

# THE GODOLPHIN JUNIOR ACADEMY



# THE GODOLPHIN JUNIOR ACADEMY SCHOOLS

## RULES

**WE SHOW RESPECT AND GOOD MANNERS AT  
ALL TIMES**

**WE CARE FOR EVERYONE AND EVERYTHING**

**WE FOLLOW INSTUCTIONS WITH THOUGHT  
AND CARE**



# Better Behaved



Our behaviour policy follows the '**Better Behaved**' plan. This key concept is based around three diamond rules that are embedded across our whole school and in every area of our curriculum. Everybody in our community is expected to live out these values.

## Aims

We aim to guide and teach children how to be self-disciplined and grow to be thoughtful, independent and responsible adults. We do this by practising our diamond rules regularly in everyday situations and lessons. We show children how to respect others, demonstrate tolerance and reflect on choices and decisions carefully. We teach and model how to have positive relationships and ensure that our pupils are given daily opportunities to develop purposeful relationships with those around them. We continually encourage and develop our pupils to reach their full potential.

## Objectives

- All adults must ensure that their behaviour is exemplary at all times, enabling children to understand how to behave
- Raise pupils' confidence and self-esteem through reward and positive feedback
- Ensure that rewards and sanctions are issued with absolute consistency as outlined in this policy
- Teach children the diamond rules and continually promote these values
- Engage with parents, carers and other agencies to ensure there is a consistent approach to behaviour management
- Ensure pupils regularly attend the Academy
- Promote a proactive and reflective approach to behaviour management

# STEPS



## **STEP 1**

Wandering around the classroom/school  
Calling out / interrupting the class  
Ignoring instructions  
Making Silly noises  
Talking when asked to be silent  
Pushing in the line  
Running in the corridor  
Being noisy around the school between lessons

## **STEP 2 (Escalating/Repeating Step 1)**

Wandering around the classroom/school  
Calling out / interrupting the class  
Ignoring instructions  
Making Silly noises  
Talking when asked to be silent  
Pushing in the line  
Running in the corridor  
Being noisy around the school between lessons

## **STEP 3 (Repeated Step 2 Behaviour)**

Refusal to do anything including classwork  
Throwing objects in temper (i.e. Pens, pencils, books..)  
Physically or verbally hurting someone  
Being rude / disrespectful to an adult  
Lying  
Swearing  
Damaging classroom property (graffiting, books, tables, breaking stationary, etching)  
Poor conduct whilst wearing school uniform (i.e. On a school trip)  
Leaving school site without permission  
Extreme behaviour that is violent or dangerous

# STEPS



## **STEP 4 (Repeated Step 3 Behaviours)**

Leaving the classroom or teachers supervision without permission

Extreme rudeness

Intentional spitting at another person

Extreme physical or verbal abuse towards another person

Throwing dangerous objects

Stealing

Having or chewing gum

Encouraging physical aggression in others

## **STEP 5 (Repeated Step 4 behaviours)**

Serious challenge to authority

Dangerous acts of vandalism

Bullying (persistent targeted physical and verbal acts)

Comments that are racist, homophobic or related to physical disabilities

Physical abuse to a member of staff

Leaving school site without permission

# STEPS



Each week, every teacher will record the number of steps issued on a class chart. Any child that has received a Step 3 or above will be reported to the school behaviour leads and SLT. These results will be analysed on a weekly basis to inform further provision, support and strategies that need to be implemented. We work collaboratively to share information, expertise and good practice to continually impact positively on improving behaviour.

All Step 5s will be recorded in SIMS and the Step 5 letter will be kept in the pupil's file.

It is the professional responsibility (see standards) of each qualified teacher to create a positive and safe environment for the pupils in their class and interact positively and caringly with all pupils in the school. They are responsible for managing the behaviour of those pupils who are vulnerable or display inappropriate or unacceptable behaviours; for deploying support staff within their class and referring pupils needing specialist support from the Behaviour Team or external agencies.

If a pupil continues to demonstrate significant behaviour issues, despite the full range of support offered, action will be taken to safeguard the education and safety of the majority and this may include fixed term exclusion and or managed transfer to another setting.

## **Direct progression to Step 5 and exclusions**

For serious or extreme unacceptable behaviour, a Step 5 may be issued. Examples of such behaviour are listed below but are not exhaustive:

Unprovoked physical violence, stealing, lying, bullying, vandalism, repeated defiance, swearing. If a child receives repeated Step 5s for the same type of behaviour within a month then they are likely to receive an external fixed term exclusion. A fixed term exclusion can also be issued for very serious, unacceptable and dangerous behaviour. Fixed Term Exclusion is where a pupil spends a fixed period of time at home. The pupil will be provided with sufficient work for the allocated exclusion period. Prior to the exclusion parents will be invited to the Academy for an interview with the Principal or member of the SLT.

The parents will also be informed in writing of the reasons for the exclusion, the period of time and the date of the re-admission interview. This period will be considered authorised absence. The re-admission interview will be attended by the Principal (or member of the SLT) a governor, the parents and the pupil.

## **Permanent Exclusion**

Permanent Exclusion is reserved for the most serious unacceptable behaviour. The decision can only be authorised by the Principal after full consultation with and guidance from the federation's Chief Executive Officer or by the Chief Executive Officer.

Please see the Academy Exclusion Policy for more information. NB: Depending on the nature of the unacceptable behaviour, the school may involve the police.

# RTIME



## WHAT IS R TIME?

### RTIME STANDS FOR **R**ELATIONSHIPS **T**O **I**MPROVE **E**DUICATION

R time is an exciting, dynamic, fun-filled Personal and Social Education programme. The emphasis is upon creating effective, respectful relationships by way of Random Pair work. R time has been shown to improve behaviour, reduce bullying, raise self-esteem and accelerate learning.

It requires no special materials and is simple to deliver.

All of the 30 activities per year group are written in a structured format and are to be simple to deliver.

R time is a programme that enables children to learn the skills of making and sustaining friends and friendships. Children learn and develop courtesy and respect to a broad range of peers and cultivate the language that makes relationships work well. Self-esteem is raised, bullying is reduced and children have a greater sense of well-being. All this is an aid to good learning.

The programme is for all Early Years Foundation Stage and Primary aged children of all abilities. It is a whole-school, every pupil programme - all children will benefit and so will the adults working with them.

**The essence of the R time approach is a weekly lesson that lasts between 10 - 15 minutes and contains 6 component parts.** Below is the step - by - step structure of R time

#### Step 1. R time Rule and Instruction (Expectations)

During R time there are always expectations that children will use good manners, make eye contact when speaking, use each other's names and use the respectful language of taking turns, sharing and fairness.

#### Step 2. Random Pairing

The children love working each time with a different partner enabling them, over time, to work with all of the children in the class. Just watch the relationships improve!!

#### Step 3. Introduction (Greeting)

Once the children are in pairs, either on the classroom carpet (where they sit face to face) or sitting at a desk (where they incline their chairs towards each other), they greet each other by name, taking turns.

This can be a simple greeting or extended by sharing some information with the partner.

#### Step 4. The Activity

The 30 activities for each year group are for the teacher to lead and present. None are educationally challenging but all rely on **process** rather than **content**.

The process, through which the teacher is guided, emphasises throughout the activity, the interpersonal skills of relationships and respectful communication.

#### Step 5. Plenary or Feedback

The children, led by the teacher, have the opportunity to reflect on the activity they have shared with their partner and how their cooperative interaction enabled it to be a success.....or otherwise!

#### Step 6. Conclusion

At the end of the session the children thank their partner. This can be a simple "thank you" using partners name or, perhaps a sentence beginning with "thank you for...." which will reflect how they have worked together.

Each R time session ends on this positive note.

# REWARDS



We seek to acknowledge and praise positive behaviour that reflects our values. In order to show our recognition we have put the following rewards in place.

## Individual Rewards

The main vehicle for rewards within the classroom will be through use of Dojo points. Each child in the class will be listed on the Dojo class page and they will be rewarded with a point when they have behaved positively. This could be anything from showing good manners, contributing well in class, trying hard, being helpful or caring for others etc. Any member of staff can award a Dojo to any child when they recognise positive behaviour. Dojo points should be awarded sparingly and ideally one at a time. A maximum of 3 Dojos can be awarded in one sitting for exceptional effort.

- On receipt of 30 Dojo points a child will receive a bronze certificate in assembly together with a fun sized chocolate prize.
- On receipt of 50 Dojo points a child will receive a silver certificate in assembly and a prize from the treasure box or extra time on an activity in Years 5 and 6.
- On receipt of 75 Dojos they will receive a gold certificate and be able to choose a book from our specially purchased book prizes.

## Collective Rewards

- Each class will have a plastic jar with 30 bouncy balls to go inside it. The class can be awarded bouncy balls for any examples of good class behaviour – promoting team work.
- If the class manages to get all 30 balls into the jar in a week, they will be given 10 minutes extra playtime or golden time on the day the jar gets to 30 balls.
- After the class fills the jar once, they can begin to fill the jar again and if they manage to complete a second complete jar within the week, each child in the class will receive a negotiated 15 minutes extra PE, ICT or golden time.
- Should a class fill the second jar they can begin to fill a third jar and should they achieve this, they will receive a £10 voucher for the class teacher to spend on the class. This money should be spent on games or stationery items for the whole class to enjoy.
- The class who achieve the most jars in any half term will receive a class reward of a class 'movie treat' with snacks such as popcorn/ice cream or a 'pizza party'.

