good behaviour we aim to help children to feel good about themselves, and thus want to behave in more suitable way.

### Support from Home.

- We encourage parents/carers to support their children to behave positively through a range of strategies:
- Developing secure, open and honest relationships with parents so that positive and effective discussions can take place.
- Communicating regularly with parents/carers through the children's planners, having an 'open door' policy and through parents' evenings and a written report.
- Displaying the Godley Values and Golden rules in planners.
- Signing the home school agreement
- Sharing relevant policies on the website.
- Listening actively to any concerns parents/carers have about their own child's behaviour or that of others.
- Parents/carers will be directly involved in the planning, monitoring and evaluation of Pastoral Support Programs, Individual Behaviour Plans and PEP's for their own and Looked After Children.

### Monitoring and Evaluation

The policy is reviewed annually by a member of SMT.

The Senior Management Team will regularly monitor and evaluate strategies presented in this policy, as well as provision for individuals and groups of pupils.

The Behaviour Lead will keep detailed behaviour reports and share trends and analysis regarding behaviour with teachers and governors termly.

The Academy Improvement Committee reviews this policy every year and takes into account any new regulations introduced by the government, or if the Academy Improvement Committee receives recommendations on how the policy might be improved.