



## **Better Behaved Booklet 2024-2025**

At GJA, we follow the '**Better Behaved**' approach. 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.

**We care for everyone and everything**  
**We follow instructions with thought and care**  
**We show respect and good manners at all times**

### **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.

The aim of the policy is to implement a fair and consistent approach to promoting the highest expectations for social and learning behaviour among pupils and staff so that showing respect and good manners is the norm and so children feel safe at all times.

Our school motto is 'Godolphin Grows Success' because we know that children enjoy success and can become more effective learners once their image of themselves is positive and they feel valued.

### **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
- Explicitly teach behaviour as a subject through a weekly lesson called R Time. Continually model, demonstrate and guide pupils in using these behaviour strategies and social skills in all aspects of their learning.

## R TIME

### WHAT IS R TIME?

#### **R TIME STANDS FOR RELATIONSHIPS TO IMPROVE EDUCATION.**

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 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 designed for all Early Years Foundation Stage and Primary aged children of all abilities. It requires no special materials and is simple to deliver. All of the activities, per year group, are written in a structured format. 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 that it 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 at a desk (where they turn their chairs towards each other), they greet each other by name, taking turns. This can be a simple greeting or an extended one, where they share some information with their partner - this is an ice breaker.

#### **Step 4. The Activity**

The 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 guides, emphasises throughout the activity, the interpersonal skills of relationships and respectful communication.

#### **Step 5. Plenary**

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 their partner's 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.

R Time is taught in every class on a weekly basis and the learning from these sessions is then reinforced throughout the entire curriculum. We believe that teaching children how to form and maintain positive relationships is the key to achieving exemplary behaviour in our school. As an incentive for demonstrating these positive learning behaviours, we reward pupils both individually and as a class. We provide merits as individual rewards and bouncy balls as class rewards.



## **REWARDS**



We seek to acknowledge and praise positive behaviour that reflects our school 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 the use of merit points. Each child in the class is listed on a class merit sheet and they are 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 merit to any child when they recognise positive behaviour. Merits are usually awarded one at a time but a maximum of three merits can be awarded in one sitting for exceptional effort or work.

- On receipt of 30 merits, a child will receive a bronze award in assembly, together with a fun sized chocolate prize.
- On receipt of 50 merits, a child will receive a silver award in assembly, and a prize from the treasure box.
- On receipt of 75 merits, a child will receive a gold award in assembly, and will be able to choose a special, golden book from our library.
- On receipt of 100 merits, a child will receive a platinum award in assembly and will be invited to a 'Hot Chocolate Friday'.

Each class has a printed merit chart in their classroom. The class teacher or subject teacher can award merits to pupils and allow the pupil to place a stamp on the class chart. Merits can also be awarded to pupils at lunch time, in corridors, in assemblies and in book work. At the end of each day, or at a selected time in the day, the class teacher should record the pupil merits earned that day on the class chart.

### **Collective Rewards**

- Each class will have a plastic jar with 30 bouncy balls inside. The class can be awarded bouncy balls for any examples of good class behaviour, promoting teamwork.
- If the class manages to collect all 30 balls into the jar in a week, they will be given 10 minutes extra playtime or golden time that week.
- After the class fills the jar once, they can begin to fill the jar again and if they manage to complete a second jar within the week, each child in the class will receive a treasure box prize.
- Should a class fill the second jar, they can begin to fill a third jar and should they achieve this, they will receive a £15 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.

**Step 1:** This is a verbal reminder for the child. The child should be reminded of the diamond rules and which one was not followed. The child's name should be placed on Step 1 of the class step chart.

**Step 2:** This is a second verbal reminder. The child should again be reminded of the diamond rules and which one was not followed. The child's name should be placed on Step 2 of the class step chart.

**Step 3:** This occurs when a child persists in breaking the diamond rules. It is 10 minutes of reflection time in either a quiet space of the classroom or a seating area outside the classroom. During this time, the child must complete a Step 3 reflection sheet and think about the choices they have made and how to improve their behaviour. A step 3 can be issued to any behaviour that warrants an immediate Step 3.

**Step 4:** This is issued for behaviour that warrants an immediate Step 4 or for further infractions. Step 4 is 20 minutes time out with a member of the Senior Leadership Team (SLT). During this time, the child must complete a Step 4 reflection sheet. The reflection sheet is designed to follow the three-step emotional coaching approach. Parents must be invited in at the end of the school day to discuss why a Step 4 was issued and our expectations for behaviour. If they are not available, then a letter must be sent home, the meeting must be rescheduled or a phone call made.

**Step 5:** Should a child continue to make poor choices, or demonstrate behaviour that warrants an immediate Step 5, they will be brought to a member of SLT who will investigate and confirm whether a Step 5 should be issued. Step 5 results in the child being internally excluded for the rest of the day. A pupil on Step 5 must complete a Step 5 reflection sheet. The Step 5 reflection sheet is designed to follow the three-step emotion coaching approach.

This will be logged and their parents will be informed by telephone, followed up with a standard letter and requested to attend a meeting to discuss their child's behaviour. At the meeting, the parents will be asked to support their child in improving their behaviour. Should any clarification be needed, please contact a member of SLT.

A list of behaviours that could result in a step being issued can be found on the next page. This is not an exhaustive list, and teacher-judgement will always take precedent when deciding whether a step is warranted.

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 (suspension) and or managed transfer to another setting.

## **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 (e.g. pens, pencils, books)  
Physically or verbally hurting someone  
Being rude / disrespectful to an adult  
Lying  
Damaging classroom property (e.g. graffiti, breaking stationary)  
Poor conduct whilst wearing school uniform (e.g. on a school trip)  
Leaving the school site without permission  
Extreme behaviour that is violent or dangerous

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

Leaving the classroom or teachers supervision without permission  
Extreme rudeness  
Intentional spitting at another person  
Chewing or having gum  
Extreme physical or verbal abuse towards another person  
Throwing dangerous objects  
Stealing  
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  
Swearing

