

Mission Statement:
Creating tomorrow's successful and
caring citizens today.



GFM Promotion of Positive Relationships and Behaviour Policy

Policy Updated By	Latest Publish Date	Monitoring Cycle
Jacqueline Morris	November 2021	Bi-Annually

Schedule for Development / Monitoring / Review

This policy was ratified on:	
The implementation of this policy will be monitored by the:	Principal and Senior Leadership Team
The Policy will be reviewed bi-annually, or more regularly in the light of any significant new developments. The next anticipated review date will be:	November 2023
Should serious incidents take place, the following external persons/agencies should be informed:	Principal and VP

Please read this policy alongside:

Anti-Bullying Policy, Inclusion Policy, Malpractice and Plagiarism Policy, Safeguarding Policy, Zero Tolerance Policy, E-Safety Policy, Parent & Student Cybersecurity Guide, Filtering Policy, Acceptable Use Policy, Bring Your Own Device Policy, Curriculum Policy, Data Protection Guidance, Code of Conduct, Audio Video Conferencing Security Guide for Teachers, Student Password Policy, Remote Learning & Safeguarding Policy, Guidance for Safer Working Practice, IT Online Security Guidance for Parents, Safeguarding and Inclusion Guidance during Remote Learning, Mobile Phone Policy, Social Media Policy, Curriculum Policy and Learning & Teaching Policy

'The truth is that there is no alternative to the hard work of building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.' (Paul Dix)

Introduction

Good behavior and positive relationships are necessary conditions for effective teaching and learning. They are also essential skills for the long-term wellbeing and safety of the whole community and beyond.

Our policy seeks to develop confident, reflective students who have a positive ethos, respect for their environment and everything and everyone in it. Rewards and sanctions are used constructively to restore behaviors and encourage better choices.

Our core beliefs:

Vision

'At GFM we empower students to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.'



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- Behavior can change because it is a choice
- Positive, targeted praise is more likely to change behavior than blaming and punishing
- Reinforcing good behavior promotes self-esteem
- Celebrate success and good choices
- A reward system that is fair and consistently applied, mindful of British Values

Accessibility

Our school pillars of 'Grow, Flourish, Be Mindful' underpin how adults have impact on children's successes through positive behavior management. However, we also understand that for some children, following our behavior expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behavior plans, which may include carefully targeted sanctions and rewards to reinforce desired behavior and choices.

The following appendices set out the systems and strategies we use specific to age range.

GFM Teacher Essentials

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GFM Behaviour Intentions	Visible Adult Consistencies	Above and Beyond Recognition	Regular Routines
Be Ready Be Respectful Be Mindful	Daily, meet and greet at doors/on playground Catching them doing it 'right' All teachers use the language of: <ul style="list-style-type: none">• Good Choice• Wrong Choice• Consequence of your choice	Class recognition boards (FS) Year group celebration boards (KS1/KS2)- GEM of the week/ HPL of the week SLT Praise PRE Social Media Posts Dojo learning skills House points	Classroom routines Following teaching and learning essentials Praise praise praise (verbal and non-verbal) Peer Praise opportunities Kagan Praise Certifications

FS/ KS1

During induction period, children are introduced to the 'Recognition Rainbow'; a visual representation of praise and positive behavior. Positive reinforcement will teach children to be proud of their learning achievements as well as enabling them to recognize their own positive behaviors and of their peers. During the first few weeks of school this approach is continually reinforced. Where sanctions are used children are reminded their choice has a consequence.

KS2

During induction, period our high expectations are reinforced and teachers repeatedly use the language of good choice and wrong choice. In order to succeed, students should be praised and enjoy their own positive behavior in school and society. Positive reinforcement will teach children to be proud of their learning achievements as well as enabling them to recognize their own positive behaviors and of their peers.

Our behaviour pathway

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- Reminder to self-regulate and make good choices
- Final warning
- Time out

If these actions have no impact:

- Pupil (Primary) is taken to Assistant Head Teacher (Head of FS) / Deputy Head of Primary
- Parents contacted
- Internal Exclusion (Primary)

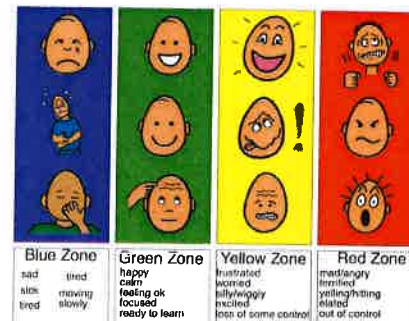
Parents called to school and restorative plans agreed

- Short Fixed Term Exclusion (1-2 days)
- Longer Fixed Term Exclusion (3-5 days)
- Permanent Exclusion

Self Regulation and Choices

Self-regulation is the **ability to monitor and manage your energy states, emotions, thoughts, and behaviors** in ways that are acceptable and produce positive results such as well-being, loving relationships, and learning. Children in the foundation stage and KS1 should have the opportunity to talk about and express how they feel throughout the day. Although assessment of well-being and involvement will be monitored through adult-child assessment in Foundation Stage and KS1 it is paramount that children are given the opportunity and it is modelled and encouraged for children to self regulate through visual aids

The Zones of Regulation



APPENDIX 1- FS Self –Regulation Chart

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FS Self-Regulation Process				
Regulation 1	Regulation 2	Consequence 1	Consequence 2	Consequence 3
Low-Level Disruption	Low-Level Disruption	Low-Level Disruption	Unsafe Behaviour	Physical Abuse
Action	Action	Action	Action	Action
Talk to the child using blank level questioning in a quiet area. 'What has happened?'	Ask the child how they are feeling using self-regulation mirror/pictures areas, do not ask the child to look at you (in some cultures this is perceived as rude)	Visiting a buddy class for self-regulation time. Explain to the child why they are going there and how long they are there for.	Visiting HOY room. Explain to the child why they are going there and how long they are there for. Seek additional advice from counsellor Refer to SEND referral process for additional strategies	Visiting AHT/DHT. Explain to the child why they are going there.


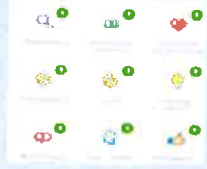




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APPENDIX 2- Primary Reward Systems

Primary Rewards Systems			
		House points and dojos How to receive: In class <ul style="list-style-type: none"> Be polite (Open doors, tidy the class) Be Mindful (Ask peers if they need help) Be respectful (Always follow class rules) In Learning <ul style="list-style-type: none"> Explain your answers Meet the Learning Objective and beyond Neat presentation of work 	Celebrated: Every Thursday All points are added to a team total End of Term treat for Highest house.
		GEM of the Lesson How to receive: Demonstrate HPL VAA during a lesson and Positive Behaviour Choices. <ul style="list-style-type: none"> Show a Hardworking skill Demonstrate Agile attributes Show an Empathetic attitude Make positive behaviour choices 	Celebrated: Daily During lessons. Students can take a GEM home
		HPL Certificates How to receive: Demonstrate at least one HPL VAA all week (Hardworking, Agile or Empathetic) <ul style="list-style-type: none"> In learning In lessons In homework Towards others 	Celebrated: Every Wednesday during Assemblies Students are given a HPL certificate to take home.

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APPENDIX 3 – Primary Consequence Escalation

Primary Consequence Escalation					
	Warning/ Regulation	Consequence 1	Consequence 2	Consequence 3	Consequence 4
	Low level disruption	Shouting in Lessons	Unsafe Behaviour	Physical abuse	Repeated occurrence of consequence 3
		Ignoring Teacher Instructions	Verbal abuse to another staff/student	Racism	
		Name Calling	Bullying (Perpetual)	Dangerous/High Risk Behaviour	
		Low Level Disruption			
	Action: Class Teacher	Action: Head of Year/Class teacher	Action: Head Of Year/Class teacher	Action: Assistant and Deputy head	Action: Primary Head of School
	Reminder of positive behavior required 1. Be Ready 2. Be Respectful 3. Be Mindful	Time out to Reflect in a Partner Classroom	Implement Behaviour Chart /Restorative Justice Parents informed	Internal Exclusion (and Behaviour Chart) Parents informed and return to school meeting to take place	External Exclusion Parents informed and return to school meeting to take place

Signed.....
Principal/CEO

Signed.....
Vice Principal

Policy review date: November 2023

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