Guilden Morden Behaviour Expectations and Procedures

These are local measures set up for behaviour expectations and procedures used at Guilden Morden CofE Primary Academy and are to be used in conjunction with the trust wide DEMAT Behaviour Policy and our school's Behaviour Curriculum.

OUR EXPECTATIONS

We want all children and their families to feel welcome and involved at Guilden Morden CofE Primary Academy. Our behaviour expectations are built on having a therapeutic approach to behaviour. With our core Christian values of friendship, courage, love and respect, we are committed to ensuring that every member of the school community has the right to be able to realise their full potential in a secure, safe and enriching learning environment. At Guilden Morden, we see all behaviour as communication and promote the idea of internal discipline through:

- Fostering high quality relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness

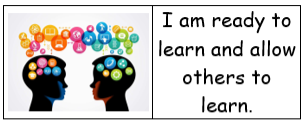
By doing this we aim to ensure that:

- There is a safe and caring environment where children can develop a positive set of attitudes towards everyone in the life of the school and community.
- There is a supportive and friendly atmosphere to enable children to acquire a set of moral values such as honesty, sincerity, trust, mutual respect and tolerance of other religions, race and points of view.
- We recognise that each child is an individual and that we should encourage them to develop their self-esteem, confidence and true feeling of self-worth enabling the development of independence in work and decision-making.
- We provide clear expectations of behaviour to which everyone can aspire.
- Children are able to relate behaviour to choices.
- The children learn to take responsibility for the consequences of their actions.
- We separate the child from the behaviour so that they understand it is the behaviour which needs changing.
- There is an understanding that we all have rights, rules and responsibilities.

Guilden Morden Behaviour Expectations and Procedures

OUR SCHOOL RULES

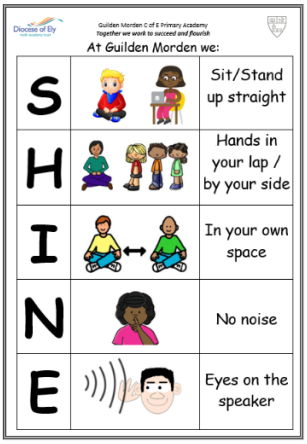
- I am ready to learn and allow others to learn.
- I use kind hands, kind feet and kind words.
- I look after my school.







OUR ROUTINES AND EXPECTATIONS



Routines and school rules and expectations will be explicitly taught, modelled and practised with all children so that each routine becomes a habit. There will be continual reminders, reiteration and reinforcement from all staff at all times. Our expectations of behaviour in the classroom can be summed up using our acronym **SHINE**.

- **S**it (stand) up straight
- **H**ands in your lap /by your side)
- **I**n your own space
- **N**o noise
- **E**yes on the speaker

OUR REWARDS

At Guilden Morden we use rewards that are age appropriate and specific to individual needs. In addition to the rewards in our DEMAT Behaviour policy, our local rewards are:

- Verbal praise
- Weekly Certificates awarded in Collective Worship – also displayed in parent bulletin
    - Learning Champions
    - Values Ambassadors
    - Sports Awards
- Dojo Points – certificates and prizes at the end of each milestone 25, 50, 75, 100, etc
- House Points – awarded at break or lunchtimes
- Reward Stickers
- Send to HT for positive behaviour or learning
- Positive Parent contact

Guilden Morden Behaviour Expectations and Procedures

OUR SANCTIONS AND CONSEQUENCES

At Guilden Morden we use sanctions that are age appropriate and specific to individual needs. In addition to the sanctions in our DEMAT Behaviour policy, our local sanctions are:

- Verbal reprimand
- Verbal Warnings
- Reflection time
- Expecting work to be completed at break, lunchtime or at home
- Parent Contact

Appendix 1 – See Ladder of Consequences

Guilden Morden Behaviour Expectations and Procedures

Appendix 1:

Behaviour Ladder of Consequences

At Guilden we promote positive behaviours and rewards, however if children display negative and inappropriate behaviours there is a behaviour ladder that has clear steps and gives children the opportunity to take responsibility to change their behaviours. The consequences ladder is shared with all staff and children. The steps are colour coded in terms of seriousness, the first three steps are low level then become more serious.

Step of behaviour/ types of possible behaviours		Dealt with by	Suggested type of consequence
Manageable Low-Level Disruption	**Step 1** Talking and being distracted Distracting other children Talking inappropriately to others Continuing with the above behaviours	Class Teacher	The children are given a warning and reminded of what is expected of them. Option given to the child to move to another place. If a child has spoken inappropriately, they will be asked to apologise.
Continued Low-Level Disruption	**Step 2** Continuing with the above behaviours Inappropriate behaviour such as pushing, elbowing etc including play fighting and rough play	Class Teacher	The child will be told to move places. The child may have to take work home to catch up, or stay in to complete it during break. The child will be asked to apologise
Message to parents	**Step 3** Repeated incidents of the above behaviours. Swearing/ pushing/shoving/hitting Suggested bullying/ name calling/falling out	Class Teacher	The child will be sent to a different class. The child will meet with the class teacher to discuss behaviours and agree ways forward. Parents will be called or messaged and the class teacher will share the agreed ways forward.
Phone call to parents	**Step 4** Continued previous behaviours despite intervention Disrespectful to staff or not following staff instruction appropriately Fighting (serious full fight), Bullying Theft Using racist, anti-disability or homophobic language without any understanding.	Deputy Headteacher	Time off the playground Meeting with parents to discuss ways forward. Internal fixed term exclusion if behaviour is impacting the well-being of other children. Possible use of behaviour management plans that are age appropriate and meet the needs of the pupil.

Guilden Morden Behaviour Expectations and Procedures

Meeting arranged with parents	**<u>Step 5</u>** Aggressive behaviour towards pupils/ staff Swearing at pupils/staff Complete refusal to follow staff's instructions Racism or discrimination Any issues involving inappropriate incidents online Threats made against pupils/staff Using racist, anti-disability or homophobic language with understanding.	Headteacher	Meeting with parents to agree ways forward Time off the playground Internal fixed term exclusion for a period of time Fixed term exclusion for a period of time