



Goldenhill Primary Academy



Head teacher: Mr. S Martin BA
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"Everyone shines at Goldenhill"

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Dear Parents and Carers,

At Goldenhill, we are proud of our warm, inclusive and ambitious school community. Our values of Kindness, Respect, Honesty, Responsibility, Independence and Resilience are at the heart of everything we do, and we want every child to feel safe, supported and ready to succeed. We are writing to share an important update to our Positive Behaviour Culture and Behaviour Pathways system, which is now in place across school.

Our new behaviour expectation is clear and simple:

**Be Ready
Be Respectful
Be Safe**

These three rules guide all behaviour in classrooms, corridors, playgrounds and beyond.

We have moved to a clear, stepped system called our Behaviour Pathways. This replaces the previous traffic light system and provides greater clarity, consistency and fairness for children and adults. The pathways range from Pathway 0: Focused / Ready to Learn. Here children are engaged, listening, prepared and following instructions (They receive praise, Dojo points, public recognition and celebration) through to Pathway 6: Physical Aggression. This is serious unsafe behaviour requiring senior leadership intervention and safeguarding procedures. In extreme or dangerous situations, fixed-term suspension or permanent exclusion may be considered.

What Happens at Each Stage?

Our staff follow a clear structure:

- 0 – Ready to Learn
- 1 – Reminder
- 2 – Reteach Expectation
- 3 – Time-In (Restorative Chat)
- 4 – Time-In (Restorative Work)
- 5 – SLT Support
- 6 – Internal Suspension

The focus throughout is: Follow the pathway, support the child, restore relationships. This ensures consistency across classrooms while keeping relationships at the centre.

What is "Time-In"?

Instead of traditional detentions, we use a Time-In approach. Time-In allows children to:

- ✓ Pause and regulate emotions
- ✓ Reflect on what happened
- ✓ Repair relationships
- ✓ Reset and return to learning

Time-In minutes are usually completed during break or lunchtime and include a reflection conversation with an adult. We believe children should always have the opportunity for a fresh start after a mistake. Our pupil survey reflects this focus on fairness, adult support and feeling safe

A Restorative Approach

Our approach is rooted in restorative practice. This means: we address behaviour calmly and consistently:

- ✓ We focus on repairing harm
- ✓ We teach children how to make better choices next time
- ✓ We maintain high expectations alongside strong relationships

Behaviour is always looked at on an individual basis, considering any identified needs, including SEND, trauma or wellbeing factors

What This Means for Parents - you can expect:

- ✓ Clear communication if behaviour reaches higher pathways
- ✓ Phone calls for more serious incidents
- ✓ Partnership working to support your child
- ✓ Consistent language used across school

Our aim is not to "catch children out", but to help them develop the self-regulation, responsibility and resilience they need for life.

Why We Have Made This Change? We want:

- ✓ Greater consistency across the school
- ✓ A system that teaches behaviour, not just sanctions it
- ✓ A safer environment for all pupils
- ✓ Clear expectations and clear consequences
- ✓ A culture where Everyone Shines at Goldenhill

Pupil Involvement:

We have worked closely with our Pupil Council to help shape and refine the new Behaviour Pathways System, and all pupils have had the opportunity to complete a pupil voice survey about the changes, with the overall feedback being very positive and supportive of the new approach.

If you have any questions about the Behaviour Pathways or would like to discuss your child's needs, please contact your child's class teacher in the first instance.

Thank you for your continued support in helping us create a safe, respectful and ambitious school community.

Warm regards,

ABagley

Mr Bagley
Head of School
Goldenhill Primary Academy