



GOLDSTONE FEDERATION

Together we SHINE



GOLDSTONE FEDERATION BEHAVIOUR POLICY and GUIDELINES

The Behaviour Policy across Goldstone Federation is intended to support the aims of each school and underpin the core value of respect expected from everyone in both school communities. 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

Across the Federation we have three golden rules:

Be Respectful

Be Ready

Be safe

These rules have been clearly communicated to everyone in each school community and everyone is expected to follow them. They underpin all behaviour in school.

Core Principles

The core principles of behaviour across our federation are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of praise and rewards will increase children's self-esteem and thus help them to achieve more. Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children, and impact upon learning, while helping children acquire self-discipline.
- Consistency – in order for Behaviour Policy to be successful, everyone in the school community must be 'on board' and acting consistently.

The policy is the result of consultation with pupils, parents, governors and staff. It reflects current practice within both schools. Its fair and consistent implementation is the responsibility of all staff.

Aims

We are a caring community, whose values are built on mutual trust and respect. This behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.



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We aim:

- To ensure that every member of the school community will feel valued and respected, and all persons will be treated fairly.
- To develop an ethos of mutual respect and understanding through a set of whole school rules that apply to everyone
- To have a clearly structured policy that is applied throughout the school in a consistent manner
- To deal with inappropriate behaviour quickly and efficiently
- To keep parents well informed about the behaviour of pupils
- To foster an atmosphere of mutual support with the implementation of the behaviour policy

Expectations (all stakeholders)

At Hinstock and Cheswardine Primary Schools we:

- as adults, treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- strive to make positive relationships with each other
- support the way in which all members of our school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- reward good behaviour.
- provide encouragement and stimulation to all pupils.
- treat all children fairly and apply this policy in a consistent way.
- ensure that children are aware of school policy and systems and that each class has its own class charter.
- teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Children should always expect

- calm, consistent, fair adult behaviour,
- first attention for good conduct,
- supported reflection time to address the behaviour and change it.



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Rewards

We will reward positive behaviour through:

Praise

- Every day is a fresh start for all children, be ready to reward as soon as you can.
- Actively looking for positive behaviour - being effusive in praising those pupils who are behaving well, rather than focusing on the negative.
- Stickers and praise stamps etc may be given to reinforce positive behaviour throughout the school day – break and lunchtimes as well as class times.
- Children may be sent to other members of staff for praise.
- Head Teacher's Praise – given to reward effort, achievement and attainment. Praise will be given and a Head Teacher sticker awarded

Recognition Boards

All classes have a 'Recognition Board' in place. Children going on the board will have gone 'above and beyond' and will be deserving of specific recognition. This may be in their work, behaviour or in one specific learning characteristic that the class is focussing on. Trying to get everyone on the board at some point is important. Additional phone call home for 'over and above' behaviour will support this.

Class Dojo

Our web-based reward system is used to record achievement and provide a visual and interactive resource in class. Class Dojo is linked to parents' email accounts so that positive messages can be communicated. Dojos are used to recognise compliant and procedural behaviours and are regularly used on a whole class basis.

Certificates of achievement

A weekly Headteacher award given by the class teacher, with the contribution of the class, and presented during our weekly celebration assembly. The children's photos are displayed on our Hall of Fame and certificates are sent home as well as photos of them receiving their certificates being sent through classdojo story to parents. Class teachers may give out additional class awards.

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 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). Do not let dealing with poor behaviour interrupt the learning. Address it but move on and come back to it after the learning, using break/lunch times. If children are persistently being sanctioned then a staged programme of sanctions and restorative conversations will be put in place to address the behaviour and support the child.



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Behaviour logs are kept across each school in classes and for lunchtime behaviours. These are regularly monitored and patterns of behaviour analysed to address any issues promptly and build a picture of any specific children's behavioural difficulties in order to put in place appropriate support before escalation.

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).

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.

Reviewed by Executive Headteacher 30.3.23

Shared with Governors:

 - JF DEARIN 18/04/23

Shared with staff:

19/4/23 .