J H Godwin Primary School

Behaviour Guide for Families

Our aim is that all children learn our school rules of being:

Ready – Respectful – Safe

We adopt a restorative approach to behaviour management which is rooted in respect and relationships

Positive behaviours are praised, and discussions take place with a child to help them learn how to better approach situations

We use the Zones of Regulation to help children identify their emotions and learn how best to help them self-regulate

Please see our full behaviour policy for more details – this is a 'light' guide to give you an overview.

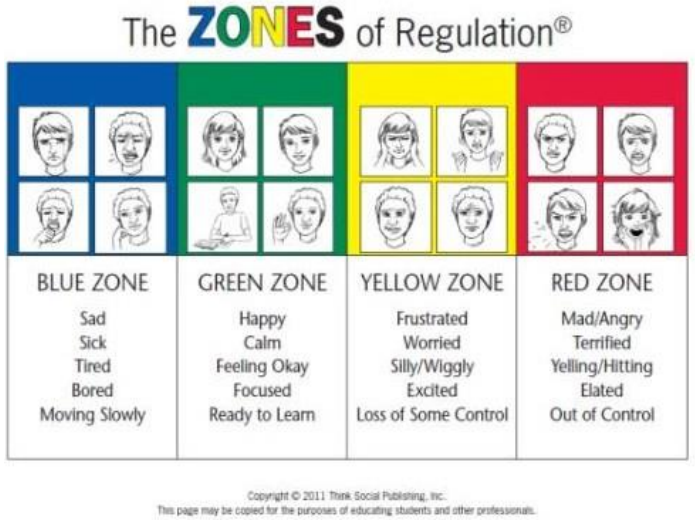
Working with families to ensure great behaviour!

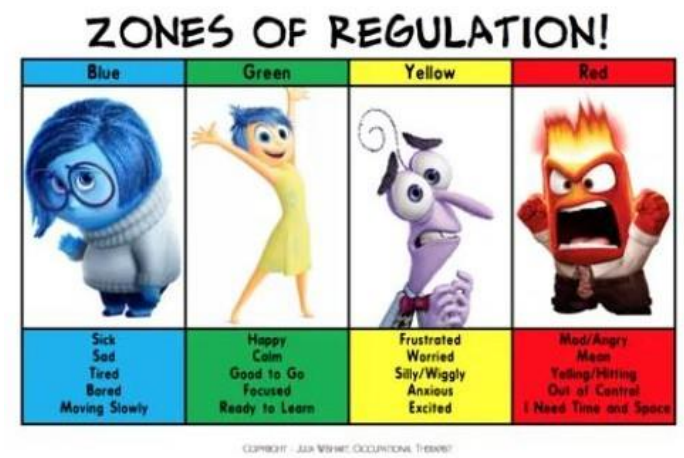


We will always aim to communicate and work with you where there are challenges and will take a trauma-informed approach to understand the underlying causes of challenging behaviours.



For isolated incidents, we ask that families work with us to reinforce messages at home and will help to make sure wording is consistent.







Why is the right choices of behaviour important?

- For creating a calm, safe atmosphere for learning, where children's right to an education (UNICEF Article 28) is maintained
- For ensuring a respectful culture between pupils, staff and parents
- Helping children understand what drives behaviours and how to help identify underlying emotions as well as how we can manage those behaviours.
- Helping children regulate. We use the Zones of Regulation to help them to Building positive habits for future success in personal and professional relationships

How have we developed our policies?



Using the latest research and best practice findings around restorative practice



Ensuring all staff are trained in 'Our Way of Working' Trauma Informed approaches



Working with the Department for Education Behaviour Hubs programme



Working with specialists where appropriate; SEND outreach, Educational Psychology Team, Therapeutic Specialists.

What happens if a child breaches policy?

1. Children are always given opportunity to self-regulate and amend their own behaviours, and praised for doing so.
2. Where this doesn't happen, a child will be given a verbal warning that there may be a consequence for their actions.
3. If no amendment, a consequence (such as some missed playtime) will be given (later) and families contacted. This is calm and not punitive, there is no shouting or public shame.
4. Following a consequence, a restorative conversation takes place between adult and child to talk about what happened and what could happen next time/what strategies would help.
5. All of this is done privately so the relationship and self-esteem is maintained.

**Sometimes families ask us why their child thinks there was no consequence for the actions of another. This is because matters are dealt with public shame, and this is often between families, the child and the relevant senior member of staff. Be assured, there are always actions in place.*



What praise is offered?

- Verbal praise and celebration by staff and leaders.
- 'Secret Student' a child is randomly chosen each day. If they have had a good attitude to learning and collaboration they get a reward.
- Values certificates.
- Weekly Celebration Assemblies where children who have gone 'above and beyond' are awarded with Headteacher Awards and families invited
- Headteacher Awards for exceptional effort.
- Golden welly award for superb attitude at playtime.
- The Headteacher meets all the top Dojo points in each class, every term for a hot chocolate and treat chat.

What happens if there are ongoing challenges?

Your child may have an Independent Behaviour Plan with targets set and weekly review with a teacher and senior member of staff). This will be shared with parents and success celebrated.

Your child and/or family may be offered additional support and help from school and other agencies, with a specialist plan.

How can you help at home?

- Ensure your child has good routines and comes to school '
- ready to learn'
- A good night's sleep
- Having breakfast, being on time with the right uniform and equipment
- Having a calm start to the day
- Tell teaching staff if your child has had a troubled start to the day.
- Trust that we all want the best for your child, and work with us where needed.

We look forward to working with you to ensure behaviour and attitudes at J H Godwin are aligned with our ethos of building positive relations because

'We CARE…' about every child and their success.