



BEHAVIOUR CHARTER

We aim to

- *encourage a calm, purposeful and happy atmosphere within the school;*
- *foster positive, caring attitudes towards everyone where achievements at all levels are valued;*
- *encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;*
- *have a consistent approach to behaviour throughout the school with parental co-operation and involvement;*
- *raise self-esteem;*
- *provide clear boundaries for acceptable behaviour to ensure physical and emotional safety;*
- *help children, staff and parents have a sense of direction and a feeling of common purpose.*
- *Grow aspirational citizens for now and the future!*

- GTS Behaviour and Anti-Bullying Policy

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- *Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment*









- GTS Behaviour in School Principles


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- All staff develop high expectations and aspirations for the children. Behaviour is taught and not just managed.
 - There are robust strategies for acceptable behaviour including: ninja mode on all transitions / spy talk for independent walk / clear expectations of when children can speak and how they communicate themselves / thoughtful and prompt transitions with a clear and timely command for action / effective gather and release (HOT or 1,2,3)
 - A strong ethos through the GTS citizenship values ensures all stakeholders have a clear understanding of the expectations at Glastonbury Thorn.
 - A reflective behaviour policy which focuses on core values helps children to manage own behaviours through restorative practice. 'Stop I don't like it!' has been embedded throughout the school for the children as a strategy to encourage positive behaviour, knowing that being unkind and disrespectful is not tolerated.


- GTS School Self-Evaluation (SEF)


AS A STAFF, WE WILL ENDEAVOUR TO FULLY COOPERATE WITH EACH OTHER TO ENSURE THAT OUR AIMS AND PRINCIPLES FOR POSITIVE LEARNING BEHAVIOURS ARE UPHELD AND DEVELOPED TO A HIGH STANDARD.


'Every day getting better in every way'

-  **Transitions** – all transitions, regardless of subject and time of day, are to be carried out in *Ninja Mode* with staff members positioned effectively.
-  **1, 2, 3 (measureable command)** – this must be carried out in *Ninja Mode*. '3' must have a measurable command e.g. 'sit down and write your first sentence' / 'look at me for the next challenge' / 'Have your 10 cubes neatly in front of you' etc.
-  **Voice Meter** – reference to the voice meter must be made when either transitioning, giving a command e.g. TTYP or when starting a new part of the session. The general rule is:
 - Transitions = Ninja Mode
 - Independent work = Ninja Mode
 - TTYP = Spy Talk
 - Collaborative work = Spy talk
-  **'Hands On Top' (HOT)** – this command is given when you want the children to stop and carry out a new instruction e.g. transition back to the base. Staff should vary their own voice commands e.g. whisper in order for the children to respond the same way. This can be used for the whole year group/school.
-  **1,2,3...Eyes On Me!** – this command is given when you want the children to look at you either to give a quick instruction, address a misconception, provide praise or remind the children about behaviour/noise. Staff should vary their own voice commands e.g. robot voice in order for the children to respond the same way.
-  **GTS Citizenship Values** – these are so important when *teaching* the children about behaviour. The 'Value of the Week' must be displayed in class and *taught*, but the other values should be on-going too and part of regular 'teacher talk.'
-  **'Have you filled your bucket today?'** – strongly linking to *Kindness*, the class bucket should be regularly referred to encourage positive behaviour and increasing the understanding of children's own feelings and the feelings of others.
-  **GTS Learning Muscles** – these are so important when improving children's *independent learning behaviours* e.g. using *strength* in order to independently meet Next-Step targets. The 'Muscle of the Week' must be displayed in class and *taught*, but the other Learning Muscles should be on-going too and part of regular 'teacher talk.'
-  **Reflection** – reflection is used when a child is not following a GTS Value or their GTS Learning Muscle. Children must be given a reason and informed how they can '*get back to GREEN.*' If 'reflection' is needed more than once, then a behaviour form must be filled in, informing the parent and SLT. Actions when using *Reflection*: (all may lead to loss of break/lunch time)
 - Child puts their face on the reflection prompt and begins to try to get back to green (teacher led)
 - Child reflects successfully and this leads to them moving their face back to green
 - If child does not reflect then they either sit/work independently or have change of face within the year group, then a different year group; reflection form filled in
 - If disruption/defiance persists, the child is either brought to SLT or SLT requested to come to class (dependent on child's needs)


 **Zones of Regulation** – to aid the children’s ability to self-regulate, Zones of Regulation are used. Children must be taught how to recognise each zone and have tools ready in order to self-regulate. This is both taught in class and through intervention.


 **Individual Behaviour Strategies** – if a child is struggling to regulate or needs more help with learning positive behaviours, an individual behaviour strategy must be put in place (section 2 of the GTS Reflection Form). It is good practice to discuss this with SLT. *All individual behaviour strategies must be reviewed after 1 week.*

 **Stop...I Don’t Like It!** – children must be taught how to use this command and how to listen to it. This can be used at any point in the day and can also be used by adults. It allows children to be in charge of their own safety and for others to regulate their behaviour independently. If a child says to a member of staff that they have used the command but they are still unhappy, staff must then take over to achieve a positive outcome.

 **Rewards** – as there are such high expectations of the children to develop independent learning behaviours, the use of praise and rewards are so important. The following should be awarded:

- Digging Deeper stickers: for showing extra effort
- House points: for personal achievements and increased effort (all times of the school day)
- Effort Marks: for sustained effort and achievement
- Weekly Awards: *Star of the Week* – Green Learner / *Work of the Week* – Producing work where there has been lots of effort or improvement / *Citizen of the Week* – For displaying the GTS Values consistently

 **Success Passports** – these are important for developing self-esteem and a sense of achievement. All awards are captured in the Success Passports and must be kept up to date. Children should also be given the opportunity to share their passports with their peers, as a class and with parents/carers.

 **Super Green Learner Role Models** – this was developed by the School Council and should be displayed and referred to in class.

