



GOLDSTONE FEDERATION

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GOLDSTONE FEDERATION BEHAVIOUR POLICY and GUIDELINES

"A schools central purpose is that children should learn. Good behaviour makes effective teaching and learning possible." Elton Report 1989

The Behaviour Policy across Goldstone Federation is intended to support the aims of each school and is based upon the agreed Rules and Routines. There is a clear system of rewards and punishments linked to expectations of conduct, with an emphasis on the positive rewarding of good behaviour. A child who has sound self-esteem has a better chance of being successful in all areas of school life. If all the important adults in a child's life work together towards the same goals they can help to build a child's self-esteem and make their school life happier and more fulfilled.

Rules

The schools do not have long lists of rules. The rules, which are in place have been discussed by the staff and children and are aimed at making both Hinstock and Cheswardine Primary School a secure and pleasant place to be. Each of the classes has agreed a set of rules for the classroom based upon respect and care for property, belongings and other people. The rules for the classroom are based upon the following:-

1. Be polite.
2. Be respectful.
3. Follow instructions promptly.
4. Keep hands, feet and unkind words to yourself.
5. Treat all equipment with respect.
6. Be the best you can be and do the best you can do.

Individual Class rules are displayed clearly in the each classroom.

The rules for the playground are similar to the above rules and are as follows:-

1. Be polite and treat everyone with respect.
2. Follow instructions promptly
3. Keep hands, feet and unkind words to yourself.
4. Treat equipment with respect.
5. Play safely
6. Ask before you use personal belongings of others.
7. Children to play in areas where they can be seen by lunchtime supervisors i.e. playground areas, and in dry weather the field.

These rules have been clearly communicated to everyone in the school, and to the parents.

Routines:

It is important that everyone is aware of the routines of the school. There needs to be clear expectations of behaviour and procedures around the school for different activities and at different times of the day. The routines for many aspects of school life are set out in the prospectus. These include:

- The beginning of the school day
- Morning break playground



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- Lunchtime
- Assembly
- The end of the school day
- Visits
- Adults in the school
- Tidying up Rewards & Praise

In school we consider that all children should expect a positive learning environment in which effort and achievement are recognised. Staff should care for pupil's progress; help pupils to feel significant; help to nurture feelings of involvement. Within the school a range of rewards are used:-

- Verbal praise
- Positive comments (written and spoken)
- Stickers/stars and clasdojos (an internet reward system)
- Showing of work/ or reporting of good behaviour to the Headteacher, other teachers
- Showing work to others and displaying of work around school.
- Recognition in assembly
- Messages to parents – connected to clasdojos
- Termly progress reports to parents
- Celebration tree leaf and headteacher's certificate awarded in a weekly Celebration Assembly. Inclusion in monthly newsletter.
- Hall of Fame photo in the entrance
- School report.

All teachers need to ensure that rewards are given appropriately and consistently to all children not just those who show a sudden improvement in behaviour or work but also to those who consistently perform well and those who are doing the best they can and being the best they can be. We believe that children's opportunities to be successful in their learning will be increased if they have a positive mindset in school and display key learning behaviours which we display in the school hall and reward through clasdojos. These key learning behaviours are: responsibility, resilience, resourcefulness, reflectiveness and the ability to use good reasoning. Achievements in these areas are recognised and celebrated by the school.

At the end of each school year all children who have achieved 100% attendance will be awarded a certificate. These certificates will be awarded in celebration assembly.

Sanctions Should:

- Take into account the child's age and understanding
- Be applied fairly and consistently
- Not undermine the child's sense of responsibility or self-respect
- Be related to the behaviour
- Be reasonable

Link sanctions to repairing and rebuilding (support for behaviour change) Teachers will have their own strategies for addressing problems within the classroom. In applying these strategies staff should take note of the guidelines relating to self-esteem and should not offer too much criticism, too many don'ts and too little praise and encouragement. Staff should intervene (quietly if possible) at the earliest possible moment if children show signs of inappropriate



GOLDSTONE FEDERATION

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behaviour. Children should not be confronted in public if the issue can be better dealt with in private (do not deal with the child alone). If their own strategies do not appear to be successful then staff may consider using a graded system in the classroom. For example if a teacher notices a child misbehaving/a rule being broken then the child's initials maybe put on the board. If the child continues to behave badly they will then have a 5 placed next to their name to signify a 5 minute punishment. Further offences will lead to this being changed to a 10 minute penalty. The punishment will be done at break/lunch times. Some teachers use a traffic light system for this or a superheroes / villain board or a graded sanction related to the term's topic. If children are persistently being sanctioned then a staged programme of sanctions will be put in place.

Exclusions will be used as a last resort, but there are some types of behaviour which will necessitate this last resort being used for a first incident. This will apply for these incidents outlined in the Schools' Exclusion Policy (which covers behaviour across the Federation).

N.B. Staff should always aim to prevent a conflict situation from arising between them and the child. The children should be told in a calm, but authoritative manner that they have done wrong and that they will be punished for breaking a rule. This may need to be done in a situation away from all other children, thus avoiding gratification for children who are seeking attention. It should always be remembered that we want to "catch children being good" so there should be an emphasis on praising the good behaviour, but bad behaviour must not be ignored. If teachers choose to withdraw privileges for any reason, e.g. work not being completed, then care must be taken that children are not withdrawn from activities such as P.E. which is part of the National Curriculum.

Some Effective Teaching Strategies:

A well-run classroom, with a low potential for inappropriate behaviour can have beneficial effects in both learning and adjustment of so-called "difficult" pupils. It is through teacher's behaviour that control is established, usually through non-verbal communication. The following points help to maintain effective classroom control:-

- appropriate eye and physical contact with pupils
- relaxed body movements
- relaxed, controlled verbal behaviour
- ability to achieve silence quickly with a class group
- moving physically around the pupils as they work in the classroom
- commenting positively on good behaviour
- keeping all reprimands brief
- giving clear directions
- resisting pupil-instigated interruptions

Further points to consider are:-

- Activities and sessions begin on time.
- Objectives of the activity need to be clear to all pupils.
- Different pupils' abilities should be recognised and supported/encouraged.
- Attention needs to be evenly spread around the room.
- Praise effort continually by giving comments on children's performance.
- Ask facilitating, open questions.



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- Allow pupils to ask for help.
- Minimise interruptions.
- Ensure all materials are available before an activity begins.
- Intervene (quietly if possible) at the earliest possible moment if children show signs of inappropriate behaviour.
- Do not confront children in public if the issue can be better dealt with in private.

Expectation and Responsibilities

Staff and governors at Hinstock and Cheswardine Primary School recognise:-

- parent/guardians have prime responsibilities in law for their children's education.
- the school will co-operate with parents/guardians to ensure that this responsibility is fulfilled.
- active support from home is required in order to assist children to gain the maximum benefit from their schooling.

To support this the school will undertake:-

- to provide a broad and balanced curriculum which meets the requirements of the national Curriculum and is appropriate to the potential and needs of the children.
- to consistently try to make learning fun and engaging.
- to keep parents informed of their children's progress through written reports, discussion and the provision of general information about the school curriculum and its organisation, and to contact parents at the earliest opportunity when concerns about a child arise.
- to encourage parents to come into school to discuss issues, to act as voluntary helpers or as interested visitors (suitable times will need to be arranged so that adequate time can be spent with parents). This could be restricted due to COVID in 2020/21
- to provide a safe and happy environment in a clean and pleasant school.
- to listen to what parents and children have to say.

In return we expect children will:-

- give their best efforts at all times
- keep school rules
- be co-operative members of the school community
- wear school uniform
- not bully others

and that parents will:-

- ensure that children attend school regularly and are only kept at home for valid reasons for which the school is notified
- take responsibility to ensure learning is continued at home if required at any time due to national lockdown restrictions Follow Federation Contingency Plans
- support the children in their work across the whole curriculum, e.g. reading with them, supervising homework and ensuring online access to tasks
- make sure that children have the required resources e.g. P.E. kit
- inform the school of any developments or changes in home circumstances which might affect the education of the children



GOLDSTONE FEDERATION

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- attend meetings arranged to discuss the progress of children or other matters, and to respond to correspondence promptly.

Must be read alongside COVID Behaviour Addendum published for both schools on the website during COVID restrictions

Reviewed by Headteacher 27.10.20

Shared with Governors:

Shared with staff: