



# **Goose Green Primary School**

## **Behaviour and Motivation Policy**

**Date: December 2024**  
**Review date: December 2025**

## **Introduction**

At Goose Green Primary School, we work together to build and maintain a strong sense of community within the school, focused on developing and celebrating the values of ambition, curiosity, kindness and resilience. We are committed to being an inclusive school and we are proud of our diversity which creates a rich, cohesive learning environment.

We work to create a strong foundation for all pupils and encourage everyone to strive to achieve their full potential. We provide a wide range of pastoral, behaviour, safeguarding and emotional support and we work restoratively to secure positive relationships so that all members of our school community can enjoy the learning environment that we provide. In order to achieve this, we expect all pupils to commit to behaving appropriately at all times, and we have a range of support mechanisms in place for this. Our ultimate aim is for all children to feel supported and cared for, so that they can use all of their focus and energy to enjoy and achieve throughout their time at Goose Green.

## **Purpose of this policy**

- To ensure that the school is a safe environment in which all members of our community can learn, develop a sense of belonging and feel able to trust and talk openly with adults about their concerns
- To set out the standards and expectations of behaviour across the school, so that everyone can understand them and maintain them in all aspects of school life
- To promote emotional resilience and mental health for all members of our community
- To identify and support any children who may be at risk of developing a mental ill health
- To set out the school's Positive Handling policy

## **Key principles that underpin our approach**

- High expectations to foster self esteem
- Mutual respect and understanding
- Equity - this is not a 'one size fits all' approach; instead we recognise individuals' needs, experiences and differences
- Positive praise and encouragement
- Forgiveness and a fresh start

## **Key words to support our approach**

- Consistency
- Empathy
- Fairness
- Mutual respect
- Trust
- Honesty
- Love
- Resilience
- Attachment
- Well-being
- Self-esteem

## **Expectations**

Our focus and strategy for promoting good attitudes and behaviour is to expect all children to behave and work well, and then to regularly praise effort and achievement. We all share the responsibility for ensuring that these expectations are adhered to.

We expect that pupils will:

- Be respectful to one another, speaking calmly and with kindness
- Speak to a trusted adult in school if they have any concerns
- Follow all school procedures and routines
- Work restoratively to avoid conflict and respect the rights of others to be different
- Listen to the views of others and accept their right to hold these views; if others have views which show prejudice, to challenge them
- Respect the school building, facilities and equipment, and respect other people's work and property

We expect that staff will:

- Act as a positive role models for pupils and peers
- Speak politely and calmly
- Deliberately and persistently catch children doing the right thing and praise them
- Develop positive relationships with pupils and parents/carers
- Treat all members of the community with respect, equity and consistency, meeting their individual needs
- Follow and implement this policy consistently
- Follow our Staff Code of Conduct

We expect that parents and carers will:

- Work in partnership with the school to help pupils make informed decisions that impact positively on their attendance, achievement and well-being
- Work with the school to ensure their child follows school expectations and procedures
- Encourage their child to show respect for members of the community and the environment
- Support the school in modeling polite, calm and orderly behaviour
- Be good role models for other members of the community
- Follow our Parents, Carers and Visitors Code of Conduct

## **Ways in which we encourage good behaviour**

Adults spend the majority of behaviour management energy setting the conditions for children to succeed. We believe in five key principles to encourage and develop positive behaviour:

- Be clear about expectations
- Make appropriate demands according to the age and ability of the child
- Praise and encourage learning behaviours and effort, rather than outcomes
- Focus on the positive, eg 'Walk please' rather than 'Don't run'
- Move on quickly after an episode of low level behaviour or disruption, looking for positive changes in behaviour

We believe in rewarding positive behaviour. We do this in a number of ways, including:

- Praising children publicly or privately using non-verbal and verbal strategies
- Positive and constructive feedback on learning through verbal and written feedback
- Our traffic light system includes a silver and gold section for pupils who are showing positive behaviours for learning
- We award value stickers to children who exceed expectations with their positive attitude to learning or each other, and celebrate achievements in assemblies
- We share examples of good behaviour with parents and carers in conversations at the start/end of the day, emails and phone calls
- We award Playground Superstar stickers at playtimes
- Classes work together to earn class rewards
- Children who have shown particular effort in completing a piece of learning share their learning with a member of Senior Leadership Team
- We celebrate the children's learning with families at the end of each topic

### **Unacceptable behaviour**

We believe that children need to learn that there are consequences to their actions, and that they often do have a choice about how they respond to difficult or challenging situations. In order for consequences to be effective, consequences will never be used in anger or to humiliate, belittle or frighten. Behaviour is always dealt with by focusing on how it can be improved and the impact the behaviour has on others.

All pupils will be treated equally and fairly under the policy, with any factors that contributed to the behaviour incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. We believe that a restorative, trauma informed approach to behaviour is the best way to address misbehaviour.

When working with children who can become dysregulated, we are mindful of the impact of Adverse Childhood Experiences (ACEs). Whilst we do not use this to excuse the behaviour, it can sometimes help to explain why the behaviour might be happening and help us to understand the support needed for the child.

We employ a number of strategies to ensure a safe and positive learning environment and our staged approach is set out on pages 5-7. The Senior Leadership Team should be consulted if there is any confusion about which strategy would be most appropriate.

Examples of unacceptable sanctions are:

- Standing for long periods
- Being sent to stand outside the class unsupervised
- Punishments that involve ridicule or humiliation e.g. hands on heads, tearing up work
- Whole class punishments when the behaviour of a few is at fault
- Being withdrawn from a curriculum subject as a consequence of poor behaviour in another subject (unless agreed with parent/carers and SLT)

### Stage 1 - Low level incidents

Steps	Examples	Strategies
<p>1. <b>Verbal warning</b> - Adult reminds the child of the expectations, explains what they are doing wrong, and what they want them to do. This should be done privately, where possible. Allow time for the child to act on the advice given. If the behaviour improves, show 'deliberate botheredness' eg by saying "Thank you for making the right choice."</p> <p>2. <b>Yellow</b> - If the behaviour does not improve, the adult speaks to the child, explaining the unacceptable behaviour and moves the child's name to yellow on the class traffic light system. The adult reminds the child of the expectations and explains what they need to do to move back to green. Allow the child time to act on the advice given. If the behaviour improves, show 'deliberate botheredness'.</p> <p>3. <b>Red</b> - If the behaviour does not improve, the adult explains to the child why their name is moving to red and the child will complete a Reflection Time and a Reflection Sheet in a nearby class, or other suitable space (in EYFS, the thinking chair is used instead)</p> <p><b>Reflection Time</b> The time is a short exit from the situation to allow the child to reflect on their behaviour and to have time to calm down.</p> <p>If a child has had Reflection Time, this will always be followed up with a restorative conversation using restorative questions. This conversation will always be held by the original member of staff who dealt with the behaviour in a timely manner, but not to the detriment of whole class lesson time. However, this may be supported by another teacher or leader in the school. When the pupil returns to the classroom, the child's name is moved to green and it is a fresh start.</p> <p>If a child completes two or more Reflection Sheets for low level incidents in one week, the class teacher will speak with the parent or carer to discuss the incidents and how they can work together to avoid these in the future. The outcomes of this conversation is recorded on the back of the Reflection Sheet.</p> <p>If a child has a second Reflection Time during the day, then this should be completed with the Assistant Headteacher or SENCO.</p> <p>Reflection Sheets are collected each week and monitored to identify patterns and to provide support where needed.</p>	<p>Inappropriate behaviour could include:</p> <p>Fiddling with equipment/tapping; disruptive chatting or shouting out; not listening; making fun of people/mimicking; drawing or doodling when you should not be; climbing on objects in the classroom; flicking or tossing objects; pulling hair or touching others unkindly; making silly noises or singing/humming; rocking on your chair; blaming others or not owning up; not lining up or walking in line properly; distracting others; bad language; getting out of seat; squabbling; encouraging others' poor behaviour; 'winding up' others; disrespectful behaviour (eg answering back; refusal to do work; failure to accept consequences); thoughtless 'rough' play; not following appropriate instructions</p>	<p><b>Microscripts</b></p> <p>I noticed that you are...</p> <p>It was the rule about...that you have chosen not to follow.</p> <p>I know you can...because...</p> <p>That's the attitude/behaviour I want to see today. Thank you.</p> <p><b>Restorative conversation questions to reflect the age and development of the pupils</b></p> <p>EYFS and KS1:</p> <ul style="list-style-type: none"> <li>- What happened?</li> <li>- How did this make people feel?</li> <li>- What should we do to put things right?</li> </ul> <p>KS2</p> <ul style="list-style-type: none"> <li>- What happened?</li> <li>- What were you thinking and feeling at the time?</li> <li>- How has your action affected others?</li> <li>- What should we do to put things right?</li> <li>- How can we do things differently next time?</li> </ul>

## Stage 2 - Incidents of challenging behaviour

Steps	Examples	Strategies
<p>Persistent low level disruption may be escalated to SLT if a child does not respond to intervention at the earlier stages. Serious misconduct (please see examples in next column) will normally instigate immediate involvement by SLT.</p> <p>Adults must ensure that they speak to all children involved in an incident to ensure all sides of the story are understood. There will be occasions where children's accounts of what has happened do not match. Adults will focus on the choices that the children made around the incident when completing restorative conversations and discussing consequences.</p> <p>Stage 2 consequences could include: loss of some break/lunchtime; completing a Reflection Sheet; writing a letter of apology; relevant additional learning e.g. e-safety during some of their break/lunch, helping to repair or mend an item or piece of school property if it has been damaged or broken.</p> <p>Stage 2 incidents will always be followed up with a conversation with the parents/carers of the children involved to inform them of the actions taken.</p> <p>Incidents of stage 2 behaviour, and the follow up actions and consequence, will be recorded on CPOMs and categorised as 'Stage 2 Behaviour Incident' by the member of staff who witnessed and/or dealt with the incident. Consequences and actions following the incident will also be recorded.</p>	<p>Inappropriate behaviour could include:</p> <p>Physical fighting; swearing; racist, sexist, homophobic or discriminative language or remarks, including online; stealing; dangerous behaviour, including online, damaging property; bullying; abusive language towards pupils or staff, including online</p>	<p><b>Restorative conversation questions to reflect the age and development of the pupils</b></p> <p>EYFS and KS1:</p> <ul style="list-style-type: none"> <li>- What happened?</li> <li>- How did this make people feel?</li> <li>- What should we do to put things right?</li> </ul> <p>KS2</p> <ul style="list-style-type: none"> <li>- What happened?</li> <li>- What were you thinking and feeling at the time?</li> <li>- How has your action affected others?</li> <li>- What should we do to put things right?</li> <li>- How can we do things differently next time?</li> </ul> <p>Records kept on CPOMs to monitor patterns.</p> <p>A meeting may be necessary to discuss the issue with parents/carers.</p> <p>Referral to inclusion team or outside agencies for support.</p> <p>Target card for the child focused on addressing the underlying issue.</p>

### Stage 3 - extreme or serious incidents

Steps	Examples	Strategies
<p>Unacceptable behaviour at Stage 3 is very serious and very few pupils will ever reach this stage. However, if approaches towards behaviour management have been exhausted, then internal suspensions, suspensions and permanent exclusions are sometimes a necessary sanction to ensure the creation of a calm, safe and supportive learning environment for other pupils and staff.</p> <p>A decision to suspend or exclude a pupil will be taken only:</p> <ul style="list-style-type: none"> <li>- in response to serious or persistent breaches of the school's behaviour policy, <b>and</b></li> <li>- if allowing the pupil to remain in school would seriously harm the education or welfare of others.</li> </ul> <p>These will require Headteacher involvement and positive handling/restraint may be required. In some circumstances, a pupil's behaviour outside school can be the reason for the following consequences. (Education and Inspections Act 2006).</p> <p>Incidents of Stage 3 behaviour, and the follow up actions and consequence, will be recorded on CPOMs and categorised as 'Stage 3 Behaviour Incident' by the member of staff who witnessed and/or dealt with the incident. Consequences and actions following the incident will also be recorded on the log.</p>	<p>Significant physical harm to self or others; behaviours that are a significant danger to self or others, including when using social media or other online platforms; repeated behaviour of previous stages.</p>	<p>See below for more information about internal suspensions, suspensions and permanent exclusions.</p> <p>Also see the NEST Suspension and Permanent Exclusion Policy on our website.</p>

**Internal suspension** - the child will work in another year group completing work set by their own teacher for a fixed period of time.

**Suspension** - This is when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'. Work will be set for the pupil. A suspension can also be for parts of the school day; for example, if a pupil's behaviour is disruptive at lunchtime, they can be suspended from the school premises for the duration of the lunchtime period. Following a suspension, the school will put in place a reintegration strategy to help the pupil reintegrate successfully back to school. It is expected that parents/carers will attend a reintegration meeting to discuss these strategies with the Headteachers when the child returns to school.

**Permanent exclusion** - This is when a pupil is removed from the school permanently and taken off the school roll. When headteachers permanently exclude a pupil they must notify parents/carers and the Local Authority. In addition, the headteachers will notify the Local Committee of:

- Any permanent exclusion or suspension which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension which would result in the pupil missing National Curriculum tests
- Racist incidents
- Cases of bullying

### **Playtime and Lunchtime procedures**

We expect the same high standards of behaviour during playtime and lunchtime. The sports coach and adults on duty promote positive play behaviours by organising and supporting children to engage in the activities that are on offer, including quieter activities such as reading and board games. These activities promote our core values and help the children in learning to take turns, share and play together.

Positive playground behaviour is rewarded using our Playground Superstar stickers. Where required, adults use the same traffic light system as described above to manage unacceptable behaviour in the playground, which may include completing a Reflection Sheet if necessary. Any unacceptable behaviour that reflects behaviours similar in nature to Stage 2 or Stage 3 behaviours will be managed and dealt with in the same way as described in the table above.

### **Completing Learning**

Pupils may sometimes stay behind in class for a period of time at play or lunchtime to complete learning. This may be because they want to, or may be because their behaviour in the classroom has meant they have not completed what was expected. This should be a rare occurrence, but may sometimes be necessary. This is not a consequence for poor behaviour, but designed to teach pupils that their learning time in school is highly valuable and should not be wasted.

### **SEND**

This policy acknowledges the school's legal duties under the Equality Act 2010. The Behaviour and Motivation Policy is therefore flexible to accommodate pupils who have identified special needs. Some pupils will need more structured and personalised support to help them learn what is appropriate in terms of behaviour.

### **Mental Health and Behaviour**

We recognise that there can be a link between mental health and behaviour. Children who struggle with their mental health can experience a range of emotional and behavioural problems that are outside the normal range for their stage of development. We recognise that school plays a key role in developing resilience in pupils and supporting and educating them in maintaining good mental health. We do this at a universal and targeted level which includes:

- Whole school events
- Support to staff/pupils/families from our Family Liaison Officer or Learning Mentor, including personalised behaviour plans
- Our PSHE curriculum
- Direct one to one or small group work with our Family Liaison Officer or Learning Mentor
- Referrals to external mental health specialists such as Early Help, Educational Psychologist, Art Therapist or CAMHS (through consultation and consent from parents and carers)



## **Bullying and Child-On-Child-Abuse**

Bullying of any form is unacceptable. Bullying can be defined as 'behaviour by an individual or group, repeated over time that intentionally hurts another individual either physically or emotionally' (DfE "Preventing and Tackling Bullying", July 2017). The school has an Anti-Bullying Policy, which outlines what Goose Green Primary School will do to prevent and tackle all forms of bullying. Staff are aware that children can abuse other children (referred to as child-on-child-abuse), and that it can happen both inside and outside of school and online, and the important role they have to play, alongside parents and carers, in preventing and responding, where they believe a child may be at risk from it.

## **Searching Pupils**

Only the headteachers and staff specifically authorised by the headteachers can search pupils. The authorised member of staff conducting a search should be the same sex as the pupil, and there must be another member of staff present to witness unless:

- The person doing the search believes there is a risk that serious harm will be caused if the search isn't urgently carried out **and**
- In the time available, it is not reasonably practical to use a staff member who is of the same sex as the pupil or for a witness to be present

Authorised members of staff can seize any banned items or an item considered harmful or detrimental to school discipline.

## **Positive Handling**

All members of school staff have the legal power to use reasonable force. In schools, positive handling is used for two main purposes - to prevent pupils from hurting themselves or from hurting others. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and it is advised that a member of the Senior Leadership Team should be sought also.

All incidents involving the use of reasonable force should be recorded immediately following any such incident (see Appendix A). If it is felt appropriate the school will speak to the parents or carers about serious incidents involving use of force.

## **Personal property**

Children are asked to avoid bring valuables into school. Money should not be left in pupils' bags.

The school takes no responsibility for any mobile phones which are brought into school. In exceptional circumstances and by prior arrangement with the Headteachers, pupils can bring a phone into school. However, it must be taken straight to the school office to be stored throughout the day and to be collected at home time.

**Appendix A**  
**RECORD OF THE USE OF REASONABLE FORCE**

Date of incident:	Time of Incident
Pupil Name:	Class:
Member(s) of staff involved:	
Adult witness(es) to incident:	
Pupil witnesses to incident:	
Outline of event leading to incident, including place where incident occurred, description of pupil's behaviour and steps taken to defuse the situation prior to physical intervention:	