

St John and St James CE Primary School

Going For Gold

Positive Behaviour Policy – Year 1 to 6

Aims:

Our behaviour policy intends to develop positive behaviours so that everyone sees themselves as part of a happy learning community.

We have very high expectations concerning behaviour and hope to develop children's understanding of the impact of choices they make, whether positive or negative.

Satisfactory behaviour and achievement is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised.

School Expectations:

St John and St James Church of England Primary School uses the system of 'Golden Expectations'.

The expectations are designed to focus on positive action (be respectful) rather than what children should not do (do not run). The expectations are agreed actions so that there is consistency and fairness in all areas of school life.

However, as an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children.

The 'Golden Expectations' are displayed in all classrooms and communal areas.

Everyone is responsible for behaviour of **all** children and adults should reinforce the rules whenever appropriate.

The assembly programme supports the school's golden expectations and they are discussed in PSHCE, Citizenship and SEAL learning.

Golden Expectations:

1. Be kind, helpful and gentle
2. Listen respectfully
3. Learn brilliantly
4. Be honest and responsible
5. Stay safe and care for people and property

Our community's responsibilities:

- We are all responsible for 'facilitating the learning of all children':
 - To provide a safe and happy environment for learning.
 - To provide a challenging and engaging curriculum.
 - To ensure we value and celebrate children's learning and behaviour.
 - To understand the needs of all children and to respond appropriately.
- We will treat all children fairly and consistently.
- We will communicate with each other (LSA, teacher, SLT, parent) to help support children's learning and behavioural needs.
- We will actively teach children to make positive choices.
- We will give all children the chance of a new start throughout the day and everyday.
- We will celebrate success.
- We will maintain, support and promote the high expectations we have of children's behaviour and learning.
- We will make time to listen to children.
- We will use language that supports positive behaviour (choices) rather than judgemental language (naughty child).

The 'Going for Gold' System:

The system is designed so:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Children who regularly meet the school's 'Golden Expectations' are recognised and celebrated.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.
- Develop effective behaviour management skills.

How it works:

- In the class there is a prominent 'Going for Gold' display.
- On this display, all children have a pocket with their name on it.
- Each day, children start with a green card in their pocket.
- If children make positive impact individual choices they are celebrated by placing a bronze, then silver, then gold card.
- If children make negative impact individual choices they are warned by placing a blue, then amber, then red card.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards green (and then towards gold).
- Classes are linked to form 'Buddies'. Children are sent to 'Buddy Class' for positive and negative behaviour (see Buddy groups).

Actions:

Behaviour Card	Action	Who involved?
Gold	Golden sticker. Sent to member of SLT on duty. Phone call home.	Class teacher. SLT. Phone call home.
Silver	Silver sticker. Sent to 'Buddy Class' for praise. Silver note home.	Class teacher. Buddy class teacher.
Bronze	Bronze sticker. In class praise.	Class teacher
Green	Children have 15 minutes Green Time each week if they have finished the day on green or above 4 times in a week.	Class teacher provides <u>planned</u> 'Green Time' session for 15 minutes.
Warning	Child is reminded of Golden Expectations. Appropriate time given for child to address behaviour.	Adult in class.
Blue	Child must move away from main class group (e.g. during whole class carpet session, child must move away some distance from the carpet). Time away depends on age of child (1 minute per age)	Adult in class.
Warning	As above	
Yellow	Child is sent with their learning or reflection sheet and yellow slip to 'Buddy Class' for 10 minutes reflection time. After this time, child returns to class. Teacher welcomes back positively and reminds child of 'Golden Expectations'. Child is given opportunity to join class and address behaviour. Class teacher writes letter home using standard letter. Incident recorded in 'Incident File'	Adult in class writes and sends letter. Yellow slip recorded in file by buddy class teacher. Buddy class teacher. Parent/Carer must respond to 'Yellow Letter' by filling in slip.
Warning	As above	
Red	Class teacher will send child to SLT/Office with 'SLT needed' card for child to be collected. Office will contact SLT on duty (see duty rota). Parental/Carer involvement (letter, phone call, meeting)	Adult in class. SLT. Parent/Carer Pupil Data officer records letter and response on SIMS.

Buddy Groups:

Buddy classes allow children opportunities to celebrate their learning and positive behaviour as well as have time to reflect in a different context.

Groups are fixed.

Refusing to move:

If a child refuses to attend another class or move away from the main learning group, tactfully ignore, giving space and time to make appropriate choice, then if still refusing, give warning and move to next level.

For example:

"You are not following our class expectations Prue, and keep calling out which disrupts our learning. Please move away from the carpet area and think about the choices you are making"

"No...you can't make me move!"

"I will give you 10 seconds to move and make a positive choice"

(Prue does not move)

"Make the right choice, Prue. This is your second warning"

(Either Prue moves in which case you thank and then ignore. Or Prue refuses so she is moved to Yellow.)

Always keep children and adults safe. If children are unsafe, positively handle the child ensuring the safety of all. Always send for a member of SLT.

Green time:

Green time gives the opportunity for all children to celebrate their positive choices.

15 minutes is given each week.

Green time must be planned with enjoyable activities (e.g. extra playtime, class games and not tidying class or drawing on scrap paper). Green time activities should be varied, stimulating and wherever possible linked with children's interests and talents.

Children with specific behavioural needs (SEN, BESN):

We recognise that some children have specific needs with regards to their behaviour. For those identified with SEN BESN, the system may be altered and adapted to meet their needs. They stand outside the policy according to their IEP/IBP which will indicate the actions planned to address and support their needs.

Sending for SLT:

When children have reached RED, the member of SLT on duty is sent for (see duty rota & white board in staff room).

Always ensure the safety of children and staff.

Send a child with a 'SLT Needed' Card to the main office. The office will call SLT on duty.

SLT will attend.

Exclusions:

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will make exclusions to maintain the health and safety of all our community.

St John & St James has adopted the standard guidance outlined in the Statutory Guidance on School Exclusions (September 2012). We refer to this guidance in any decision to exclude a child from school.

Internal

Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or extreme and serious single incident. Internal exclusions will be decided and coordinated by a member of SLT.

External

External exclusions will follow guidance from The Learning Trust Exclusion policy. Only the Headteacher and Deputy Headteacher can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been made.

Reasons for a permanent exclusion:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, the parents will be informed immediately, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher will write to parents informing them that their child has been excluded.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of at least three members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Outside Class & Playground Positive behaviour management:

The principles of the 'Going for Gold' system will continue outside class and playground contexts.

Outside Class:

- Instructors and tutors will support positive behaviour.
- Adults will have high expectations of learning and behaviour.
- Children will be praised for showing positive behaviour (in line with Golden Expectations).
- **Bronze, Silver and Gold stickers given.**
- Warnings and 'consequences' for negative behaviour given.
- If children continue to choose to ignore Golden Expectations, adult can send for SLT (as when children reach RED)
- Member of SLT will decide how to proceed.

Playground:

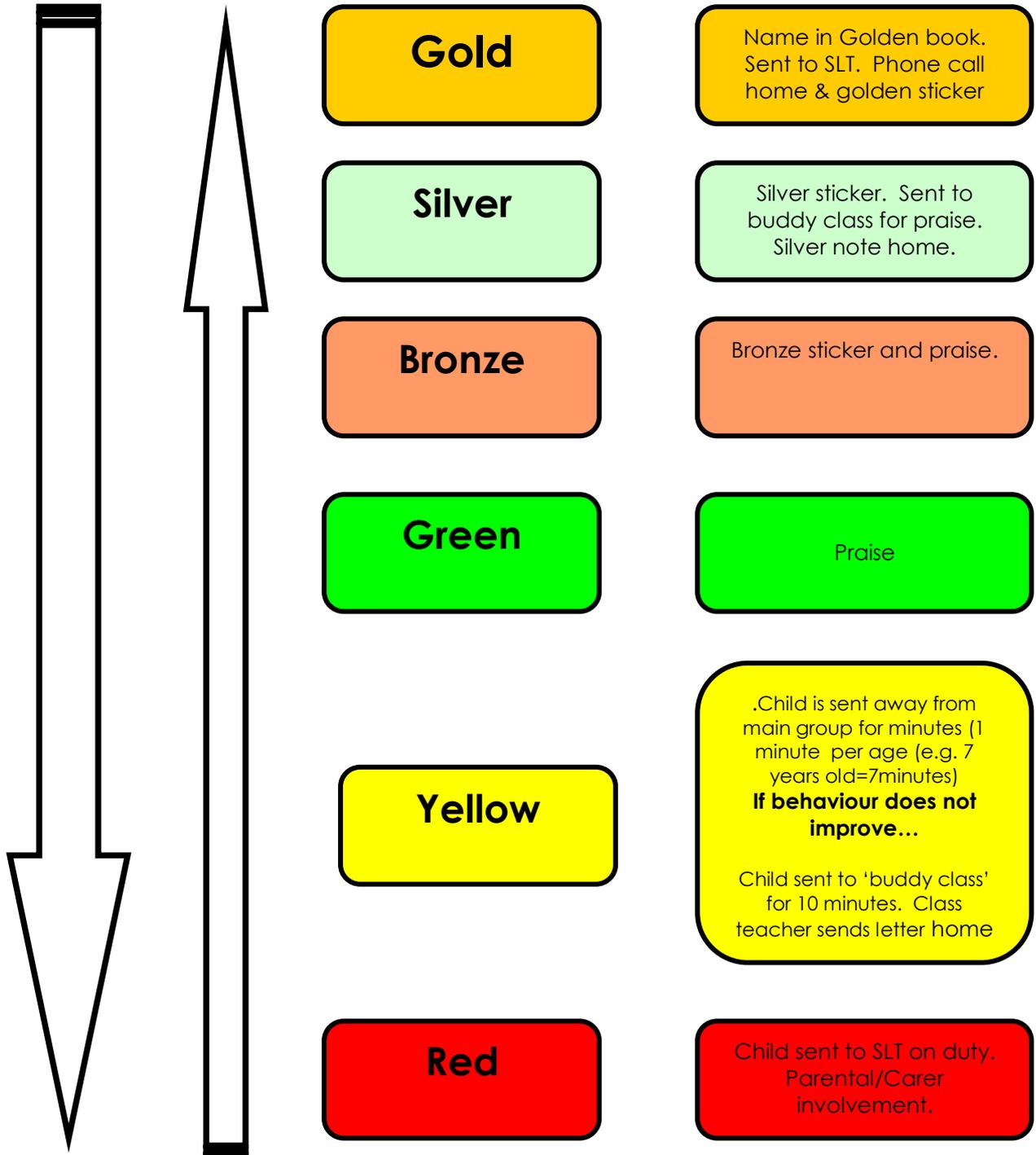
Lunchtime

- A member of SLT will be on duty and outside (see SLT rota). They have ultimate responsibility for lunchtime.
- All adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside and not come into school.
- Serious incidences will be referred to SLT on duty.

Playtime

- At morning playtime, all adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside and not come into school.
- There will be a Senior teacher on duty every playtime (see rota and whiteboard in staff room)
- In discussion with Senior teacher on duty, staff will inform member of SLT on duty of serious incidences.
- If behaviour poses serious health and safety risk a child is sent to SLT with 'SLT Needed' card.
- All significant incidences must be reported to class teacher who will record in incident file.

Stay on Green' – Visual Guide



Between each stage, children are given time for reflection and opportunity to change behaviour.

Warnings or reminders must be given before consequence.

Children must be given opportunity to move from consequence stage back to green and towards gold.

Children must start each session (morning and afternoon) on Green.