

GOING FOR GOLD AND GOOD TO BE GREEN BEHAVIOUR POLICY

At St Peter & St Paul Carbrooke Church of England Primary Academy we aim for our pupils to have high aspirations and succeed in life. We believe that by setting high expectations of their behaviour **all** can learn in an environment without disruption and where there are positive attitudes to learning.

The 'Carbrooke Golden Rules' discussed with the children regularly. All children and members of the school community are expected to behave according to them.

Carbrooke Golden Rules and Carbrooke CARES

1. We are kind, polite, helpful, and aware of others' feelings.
2. We listen carefully to others without interrupting them.
3. We look after our own and other people's belongings.
4. We try our best, work hard, and learn from our mistakes.
5. We treat other people the way we would like to be treated.
6. We always tell the truth.

St Peter & St Paul Carbrooke Church of England Primary Academy we have adopted the value of 'Going for Gold' that is based on the Academy vision of 'Carbrooke CARES with Friendship, Thankfulness and Perseverance'. CARES stands for Creative, Achieve, Respect, Enthusiasm and Spiritual. When children are demonstrating these values they are 'Going for Gold'. As they demonstrate this we say they are showing 'gold' behaviour or 'Good to be Green' leading to gold.

Gold Behaviours

- Staff work to promote 'gold behaviours' at every opportunity.
- Collective Worship to also provide a focal point for talking about and reinforcing aspects of school ethos.
- Senior staff regularly reinforce with children what is meant by 'gold behaviours' and what this will look like.
- Class teachers discuss 'gold behaviours' with their pupils and ensure that the school rules and Going for Gold behaviour charts are displayed and used consistently. Class teachers should regularly review the positive examples of behaviour with the children to ensure that everyone is clear about our expectations.

Overview

The principle behind this system is:

- That all pupils are motivated to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive learning behaviour and effective behaviour management skills
- Pupils who follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Teaching of specific behaviours and routines

Praise is the most powerful form of influencing children's behaviour

Good To Be Green

In each classroom there is a chart displaying the child's name and behind each name the child has 3 cards which are used alongside positive reinforcement of the school code of conduct.

1) Green Card



The child will always start on green each day and will have a green card displayed by their name. If they have been moved and given a Yellow or Red card the teacher look for opportunities to remove these (going to green). If they haven't managed to reach green by lunchtime they will be moved back at lunchtime to initiate a fresh start in the afternoon.

2) Verbal Warning

Occasionally children will need a reminder of the behaviour expectations in school. This provides the opportunity for a pupil to start making the right choices so they can continue 'good to be green'.

3) Yellow Card



If a child needs further reminders of our expectations their card will be changed to yellow. The teacher will look to move the pupil towards green as soon as possible.

4) Red Card



1 red card= miss 5 minutes golden time

The teacher will look to move the pupil towards yellow and then green as soon as possible, and when improved choices are demonstrated. If a child receives multiple red cards, the pupil's behaviour will be discussed with the parents. This may lead to an individual behaviour plan, or a referral to an outside agency such as behaviour support.



Rewards

- Team Points

Each child is a member of a Team (Rowling, Pullman, Morpurgo, Dahl) and is encouraged to earn house points by following school rules and moving up through the colours system each day. These points are added up each week and the winning house receives a collective award, normally on a Friday lunchtime. This is written in the celebration book and on the homepage of the academy website.

- Visit to Senior Management

Children can visit any member of the senior leadership team to share their achievement, for praise, a sticker / stamp and a fist bump.

Each classroom will establish its own 'informal' reward system to enable more frequent 'wins' for individuals who find it tricky to work towards a full day of 'green' or 'gold' behaviour. These will respond to the needs of individual, groups and/or the whole class and may be linked to class rules. Pupils will be consulted in shaping what this will look like. Children consistently on green will be recognised through well done's or sticker books/charts.

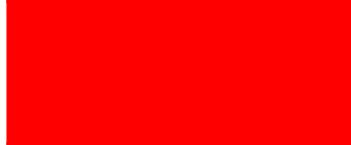
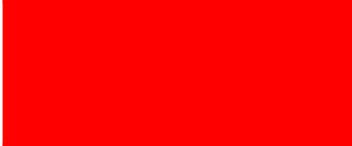
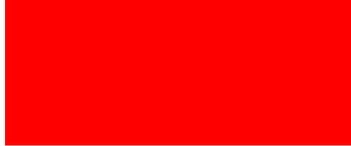
Exceptional behaviour, effort or work will be rewarded with a gold mark. If they achieve this 4 or 5 days out of 5, the children will receive a Gold Certificates and will also be able to choose a reward/prize from boxes in the Headteacher's office.

What happens if....

Classroom Learning

Action	1 st time	2 nd time	3 rd time
Talk when an adult is Talking	Verbal Warning		
Refuse to follow an instruction	Verbal Warning		
Refuse to complete Work	Verbal Warning		
Distracting Others learning	Verbal Warning		

Around the school

Running around in the corridor	Verbal Warning		
Messing around in the toilets	Verbal Warning		
Misbehaving in lines/ Running	Verbal Warning		
Spoiling displays / ripping work	Verbal Warning		

Attitudes

Swearing	Verbal Warning		
Being rude	Verbal Warning		
Hurting pupils / staff	Verbal Warning		
Spitting / Biting / Punching / Kicking	Verbal Warning		

Further Consequences

Repeated 'red' cards will require further out-of-class consequences (up to 30 minutes, depending on year group). A child will spend this time in the year group above their own, with Year 6 going into Reception Class. The class teacher will inform the child's parent about this consequence.

Whilst the school aims for a consistent approach in delivering consequences the intention, context and severity of the incident will be taken into account when delivering further consequences.

When pupils return from an out-of-class consequence they will retain only a Yellow card, as their consequence has been undertaken. The teacher will look to move the pupil towards green as soon as possible.

If disruption continues this would require a move to an internal exclusion. The child would visit the Headteacher or Deputy headteacher, explain their actions, then sit with their work outside the headteacher's office for the remainder of the session / one hour (whichever is the most appropriate). This will include break/lunchtimes. Should this situation occur the Head or Deputy headteacher would contact the parent by phone or text.

Other Expectations

Good attendance

Attendance is marked and monitored daily by class teachers and the family liaison officer in school. Each child is entered into the 'Golden Box' draw for two weeks 100% attendance (with the winner receiving a prize which could include a £5 gift card). Each half term, 100% attendance 'Golden Box' is drawn, with a higher value prize. There is a weekly attendance trophy that is presented to the class with the highest attendance, and a certificate for a class that reaches 100% for the week. Attendance is displayed in the entrance way, regularly on the blackboard in the front playground and is also recorded on the newsletter. Staff also are rewarded for 100% attendance.

We believe that by us setting high expectations the pupils and parents will then set themselves high aspirations. We encourage that they become independent learners and want the best for their futures.

As parents you will expect to have a discussion with your child's class teacher at the termly learning conferences, about their behaviour. However, this may be on a more frequent, yet formal, basis as or when required.

Recording an Incident

A contemporaneous record (i.e. written as soon as possible and no longer than 2 hours after the incident's occurrence) should be made by the staff member involved in the incident on a BLUE FORM and a copy given to the Headteacher Deputy Head. The contents of this should be shared with the parent.

Similarly, contemporaneous notes will also be made by all other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be signed, dated and timed.

The record will contain the following information:

1. the name(s) and the job title(s) of the member(s) of staff who used reasonable force;
2. the name(s) of the child(ren) involved;
3. when and where the incident took place;
4. names of staff and child(ren) who witnessed the incident
5. the reason that force was necessary;
6. behaviour of the child(ren) which led up to the incident;
7. any attempts to resolve the situation;
8. the degree of force used;
9. how it was applied;
10. how long it was used for;
11. the child's/children's response and the eventual outcome;
12. details of any injuries suffered by either staff or child(ren);
13. details of any damage to property;
14. details of any medical treatment required (an accident form will be completed where medical treatment is needed);
15. details of follow-up including contact with the parents/carers of the child(ren) involved;
16. details of follow up involvement of other agencies, police, social services.

Child witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained.

Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour. At these times additional visits to the senior leadership team may be needed to support vulnerable pupils.

The behaviour tracking from Pupil Asset will be reviewed along with the overview of pupil progress. This will enable targeted support for vulnerable pupils.

Children that are identified, because they regularly display negative behaviours, will be referred to the SENCO or deputy headteacher to identify problems and support them with a programme of strategies to manage their behaviour. Positive behaviours will be carefully planned for and woven into the daily experiences of the child in and out of the classroom.

This information will contribute towards:

- Individual Education and /or Behaviour Plans
- Pastoral Support Programmes
- Support from the Short Stay School for Norfolk (SSSfN)
- Consideration for Nurture/SRB/Alternate provision

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The academy has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Statutory Guidance on School Exclusions (September 2017). We refer to this guidance in any decision to exclude a child from school.

If a pupil is excluded from the school this will be undertaken within the Norfolk Exclusion Guidelines. On return to the school a plan will be developed to support the pupil's reintegration into the classroom.

Only the Headteacher has the power to exclude a child from school. They 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, either the deputy headteacher or the office administrator informs the parents 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 deputy head may write to parents informing them that their child has been excluded but this will always have been done in agreement with the Headteacher.

The Headteacher informs the LA, DNEAT 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 between three and five 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 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.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the Academy reserve the right to discipline beyond the school gate. We understand that sometimes things 'go wrong' and a discussion around this would be had with the child and their family. We would expect a parent to work with us around difficulties in behaviour outside of school.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any Academy organised or Academy related activity, including educational visits
- Travelling to or from Academy
- Wearing Academy uniform
- In some way identifiable as a pupil within our Academy
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the Academy

In the incidences above, The Headteacher will contact the parents of the child, talk to all the groups concerned and try to come to a solution. If this isn't possible or a resolution isn't forthcoming, we may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Prohibited/banned items

It is the policy of our Academy that no child should bring any drug, legal or illegal, to school.

If a child is found to have deliberately brought in a banned item/substance, this would be immediately referred to the appropriate authorities and external agencies.

Support to improve behaviour (in house and external)

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans / Personal Support Plans (IBP / PSP)
- Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Alternative curriculum provision

- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, SSSfN, CAMHs, SRB etc.

This policy should be read in conjunction with:

Positive Handling Policy

Anti-Bullying Policy

Safeguarding Policy

SEND Policy

Teaching and Learning Policy

APPENDIX 1.

Levels of Behaviour Management		
LEVEL 1	TEACHER ACTION	EXTRA SUPPORT
Respects rights of self and others, co-operative and self-controlled.	Positively reinforce behaviour with appropriate comments. Specific feedback and rewards.	Involve others in celebration of Achievement <ul style="list-style-type: none"> • Golden Assembly • Head's stickers • Certificates • Golden Time
LEVEL 2	TEACHERS ACTION	EXTRA SUPPORT
Basically respect rights of others but has difficulties which affect self esteem. Minor disruptions: Eg. Rudeness, annoying others, loud. Some inappropriate physical contact	Supportive teachers try to solve problem with pupil. Consult other staff. Praise, reinforce success Behavioural contact with pupil/possibly home. Time out of playtime Use of Circle Time and Class Councils. PATHs Restorative approach	Support from Headteacher and colleagues in finding solution.
LEVEL 3	TEACHERS ACTION	EXTRA SUPPORT
As level 2 behaviour. Poor attitude to learning and work. Unresponsive and can be aggressive in class	Consult with Headteacher Colleagues and parents. Action may include loss of playtime, free time. Behaviour contract. Record major incidents Restorative approach	Involve whole school approach and parents . May refer to Behaviour Support Team IEP/SENCO

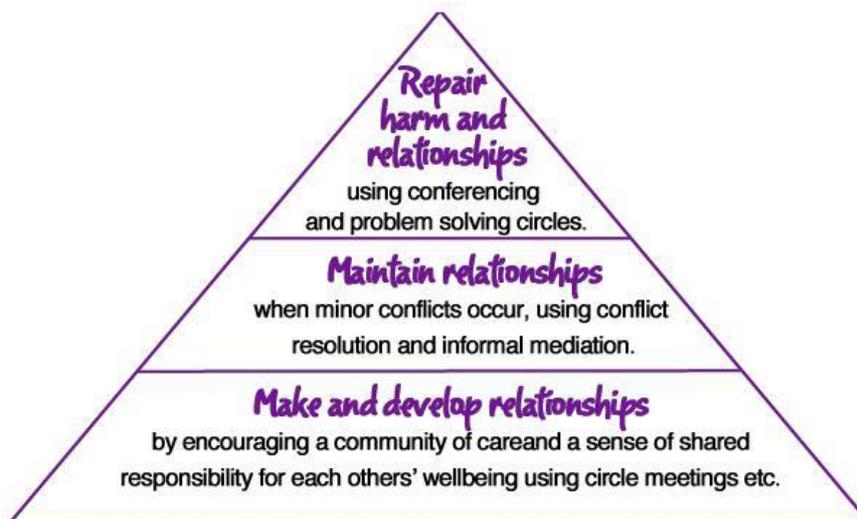
LEVEL 4	TEACHERS ACTION	EXTRA SUPPORT
<p>Continually breaches rights of others.</p> <p>Regular, persistent serious infringement of school behaviour Policy. E.g. serious verbal or physical assault, intimidation, disruption, defiance, damage to property</p> <p>Continued deterioration in behaviour, ignoring attempts to help and support</p>	<p>Parents contacted</p> <p>Documentation recorded and filed</p> <p>No privileges</p> <p>Time out</p> <p>Daily Behaviour Report</p> <p>Possible fixed term exclusion</p> <p>Restorative approach</p>	<p>Involve - Behaviour Support Team</p> <p>Chair of Governors</p> <p>Consider Application for a place in the SRB for Behaviour.</p>

Level 5	TEACHERS ACTION	EXTRA SUPPORT
<p>Seriously violating rights of others and shows no sign of wanting to change.</p> <p>Poor effect on peers</p> <p>Dangerous</p> <p>Uncontrollable and uncooperative</p>	<p>Refer directly to Head Teacher</p> <p>Restorative approach</p> <p>Fixed Term Exclusion</p> <p>Possible permanent Exclusion</p>	<p>Involvement of Governors,</p> <p>School Psychological Service</p>

APPENDIX 2.

Restorative approaches are based on four key features:

- **RESPECT:** for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY:** taking responsibility for your own actions
- **REPAIR:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.



Punitive versus Restorative Responses

Punitive Responses

focus on punishment

1. What rule has been broken?
2. Who is to blame?
3. What is the punishment going to be?

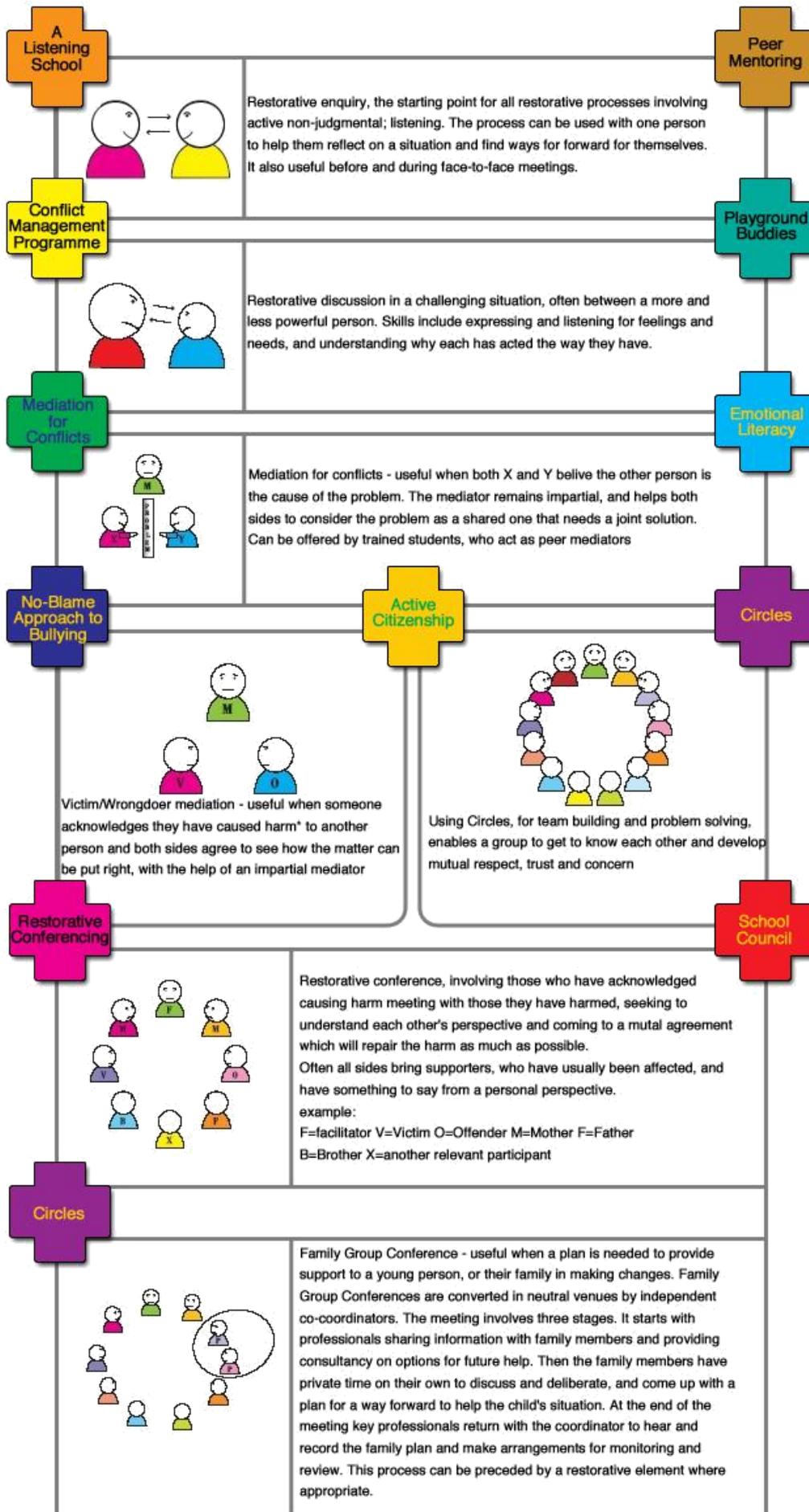
Restorative Responses

focus on accountability, healing & needs

1. What happened?
2. Who has been affected? How?
3. What needs to be done to put things right?
4. What do we need to do to move forward?

Each member of staff has a copy of the standard response on the reverse of their badge. There are also copies displayed around school for support.

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and....



Anti - Bullying Policy

We believe that every child has the right to a safe and secure environment in which to learn and achieve success. We recognise that bullying may take place and therefore this policy outlines our strategies to deal with it.

Aim

To create and maintain a happy and safe learning environment for the whole school community, where bullying is not tolerated.

What is bullying?

Definition

Bullying is the intentional abuse of power by an individual or group with the intent of causing distress to another individual or group.

- It is deliberately hurtful behaviour.
- It may be repeated often over time.
 - It is difficult for those being bullied to stop the process.

Whatever the type of bullying, victims feel hurt, threatened or frightened.

Bullying can take many forms including:

Physical

e.g. hitting, kicking, pushing, pinching and any other forms of violence, threats or damage to property or theft.

Verbal

e.g. name- calling, sarcasm, spreading rumours, persistent teasing.

Emotional

e.g. excluding, humiliation, ridicule, tormenting, ignoring.

Picking on points of difference

e.g. racism, sexism, physical features, family circumstances.

Bullying is not the same as quarrelling - All children will fall out with each other from time to time.

Not all aggression is bullying, nor all name-calling. It becomes bullying when it is exercised through the use of power rather than an exchange between equals.

These types of incidents will be dealt with through the procedures in our Behaviour Policy

Strategies for the prevention of bullying

- What can pupils do?

When you are being bullied

1. Stay calm and keep safe.
2. Try not to show the bully that you are upset.
3. Tell the bully to stop.
4. Let an adult know as soon as possible otherwise they will not know there is a problem.

- What can parents do?

If your child is being bullied

1. Stay calm - avoid over-reacting.
2. Take it seriously and make the time to find out the facts
3. Talk calmly with your son/daughter. Let him/her know they are valued and important. Emphasise that you are going to support them
4. Reinforce that it is right to let people know
5. Help your son/daughter practise strategies such as being confident, walking away and keeping safe
6. Check that your child is not inviting the bully by some unacceptable or unpleasant behaviour or attitude
7. Stay in touch with school; let them know if things improve as well as if problems continue

If you learn that your son / daughter is bullying:

1. Try to stay calm
2. Talk calmly with your son/daughter. Let them know they are valued and important. Explain that what he/she is doing is unacceptable and makes other people unhappy.
3. Ask if he/she has any ideas about why they bully and what they think might help him/her stop
4. Find out if there is something in particular which is troubling him or her and try to sort it out
5. Work out a way for him/her to make amends for the bullying
6. Set limits. Stop any show of aggression immediately and help him/her find other, non-aggressive ways of reacting
7. If he/she bullies when faced with certain situations, help him/her work out and practise alternative ways of behaving
8. Explain that getting away from a situation where he/she can feel themselves losing their temper, or things getting out of hand, is not a weakness. It is a sensible way of ensuring that the situation does not get worse
9. Talk with the school. Make sure the Class Teacher knows. Explain that your son/daughter is making an effort to change his/her behaviour. Ask what ideas they have to help. School staff are committed to helping
10. Talk to the staff about setting realistic goals for your son/daughter - don't expect too much too soon – and about rewarding him or her when they achieve one of these goals. Praise him/her when they do things well. Create opportunities for him/her to shine
11. Other children may deliberately provoke or bully, especially if they think the bully is trying to reform. Explain to your son/daughter that they may be taunted and provoked but they should try not to respond aggressively. He/she should walk away quickly if they think someone is trying to pick a fight.

Parents can help by controlling their own aggression and by making it clear that violence is always unacceptable.

Action Points **Initial Response**

What School Can Do

The School is committed to taking all reported instances of bullying seriously. Reported instances will be investigated sensitively

The School is committed to stopping bullying and will persistently strive to achieve this when incidents are reported

Incidences are reported in accordance with LA guidelines.

School staff are given specific guidance on dealing with incidents of bullying:

Staff should

1. Take all reported instances of bullying seriously and deal with the matter sensitively
2. Remain calm when dealing with an incident
3. Take appropriate action to defuse situations if necessary
4. Make an assessment of the situation ensuring that the personal safety of all parties is the first consideration
5. Offer reassurance to the victim(s)
6. Decide to either deal with the matter themselves or refer it on as appropriate to another member of staff in line with the school's Behaviour Policy

Investigating Incidents

Staff should

Investigate the reported incident sensitively and thoroughly bearing these principles in mind

- * reassurance to the victim is vital
- * confirm and reinforce with all parties the expectation that it is right that incidents must be reported

Dealing with the Victim

1. Interview the victim
2. Offer reassurance that bullying can be stopped and that school will persist with intervention until it does
3. Reinforce that it is right to let people know about bullying
4. Offer concrete help, advice and support in relation to the specific problem
5. Enlist their co-operation – and that of witnesses or friends – if it happens again it must be reported
6. Communicate with others as appropriate (e.g. Class Teacher, Headteacher, Parents)
7. Check on progress directly with the victim at some time in the future

Dealing with the Bully

1. Interview the bully separately
2. Remain calm
3. Listen to his/her version of events

4. Reinforce that bullying is not acceptable
5. Offer advice to the bully to try to see the victim's point of view
6. Reinforce that it is right for victims to let school and others know when they are bullied
7. Be clear that school expects the bullying to stop. Seek a commitment to this end from the bully
8. Advise the bully you will be checking to ensure the bullying stops
9. Punish the bully, explaining carefully what the punishment is and why it is being given
10. Arrange for restoration of items damaged or taken
11. Place an expectation on the bully to acknowledge his/her bullying to the victim and encourage an apology. This is part of the School's policy of Restorative Justice.
12. Communicate with other parties as appropriate (e.g. parents, Class Teacher, Headteacher)
13. Make a written record in the Bullying Log as well as an Incident report.
14. Check at sometime in the future that the bullying has stopped. Ensure the bully knows you have done this.

The Role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. Any incidences of bullying are taken very seriously and dealt with appropriately. The Governing Body monitors incidences of bullying through the Headteacher's Report to Governors. The effectiveness of the policy is reviewed regularly. Staff are required to keep accurate records of all incidences of anti-social behaviour including bullying and the Headteacher reports termly to Governors.

The Governing Body responds within 10 days to any request from a parent to investigate an incident of bullying. In all cases the Governing body informs the Head and asks him/her to carry out an investigation and report back to a representative of the Governing Body. Governors will inform parents that they should discuss the situation with the Headteacher.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school Anti-Bullying policy and to ensure that all staff are aware of school policy and how to deal with incidences of bullying.

The Headteacher reports to the Governing Body on request about the effectiveness of the Anti-bullying Policy.

The school works to create a culture of respect for all those who come into school, teachers, pupils, parents and visitors.

The environment created by and between adults is important in giving a clear message that all should be respected and that bullying is unacceptable.