



Gooseacre Primary Academy

Behaviour Policy

At Gooseacre Primary Academy we believe that children have a right to learn and teachers have a right to teach in an environment in which everyone feels safe, secure and successful.

Through this we aim to:

- develop each individual to their full potential
- foster self-esteem and encourage self-discipline and respect for others
- instil an awareness of individual responsibility in the shared school community
- raise levels of attainment through the development of positive learning behaviours
- liaise with parents/carers to promote positive behaviours in and out of the academy
- ensure inappropriate behaviour is effectively managed

Our objectives are to ensure:

- all children know and understand the academy procedures and protocols used for managing behaviour.
- all staff fulfil their responsibilities to establish and maintain approaches to behaviour management that are consistent throughout the academy.
- parents are supportive of our behaviour policy, that they understand how it works and their role within it.
- systems are in place that support the behaviour policy e.g. play leaders, buddy system, lunchtime clubs, mentors.

We recognise that positive behaviour management plays a key factor in establishing the optimum learning environment within our context.

Home Academy Links

Good relationships with parents are highly valued by the academy. We strongly believe that the well informed supportive parent is a crucial partner. We strive to establish positive relationships with parents that inspire mutual trust and confidence. Only through working together can we foster optimum progress in our learners. It is our view that the more parents know and understand what is happening in our academy, the more they will support our aims and practices.

Code of Conduct

Children need clear boundaries and it is important that they know what is expected of them. The overall ethos we wish to create is underpinned by the Astrea Values: Resilience, Empathy, Aspiration, Contribution and Happiness

Class Codes for Learning

Each class will have a set of clearly defined **codes for learning** on display. The wording may vary from class to class, though the principles remain the same.

- Codes for learning make explicit behaviours that are expected of children in classrooms.

- Codes for learning are to be negotiated and written by the children at the beginning of the school year.
- Codes for learning should be positively phrased and reflect behaviours which encompass our school values.

Children need to be familiar with codes for learning, and know that they will be praise and rewarded when these are adhered to. Equally the children need to know what sanctions will follow should they choose to break these.

Rewards

Nothing succeeds like success. The academy uses a wide range of rewards to reinforce: our values. Our rewards include: verbal praise, stickers, special responsibilities, lunchtime privileges, Headteacher's weekly celebration assembly, smiley face charts etc. Rewards can be given in formal and informal ways. Rewards can be awarded to individuals or to groups. They can be earned for consistently good standards and adherence to shared codes of conduct as well as for particular achievements of note.

Please refer to appendix 1 for an overview of the rewards

Playtime/Lunchtime Awards

Each playtime and lunchtime children may be verbally rewarded and receive stickers for playing nicely or behaving well when having lunch and for being kind, helpful and showing good manners.

Traffic Lights

Within the classroom there are shared understandings. Most children follow these understandings. Children who choose to break the codes for learning know that logical consequences must follow. The codes for learning are displayed alongside the behaviour traffic lights. All children begin the day with their name in the green zone. Most minor infringements can be resolved with a look of disapproval or through positive redirection e.g. "I like it when you show me smart sitting."

Sanctions

Before applying the stepped sanctions in this policy the first three bullet points should have taken place:

- Non-verbal management – eye contact, pausing, moving closer to a pupil etc.
- General reminders and comments – either to the individual or the class. (1st warning)
- Verbal Warning with name moved out of green and placed outside the amber traffic light (2nd warning)
If child's behaviour improves, move back to green.

Please refer to appendix 2 for an overview of sanction steps

Individual children with repeated challenging behaviour

There may be children who do not respond to the strategies already mentioned and who require individual support in the form of an Individual Behaviour Support Plan (IBP). Where possible, children will be involved in writing their own IBP.

Other Agencies

Full use will be made of such agencies as Educational Welfare, Social Care, Health Services, Behaviour Support Service, Family Action and Educational Psychological Service as appropriate.

Equal Opportuntites

All learning opportunities within the classroom; extra curricular activities and behavioural strategies are applied equally to both girls and boys throughout the school, regardless of age, gender, race, nationality or ability.

The school is committed to working to 'include' pupils who have either been withdrawn from or are in danger of being withdrawn from lessons and to work with them. Targeted pupils will continue with curriculum studies but the emphasis of the support will be to bring about a change in their behaviour so that they are able to operate more effectively in their normal lessons. Parents/carers will be informed and invited to school to discuss behaviour.

Monitoring and Self-Evaluation

On a day to day basis, the Behaviour Management Policy is monitored by class teachers, phase leaders and the senior leadership team. More severe behaviours are monitored by the Learning Mentor who keeps detailed records which she shares with the Head of Academy and Associate Head of Academy.

The learning mentor updates the child's behaviour records, which allows teachers and senior leadership team to monitor the frequency and occurrences of negative behaviour. This serves as an active tool to support teachers in their feedback to parents. It enables the school to keep a track on individual pupils and the strategies that have been put in place. The SENDCo may access this information to support IEP and Behaviour Reviews.

The policy will be revisited by all staff in a staff meeting (team meetings or whole staff) at the start of the academic year. We feel it is essential that all staff have the opportunity to review the effectiveness of the policy and the framework. Therefore, opportunities are provided throughout the year to reflect upon the impact and use of the policy and framework.

Exclusions – Permanent and Fixed Term Guidance

Only the Principal and Deputy Head have the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- If the Principal excludes a pupil, he/she informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to parents/carers that they can, if they wish, appeal against the decision to the Appeal Panel. The school informs the parents/carers how to make such an appeal.
- The Principal informs the Academy Trust about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.
- Exclusion appeals will be considered by a panel who will discuss the circumstances in which the pupil was excluded, any representation by parents/carers and the Trust, and whether the pupil should be reinstated.
- If the appeal panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

Parents & Carers

The school works collaboratively with parents/carers, so pupils receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus and we expect parents/carers to read them and support them.

We expect parents/carers to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school.

Policy Review

All procedures follow a stage system to ensure that pupils are treated in a fair and consistent manner. This can be viewed in appendix 2 of this document. These systems are reviewed on an annual basis.

Reference should also be made to:

- Health and Safety Policy
- Physical Restraint and Positive Handling Policy
- Anti-Bullying Policy
- Staff Code of Conduct
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- DfE Guidelines on Exclusion from School

Policy Agreed: September 2017

Policy review: July 2019

Rewards

Aspect	Procedure
Marvellous Me Badges / Activities	<ul style="list-style-type: none"> • Awarded for aspects of 'secrets to success' • Teachers make it explicit to the child, and class, what the badge has been awarded for • Badge recorded using online system • Refer to the Marvellous Me reward sheet, which is displayed in all classrooms, for rewards that are awarded as children earn badges/activities
Special Mentions	<ul style="list-style-type: none"> • Teacher chooses 2 from each class every week, who receive a certificate in assembly • Focus of the special mentions links to the school values
Reading / Homework / Spelling Rewards	<ul style="list-style-type: none"> • A stamp is placed in the reading log every time a child has read at home or school / returned homework / achieve full marks on spelling test • A record of the awards will be displayed in classroom and prizes are awarded when children reach particular milestones
Star of the Day	<ul style="list-style-type: none"> • A certificate is awarded to the star of the day at the end of every day.
Class Rewards	<ul style="list-style-type: none"> • As a class children decide on a special class reward which they would like to work towards, e.g. class party, disco, football tournament, art & craft activities, cooking, role-play, extra outdoor play, DVD etc. • Over several weeks the whole class will work towards collecting 200 Marvellous Me badges • Maximum 30 minutes reward time. • Your class should receive their first class reward early in the Autumn Term as an incentive.
Verbal Praise	<ul style="list-style-type: none"> • Discuss in a circle time. • VALUE verbal praise and promote use with pupils (e.g. 'Thank You' if a pupil has held a door open or 'Well Done' if they impress). • Promote at lunchtimes and break times.
Individual Rewards	<ul style="list-style-type: none"> • Stickers and Stampers

