



J H Godwin Primary School

Behaviour for Learning & Relationships Policy

(Including Rewards & Sanctions)

(Statutory)

Committee Responsible	Governing Body
Review Cycle	1 year
Approved Governing Body	2025
Next review date	2026
Signed	 Martin Brannan



JH Godwin Primary School
Inspire, Aspire & Achieve

J H Godwin - Behaviour for Learning & Relationships Policy

Overview

Positive, caring relationships and outstanding behaviour is central to all we do at JH Godwin. High. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance about what is expected of the, based on our [Paul Dix, Pivotal Approach](#), using the 3 rules of Ready, Respectful and Safe, where relationships are key. All of this will be undertaken in a **TRAUMA INFORMED** manner.

We will work in partnership with parents/carers to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy. Throughout the implementation of this policy, practice and procedure, we will ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Trauma Informed Practice

This is a dynamic and developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development. We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationships with children, to support their development. We are also aware that positive change can occur through understanding the child's history of adverse childhood experiences and current life circumstances. We know that strong, safe relationships are key and children suffering from Adverse Childhood Experiences (ACEs) will need to be taught how to behave appropriately and how to manage their feelings and emotions. The Zones of Regulation (written by Leah. M. Kuypers) has been introduced across the whole school, because it is a practice based on evidence and has shown positive, measurable outcomes across multiple studies and applications in both clinical practice and school-based settings.

We are aware that life events can introduce episodes, which become interruptions to some children's development and ability to learn effectively. We provide a differentiated provision in response to need with restorative strategies and social and emotional support. We understand that positive, caring relationships are paramount to supporting trauma and behavioural needs and as a result we NEVER shame, shout at or ridicule children. Restorative conversation take place in private.

Objectives:

- To create an ethos of good behaviour in school where children are happy, secure and safe, that reflects our commitment to 'Inspire, Aspire and Achieve'.
- To ensure that all are treated fairly, shown respect and to promote good relationships.
- To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
- To build a school community which values, kindness, care, good humour, good temper, respect, honesty, integrity, and empathy for others.

Strategies

- The **whole school rules of being READY, RESPECTFUL and SAFE** will be promoted at all times by staff and learners.
- All will be taught to treat others well and their behaviour will reflect this. Staff role model these positive behaviours.
- All staff are trained in PIVOTAL behaviour strategies and consistently follow this ethos.
- All staff conduct themselves using skills and knowledge of TRAUMA informed and ATTACHMENT FRIENDLY practice.
- Children will be taught to be polite, respectful, well-mannered and well behaved. A focus on half term values (as agreed with parents/carers/governors and staff) is promoted during assemblies and promoted at all times.
- The rewards and sanctions policy will be used sensitively and consistently by staff to encourage and promote good behaviour. Each stage of the process will be conducted in a trauma informed and attachment friendly manner.
- Each member of staff is held responsible for the good behaviour of the children in their care.
- The first stage of promoting positive behaviour is using the Zones of Regulation to help pupils self-regulate, using strategies they have found helpful.
- If a child becomes unfocused or unregulated the first stage would be for them to spend a short period of time in the 'Calm Space' in each room. This allows them to continue to hear the learning, as they use tools to regulate.
- The leadership team and teaching staff will involve parents/carers at an early stage where a child is experiencing difficulties and requires support.

- The leadership team and teaching staff will involve outside agencies where it is appropriate and seek professional help when there is a fundamental barrier with a child's trauma-based behaviour.
- In extreme cases a child may be excluded from school by the headteacher in accordance with the Local Authority Children's Service Exclusion and Suspension Guidelines. This will always be a last resort.

Outcomes

This policy will promote the trauma-informed and attachment friendly ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct, using the whole school rules of **Ready, Respectful and Safe**.



J H Godwin Primary School

Rewards & Sanction Policy

Overview

This system is underpinned by research using the [PIVOTAL \(Paul Dix\)](#), and [Relational Behaviour \(Mark Finnis\)](#) ethos, alongside trauma informed and attachment friendly practices.

This accompanying document to the Behaviour Policy outlines the reward and sanction systems we have in place to maintain outstanding behaviour in J H Godwin. Our caring ethos ensures that every child is treated fairly according to their individual needs; this can lead to individual programmes to improve behaviour that lie outside our regular systems. These are overseen by the Headteacher, Deputy Headteacher, SENCO and Family Liaison worker and maintained by the class teachers.

Rewards

Class teachers must positively reward children whenever possible, and it is imperative to recognise consistently good behaviour.

Class Dojo

Class Dojo acts as an incentive to ensure consistently good behaviour is rewarded. It is an online tool that uses fun avatar monsters to collect points for each pupil. It is visual, stimulating and fun. Children receive Class Dojo points for specific areas such as: being on task, helping others, participating. Icons can also be set by the class teacher depending on the class focus, for example: helping others, perseverance, remaining on task and managing distractions. Points can be given by any member of staff during any time of the day. The

child with the highest number of Class Dojo points and the child with the most 1s at the end of each half term receive a reward in a special celebration assembly.

Attitude to Learning Rewards

The children with the most Dojos at the end of each term is given a reward. This is a certificate in Celebration assembly and a treat with the Headteacher. '

Celebration Assembly

Weekly assemblies are held every Friday afternoon Certificates are given out to reward outstanding work or behaviour. Certificates are also given out regularly for children who are demonstrating J H Godwin's core values.

Additional Strategies

Strategies such as Marble/Star Jar, Wall of Fame Secret Student or Hidden Hero, along with stickers and prizes can also be used within each class and by the head teacher as a further reward for excellent work or behaviour.

Restorative Sanctions

Sanctions are usually the natural consequence of the child's behaviours. Before a sanction is administered, a scripted and stepped process is followed by each staff member that is based around a calm, consistent and solution -focussed approach. If behaviour doesn't improve through this process, then a restorative conversation takes place. A restorative conversation only takes place once the child is calm and regulated. Each restorative conversation centres on teaching the child the skills needed to improve their behaviour and discusses the impact of the behaviour on themselves and others. The Headteacher, Deputy Headteacher and Family Liaison will regard each case based upon the needs of the child (diagnoses, personal circumstances etc.) and can alter the standard procedure accordingly.

There is also a system of 'step-out' for children who need some time away from their class with a key adult to regulate, educate and repair. This is a progressive system that includes: learning in school away from peers, learning in another school (informal fixed term) and formal fixed term exclusions.

Consequences are appropriate to the action. For example, a child who shows the wrong choice at break time will miss part of their next break time. Whereas, a child disrupting the learning of others may spend part of their learning time away from the class.

Individual Inclusion Plans for Behaviour

There are some children that have specific needs that can affect the way they behave. We pride ourselves on the support we provide to these children. Separate inclusion plans to enable these children to make the most of their learning time are implemented and reviewed regularly. These plans are formulated by both the class teacher and SENCO.

These plans have every child's needs as a priority and there are procedures in place to minimise disruption to the learning of everyone. Therefore, any child on a behaviour inclusion plan who is unable to cope in class will be supported to continue their learning out of class with a key adult until their emotions are regulated. In some cases sensory circuits are used to help children regulate or as a prevention tool.

Lunch/Break time

Any aggressive/unsafe behaviour to indicate that a child isn't coping outdoors recorded is shared with parents, recorded on CPOMS, time taken to self-regulate and reflection time is incorporated into the next break or lunchtime.

Positive Handling

All staff are trained in de-escalation strategies to support children in calming and improving their behaviour. In addition, staff are trained in paired positive handling strategies, to be used only as a last resort. Staff can positively handle children and take them to a place of safety for the following reasons:

- They are endangering themselves or others.
- If they are destroying property.
- If they are verbally aggressive and are distressing others.
- If they are refusing to leave an area deemed unsuitable for calming.

Outside the School Gates

All staff adhere to this policy and principles when supporting children with their behaviour outside the school gates: this covers the school's response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. All staff and pupils are aware that this policy can be applied in these circumstances and this is outlined in the Home-School Agreement.

OUTCOMES

Adherence to this policy will promote the caring ethos of the school and ensure that behaviour systems throughout the school are consistent, rigorous and fair.



Home-School Agreement

As a School	Parents/Carers	Pupils
We will do our best to: ❖ Support your child's wellbeing and safety by providing a safe, supportive and caring environment ❖ Help and encourage your child to reach their full potential ❖ Monitor and communicate with parents and carers regularly on your child's progress ❖ Provide a broad and balanced curriculum that caters for all children, including when delivered remotely ❖ Promote high standards of behaviour so we can maintain a safe environment for all children ❖ Offer your child opportunities to develop a sense of responsibility, form healthy social relationships and build their self-esteem ❖ Set homework that supports the delivery of the curriculum and mark it where appropriate ❖ Offer opportunities for parents and carers to get involved in school life ❖ Communicate between home and school through newsletters, email and the school website. Class Dojo between teacher and parents/carers ❖ Follow the Code of Conduct and treat all members of the school community with respect ❖ Respond to communications from parents in a timely manner, following school policies ❖ Encourage good attendance and address any concerns with parents or carers where necessary	I will do my best to: ❖ Make sure my child attends school regularly and on time. I will notify the school if my child will be absent ❖ Make sure my child is dressed in the correct uniform and brings their PE/swimming kit to school where necessary ❖ Support the school to make sure my child maintains a consistently high standard of behaviour ❖ Encourage my child to try their best so they can reach their full potential ❖ Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn ❖ Make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff ❖ Understand that I should communicate with staff during core school hours, and although they may at times respond outside of those hours, I can't always expect that ❖ Make sure that my child completes their homework on time, and raise any issues that my child has with their teachers ❖ Read and follow the school's policies ❖ Follow the Code of Conduct and treat all members of the school community with respect ❖ Engage in parent meetings and work together with the school in order to achieve the best outcomes for my child ❖ Read all communications sent home by the school and respond where necessary	I will do my best to: ❖ Arrive at school on time and ready to learn ❖ Be ready, respectful and safe ❖ Try my best to do my work and ask for help if I need it ❖ Wear the correct school uniform and bring my PE/swimming kit to school when I need it ❖ Be friendly and caring towards other children and adults ❖ Listen to instructions from the adults at school and follow the school rules ❖ Do my homework and bring it back to school on time ❖ Look after the school equipment and be respectful of the school environment
Headteacher:	Parent/ Carer signature	Child's signature/ name:

