

Goddard Park

Community Primary School



Head of School: Jo Harding

Everybody learns, everybody cares

Behaviour Policy

June 2026



"Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the **behaviour** you want there can be no gaps between the adults on what matters. It is this consistency that is most important."

Paul Dix

Approved by:	Full Governing Body	Date: 06/07/26
Last reviewed on:	June 26	
Next review due by:	June 27	

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Serving the Communities of Park North, Park South & Walcot East and twinned with the Desai Memorial Primary School, Nairobi

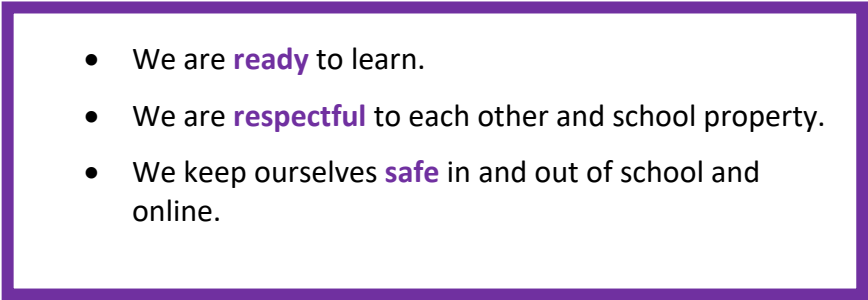
Company Number 7351053

Behaviour policy

Goddard Park Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy echoes our core values and our shared vision 'Everybody learns, Everybody cares' with a heavy emphasis on respectful behaviour, a partnership approach to managing behaviours and dynamic interventions that support staff and learners. At Goddard Park we aim to promote positive attitudes and respect through our three behaviour values: **Ready, Respectful, Safe**.

Aims

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it by outlining the expectations and consequences of behaviour.
- To build a community which values kindness, perseverance and courage and respect.
- To ensure that excellent behaviour is a minimum expectation for all.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- To define what we consider to be unacceptable behaviour, including bullying and discrimination.

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- We are **ready** to learn.
 - We are **respectful** to each other and school property.
 - We keep ourselves **safe** in and out of school and online.

Roles and responsibilities

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The head of school/deputy head

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour.

- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of modelling them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Implementing the behaviour policy consistently through establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents on CPOMs promptly

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to promote positive behaviour.

Parents and carers

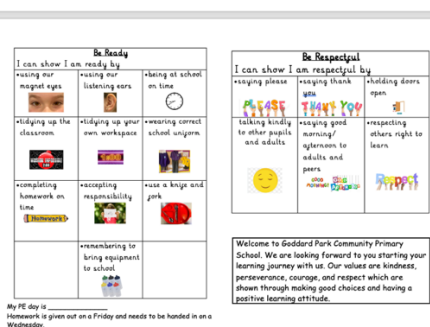
- Get to know the school's behaviour policy.
- Support their child in following the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Pupils

- Pupils will be supported to meet the three behaviour rules of being Ready, Respectful and Safe and the school values of kindness, respect, perseverance, and courage.
- Pupils will be supported to develop an understanding of the school's behaviour policy.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.
- Year 5 and 6 pupils can bring their mobile phones to school of which they will be locked in a year group/class cupboard. Children are not allowed to use phones whilst in school. The school is not legible for any damages or loses and are not responsible for them.

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. Pupils and parents to be given a Ready, Respectful and safe leaflet during the home visit.



Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

School behaviour curriculum

Staff use these values to highlight the behaviour they want to see around school. These simple values ensure rewards and consequences are applied consistently. Expectations are reinforced through assemblies and in the way that staff and pupils interact throughout the school.

Whole school skills are modelled and taught by all staff/peers:

Be Safe

I can be safe by

- sitting sensibly in the classroom
- walking through corridors
- playing games that do not become too physical
- using calm and respectful tones when we communicate
- following the safety rules when using electronic devices
- wearing my helmet when riding my bike/scooter
- knowing how to cross the road safely
- knowing how keep myself healthy
- having basic first aid skills
- following the safety rules given by the swimming instructor



<u>Be Ready</u>		
I can show I am ready by		
•using our magnet eyes 	•using our listening ears 	•being at school on time 
•tidying up the classroom 	•tidying up your own workspace 	•wearing correct school uniform 
•completing homework on time 	•accepting responsibility 	•use a knife and fork 
	•remembering to bring equipment to school 	

<u>Be Respectful</u>		
I can show I am respectful by		
•saying please 	•saying thank you 	•holding doors open 
•talking kindly to other pupils and adults 	•saying good morning/ afternoon to adults and peers 	•respecting others right to learn 

High quality behaviour for learning is underpinned by relationships, lesson planning and consistency.

Our non-negotiables are:

- When using carpet spaces and during assemblies, use the RWI silent finger count: 1 stand up, 2 walk to the table /carpet/door, 3 sit down.
- All classes to walk on the left side of the corridor and stairs.
- All classes to have 'Golden Time for all'.
- All classes to display the behaviour curriculum, consequences ladder and values poster.
- Voices chart (displayed in all classes).
- All children walk with their hands behind their backs apart from when they walk down the stairs (1 hand on the banister and 1 behind their back).

- To gain the children's attention clap a pattern which the children will repeat and put your hand in the air and the children will raise theirs. (Use of bells in EYFS)
- Meet and greet every pupil.
- Breaktimes: blow whistle once- stand still. Blow twice- line up/walk in. (EYFS, Y2, Y6 line up. Y1, Y3, Y4, Y5 walk in)
- Using a knife and fork correctly.

Voice levels

4 Outdoor voice	
3 Sharing voice	
2 Group voice	
1 Partner voice	
0 Silent voice	

At Goddard Park Primary School we show kindness and respect, and we persevere and have courage.

Are you Ready, Respectful and Safe?
REMINDER

Are you Ready, Respectful and Safe?
WARNING

Your consequence is losing 2 minutes of playtime.

Your consequence is losing 5 minutes of playtime.

Your consequences are going to another classroom and losing 5 minutes of play time.

Your consequences are a lunchtime session in ICE and losing 5 minutes of play time.

After 3 sessions in ICE you will go onto a passport

Everybody learns, Everybody cares

2/5 mins from playtime (if continuous whole playtime)

Making inappropriate verbal/non-verbal noises (whistling/happening/scrapping chair)

Rudeness - making rude comments or gestures about/towards a child/adult

Defiance - Including, ignoring/refusal to follow instructions, distracting others, negative learning attitude

ICE -10 minutes to 1 lunchtime session

Using inappropriate language

Low level fighting - pushing, no intent to hurt.

Throwing objects

Leaving classroom without permission

Lying

Persistent defiance (Whole morning, afternoon, or day - including, ignoring/refusal to follow instructions, distracting others, negative learning attitude)

ICE 2-3 lunchtime sessions (depending on age/child discuss with Hartree team)

Being aggressive/aggressive fighting with intent to harm.

Fighting/kicking/punching/forcing/spitting

Bullying - ongoing verbal/physical

Discrimination

Stealing/breaking property

Handshakes/elbow pumps/smiles/morning greetings are a small kindness creating an opportunity for a little attention to be paid to each child before learning begins and as we send them home. This not only affords us the opportunity to notice and attend to subtle changes in our children, but it also helps establish and strengthen a culture where respect is modelled, children are helped to be ready and each day starts and ends with everyone feeling noticed, cared for and safe.

Recognition and rewards for effort

We recognise and reward learners whose behaviour promotes our values including the use of stickers and Class Dojo. The use of praise and 'Golden Time for all' develops a positive atmosphere in the classroom that cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. The children collect Dojo points and redeem them at the end of term for celebration activities. All classes will use the RWI celebrations to praise the children through the day. All classes have a weekly star of the week celebration.

Responding to behaviour

A reminder of the expectations for learners **Ready, Respectful, Safe**. The learner has choice to do the right thing.

- **The reminder**

SCRIPT – This is your reminder to make the right choice. Were you being respectful (ready or safe)?

- **The Warning**

SCRIPT – This is your warning as you have continued to make the wrong choice. Were you being respectful (ready or safe)? Do you need support?

- **2 mins/5 mins/Reflection - Restorative questions and scripts support consistency.**

Were you Ready, Respectful and Safe? (Choose which one is appropriate)

What happened?

What were you thinking?

Who has been affected and why?

What needs to happen to put things right?

What are you going to do differently next time?

Staff will always deliver consequences calmly and with care.

Wrong choices / poor behaviour is defined as:

Making inappropriate verbal/non-verbal noises (whistling/tapping/scraping chair)

Rudeness - making rude comments or gestures about/towards a child/adult.

Defiance - Including, ignoring/refusal to follow instructions, distracting others, negative learning attitude.

Using inappropriate language

Low level fighting – pushing, no intent to hurt.

Throwing objects

Leaving classroom without permission

Lying

Being aggressive/aggressive fighting with intent to harm

Discrimination

Stealing/breaking property

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Time

Give time to the child. Beneath all behaviours is a story.

The teacher, year group lead or LSM needs to speak to the child away from others. This can be in 'The Den' or nearby intervention room or 'The Nest'.

Reflection time to think about their next step. Again, they are reminded of their positive previous attitude/learning.

Reflection at lunchtime

Reflection is a dedicated time to reflect and discuss pupils' actions in a calm, quiet space away from their peers. Through discussion and reflection pupils will understand the consequences of their behaviour.

The behaviour ladders are used consistently to ensure children feel safe and able to learn.

Learning Support Mentors (LSM)

Learning mentors provide support and guidance to children who are experiencing difficulties in learning due to social, emotional, or behavioural problems or other issues. Learning mentors help pupils overcome behavioural, social, or emotional problems that are affecting their learning. Learning mentors make a real and tangible difference to the lives and life chances of our children by

- building relationships through planned nurture sessions/interventions and 1:1 activity.
- supporting children in class to enable them to receive first quality teaching.
- learning mentors help students develop coping strategies, enhance their motivation, raise their aspirations, and encourage them to re-engage in learning.
- building relationships in the Nest breakfast sessions

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Year group leads will:

- Be a visible presence in the year group to encourage appropriate behaviour.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.

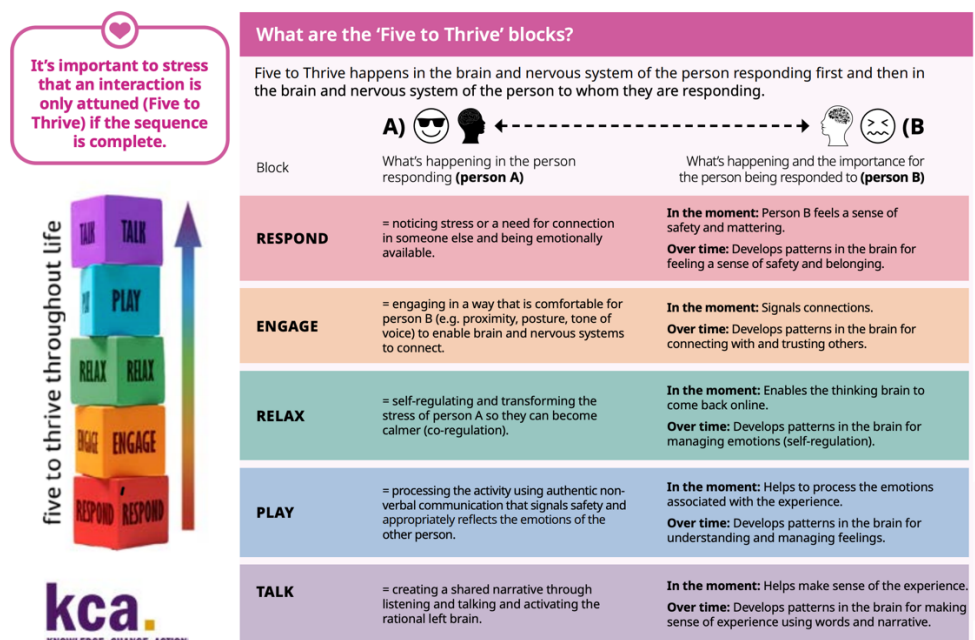
Senior leaders will:

- Be a visible presence around the school and on the playground.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours.

- Regularly review provision for learners
- Be consistent and supportive in Reflection.

Trauma informed School

All relevant staff at Goddard Park have completed the KCA Trauma Informed Schools training. Zoe Grove-Welsh is the lead. We will follow the five to thrive blocks to support the children.



De-escalation techniques

De-escalation techniques are most successful when used early before the child becomes physically aggressive. To do this, it is necessary to be aware of and spot early signs of agitation such as:

- bald fists
- fidgeting
- shaking
- 'Eyeballing' another child
- head thrust forward
- clenched jaw
- speech becoming more rapid or high-pitched.

Non-verbal

- **Appear calm and self-assured.**

Make sure you are not displaying the same signs of agitation that can be seen in the child: unclench your fists, do not hold eye contact, and avoid standing square to the child.

- **Maintain a neutral facial expression.**

Even our eyebrows can indicate we are surprised or angry, and similarly our mouths can betray our emotions unwittingly. Another natural reaction we often have when under stress is to smirk or giggle, which must be controlled.

- **Allow space.**

Entering a person's personal space can be useful to refocus on a task when the situation is calm, but when a child is agitated this can indicate aggression and escalate the situation. Staying some distance away will also help keep you safe should the child become physically aggressive.

- **Control your breathing.**

When we are stressed, angry or tense, our breathing becomes more shallow and rapid. If we take deeper, slower breaths, this will not only help keep us calm, but the child will begin to match our own breathing pattern. It can sometimes help to match the child's breathing initially then gradually slow it down.

Verbal strategies

- **Lower your voice and keep your tone even.**

It is hard to have an argument with someone who is not responding aggressively back to you.

- **Distraction and diversion are extremely useful.**

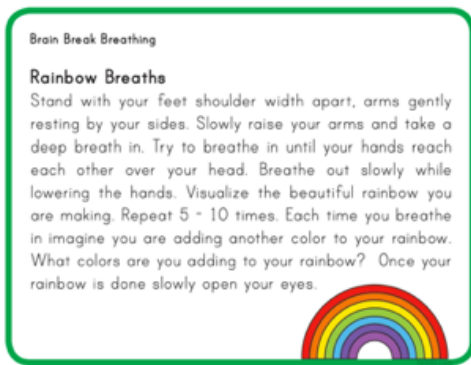
Acknowledging the child's feelings shows that you have listened to them and can be crucial when diffusing a situation; for example, 'It must be really difficult for you ... thank you for letting me know'.

Use words and phrases that de-escalate, such as:

- I wonder if...
- let's try...
- it seems like...
- maybe we can...
- tell the child what you want them to do rather than what you do not want them to do; for example, 'I want you to sit down' rather than 'stop arguing with me'.
- give the child take-up time following any direction and avoid backing them into a corner, either verbally or physically.

The use of mindfulness and breathing can:

- Strengthens self-control.
- Lower's anxiety and stress
- Increases positive moods.



Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period
- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy.

Recognising the impact of SEND on behaviour.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

A behaviour plan will be created for an individual child when needed,

Adapting sanctions for pupils with SEND / Positive Behaviour Plans

We understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Goddard Park Community Primary School Behaviour Management Plan, including positive handling

Name: Year: Class: Teacher:		Signed: Teacher Pupil Parent/carer	Date: month/year
Triggers: Sensory - feel of clothing on his skin Sensory - noise levels of environment Getting changed for PE (linked to sensory) Transitions Change of routine, Tooth ache, Feeling tired		Likes: Singing, Dancing, Lego Magnetic shapes Hands on science activities	
Topography of Behaviour - what it looks/sounds like: • Lashes out • Physically aggressive • Throwing things at others • Non-responsive to instructions • Acting in a dangerous manner (e.g. climbs on tables) • Biting • Spitting		Preventative Interventions: • Ear protectors available, Whistles, and Then, board • Not making him get changed for PE or wear socks • Set close to the board so he can see it without glasses • Say his name to get his attention before speaking to him. • Ensure he can see your face when speaking to him • Learning tasks in small chunks • Frequent breaks • Emotion cards so He can communicate how he is feeling (time will need to be spent teaching about emotions) • Option to sleep if tired	
Low level de-escalation: • Time out in another class • Time out with _____ or • Given a simple job to do • Positive reminders • Time out in another Year • Group/change of environment	High level de-escalation: • Remove other children • Call for LSWs/SLT • Call Mum if not de-escalating	Preferred positive handling techniques: T-wrap if necessary, be aware of potential biting and spitting. Risk: Medium/High when hurting others	
Additional information (medical, care, home)			

STAC – School Team Around the Child meeting The purpose of the STAC is to bring together all staff working with the child into one meeting to agree an Action Plan for implementation. This will ensure the targets are SMART and will draw on all the staffs' expertise.

School Team Around the Child					
Current Concerns: Persistent refusal to engage in learning independently					
Intended Outcomes	Actions	Length of time	Who is involved?	Review of outcomes	Next Steps
Date: 01.09.20 To engage in a task he enjoys, with minimal encouragement.	Teacher check-in to ensure task is understood Timer Checklist Acknowledgement Equipment available	2 weeks	Class teacher	Date:15.09.20 Able to stay on task during reading. Often has equipment missing.	Equipment checklist for child. Use same strategy in writing – using prepared clicker grid for writing.
Current Concerns: Persistent distraction of others					
Intended Outcomes	Actions	Length of time	Who is involved?	Review of outcomes	Next Steps
Date: 01.09.20 Identify triggers/tricky times or situations for child	Use Behaviour Incident form to monitor	2 weeks	All adults	Date:15.09.20 Unable to manage praise or disappointment	Refer to nurture group for games to experience success and disappointment
Current Concerns: Low Self-esteem impacting on behaviours and learning, particularly in maths					
Intended Outcomes	Actions	Length of time	Who is involved?	Review of outcomes	Next Steps
Date: 01.09.20 Feel secure with basic skills and apply	1:1 learning support in maths	6 weeks	LSM	Date: 12.10.20 Initially supported out of class, now in class.	Reduce 1:1 maths support to 4 days.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection policy for more information.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded on CPOMs and in the behaviour book and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil's possession because of a search will be confiscated.

Searching a pupil

Searches will only be carried out by the police or by SLT. Two members of staff must be present. Parents would always be called and asked to come to school.

Other staff will inform the head of school, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

Before carrying out a search SLT will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other pupils or staff at risk.
- Consider whether the search would pose a safeguarding risk to the pupil.
- Explain to the pupil why they are being searched.
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf.
- Explain how and where the search will be carried out.
- Give the pupil the opportunity to ask questions.
- Seek the pupil's co-operation.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, or lockers.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

The Impact of Trauma and Adversity on Behaviour

Goddard Park is situated in the 11th poorest ward in England, where we support many children who have suffered/ing abuse and neglect or other potentially traumatic adverse childhood experiences. ACEs can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Adversity and trauma can have a long-lasting impact on young people's mental health and their relationships with other people in their lives. These experiences directly affect the young person and their environment, and require significant social, emotional, neurobiological, psychological, or behavioural adaptation. Young people make these adaptations in an attempt to; survive in their immediate environment, find ways of mitigating or tolerating the distress they are facing by using the resources available to them, establish a sense of safety or control, or to make sense of the experiences they have had.

Relationships really do matter and every contact with someone who has experienced adversity and trauma can be an opportunity for healing and growth. The nurture team and external agencies including SEMH support will build positive and respectful relationships with the children during nurture groups and 1-1 sessions. In school, we support children through ELSA, Dr K Treisman resources and a variety of other nurture resources.

As professionals, we need to become adversity and trauma- informed. The Young Minds Guide gives examples of how to put this into practice, and how to take care of ourselves as well as those we work with.

<https://youngminds.org.uk/media/3091/adversity-and-trauma-informed-practice-guide-for-professionals.pdf>

<u>Support</u>	
1. Prepared	• All staff and volunteers are taught to think about what has led to the behaviour or challenge in a situation rather than 'what is wrong' with the person they are working with, and know a variety of appropriate responses.
2. Aware	• Young minds website
3. Flexible	• Variety of interventions

4. Safe and responsible	• Training and policies
5. Collaborative and enhancing	• Nurture groups and 1-1 support, check ins, external agencies.
6. Integrated	• Support through referral to other organisations where necessary.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Team teach guides and prompts.
- The behaviour curriculum
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- De-escalation techniques
- Norms and routines
- Consequence ladder

Behaviour management will also form part of continuing professional development.

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusion, and suspension
- Use of pupil support units, off-site directions, and managed moves
- Incidents of searching, screening, and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- The data will be analysed every month by Zoe Grove-Welsh Deputy head and reported to the head of school and governors. The data will be analysed from a variety of perspectives including:
 - By incident
 - By age group
 - By time of day/week/term
 - By characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Break/Lunchtimes.

All staff:

- **Model** positive behaviours and build relationships.
- To ensure all children feel safe and valued.
- To create an enjoyable and calm lunchtime environment, where children can safely enjoy eating with their friends in a sociable environment.
- There is an environment of mutual respect and good behaviour.
- The whistle is blown, and children are asked to stand still. After a second whistle, the children walk sensibly to their classrooms.

At Goddard Park Primary School



We are **ready** to learn.

We are **respectful** to each other and school property.

We keep ourselves **safe** in and out of school and online.

Celebration Cheers

Fireworks Make a whoosh sound and move your hands up,
then make a lot of bangs as the fireworks 'pop'



Wiggle both your little fingers to your
partner, giving them a 'little' wave.

Tomato Ketchup Pretend to hit the bottom of the
bottle of tomato sauce



Marshmallow Clap Almost clap your hands together as though you are clapping
but there is a fat marshmallow in the way

Whoosh
Have your hands by your stomach and then
'whoosh' them upwards and towards your partner



Watermelon Hold a slice of watermelon and
eat it from side to side.



Grand Prix Pretend to watch a racing car go past
and make a 'neeeew' screeching sound



From the Hip Place your hand by your pocket and wiggle
your fingers as you bring your hand forwards.

