



“Show me your way, Lord teach me your paths.” Psalms (25.4)

ALMONDSBURY CE PRIMARY SCHOOL

BEHAVIOUR POLICY
Golden Rules
Ready Respectful Safe

Purpose

- To provide a consistent approach to behaviour management
- To outline the standards of behaviour expected
- To establish a framework for achieving positive behaviour
- To explain how these will be promoted
- To outline our system of rewards and sanctions
- To create a community that is free from disruption and based on self-discipline, positive self-esteem and autonomy

Values and Aims:

The aim of the school is to promote the development of individual skills and talents so that every child may achieve his or her potential within an ethos of respect and equal opportunity. This is to be achieved through the broad and balanced, relevant and differentiated curriculum, promoting the desire to learn through a stimulating, accepting and supportive school environment and building on the partnership between child, teacher, parents and community. The development of child autonomy, self-discipline and self-esteem is fundamental to the process of learning.

Definition of Golden Rules

Ready – we are always ready to learn, listen and help.

Respectful – we are respectful of all people and property within the school community.

Safe – we act and move in a way that keeps ourselves and others safe at all times.

Guidelines

Positive behaviour is reinforced through the following:

- A learning environment which is stimulating, supportive and actively involves children in their own learning.
- Teaching and learning styles which are appropriate and varied according to the needs of individual children.
- A curriculum matched to the needs of all children, expecting high standards of them in order to build self-esteem.
- The school has adopted the Golden Rules: Ready, Respectful, Safe.
- An emphasis on praise using the Golden Rules and acknowledgement of effort and positive behaviour.
- Rules are few in number, positively phrased and clearly define the limits of acceptable behaviour.
- A fair and structured system of sanctions which are applied consistently with reference to the needs of individual children.

- Active involvement of parents in developing strategies to encourage positive behaviour in school.
- Use of outside agencies as appropriate.
- Clear links between the Behaviour and SEN policy to ensure that children with emotional and behavioural difficulties are on the special needs register and have targets linked to their pastoral support needs.
- Links to the PSHE policy to ensure that issues such as school rules, care and concern for others, bullying and equal opportunities are discussed regularly.

Expectations

Inside the Classroom

All staff are expected to

- Greet pupils in the morning and conclude the day positively.
- Proactively use the house point system to highlight good behaviour and learning.
- Establish clear routines for learning and behaviour ensuring Ready, Respectful and Safe are referred to during any behaviour conversation.
- Use positive reinforcement.

All pupils are expected to

- Move around the classroom quietly and sensibly.
- Listen attentively.
- Stop and listen immediately when asked to do so.
- Ask for support when required.

Beyond the Classroom

All Staff are expected to

- Model positive behaviours.
- Take responsibility for ensuring the school remains tidy and safe.
- Take responsibility for behaviour around the school: positive behaviour should be rewarded and inappropriate behaviour should be consistently challenged.

All pupils are expected to

- Follow the Golden Rules.
- Walk around the school building calmly and quietly.
- Take responsibility for ensuring the school remains tidy and safe.
- Tell the truth and take responsibility for their actions.

Rewards

Inside the Classroom

- Verbal praise to acknowledge positive behaviour and learning linked to the Golden Rules.
- Recognition board: pupils named when demonstrating positive behaviour.
- House points given to individual pupils (recorded without names) in recognition of their behaviour or learning.
- Staff may also have an additional reward system unique to their class.

Beyond the Classroom

- Star of the Week Certificate awarded for outstanding effort either in learning or attitude and recognised during Friday's Celebration Assembly.
- House Points – Reward to pupils seen to be following the expectations.

Sanctions

- A non-verbal sign by a member of staff and encouragement to improve.

- A verbal reminder of the Golden Rules: Ready, Respectful, Safe, following the school script.
- A verbal warning to the child that infringement of a rule has taken place, following the school script.
- Removal of the child from area or activity for a private discussion with member of staff who uses the school script to reiterate the 3 Golden Rules – Ready, Respectful, Safe and reminds the pupil of their previous good conduct to prove they can make good choices. Incident is recorded on CPOMs.
- Removal of the child to another class to work on the activity for 5-10 minutes (or for reflection time in KS1) and a further discussion with class teacher/ a member of SLT who reiterates the 3 Golden Rules – Ready, Respectful, Safe.
- A short-burst session is used that same day, where possible, if behaviour continues to be unacceptable – during this session the class teacher / member of SLT will discuss the Golden Rules alongside time to discuss restorative justice if appropriate.
- Child is sent to co-head or executive headteacher and incident record is updated as needed.
- If the incidents persist and reoccur, parents are informed.
- Pupil is offered further sessions to identify need and reasons for behaviour and offer specific support.
- If behaviour continues or if necessary, a pastoral support plan is drawn up.
- If appropriate, pupils may be placed on the SEN register for behavioural needs.
- It may be necessary to call on the expertise of outside agencies such as Behaviour Support Team or Educational Psychologist.
- Use of the school's formal exclusion procedures are to be used as a last resort when the behaviour is deemed to be severely disruptive and interferes with the learning and safety of others.

Short Discussion Following School Scripts

- Gentle approach, personal, non-threatening, side on, eye level or lower.
 - State the behaviour that was observed and which Golden Rule it contravenes.
 - Tell the learner what the consequence of their action is.
 - Refer to previous good behaviour/learning.
 - Give the learner time to allow them to process and reflect, deciding what to do next.
- *Resist endless discussions around behaviour and spend energy returning learners to their learning.

Restorative Discussion Following School Scripts

- What happened?
- What was each party thinking at the time?
- Who feels harmed and why?
- What have each party thought since?
- What behaviours will each of us show next time?
- Reaffirm Golden Rules and what they stand for.

Partnership with Parents:

A positive and co-operative relationship is necessary between home and school in order to maintain the standards set out in this policy. It is important that parents work in partnership with school by supporting the school in its policies, ensuring their child attends regularly and is on time, insists on high standards of behaviour and courtesy as set out in the policy and taking an active interest in their child's achievement, progress and behaviour.

Review and Evaluation:

The policy should be discussed with parents, Governors and staff of the school. Children will be involved in discussing school rules, rewards and sanctions. The policy will be reviewed every two years.

This policy is to be read in conjunction with the school's Caring Policy, Exclusion Policy, Anti-bullying Policy, SEN and Inclusion Policy, Equal Opportunities Policy, SMSC Policy and Physical Contact and Aggression Policies.

Reviewed: September 2023

To be reviewed: September 2025