



Behaviour Policy

<i>Date</i>	<i>September 2021</i>
<i>Written by</i>	<i>Gooseacre Primary Academy</i>
<i>Review Date</i>	<i>September 2022</i>

Behaviour Policy

Behaviour Policy Principles

Gooseacre Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Aim of the behaviour policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To ensure that all adults take responsibility for behaviour and follow-up personally
- To use restorative approaches
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise and positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

Roles and Responsibilities

All staff must:

- Take time to welcome students at the start of the day and each lesson
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Never walk past or ignore students who are failing to meet expectations
- Be calm and give 'time' when going through the steps. Prevent before sanctions.
- Regularly celebrate students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, certificates and stickers, refer to SLT

The Principal and The Senior Leadership Team must:

- Regularly celebrate students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, certificates and stickers
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

Students want teachers to:

- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Recognition and Rewards

Dojo

- Awarded for aspects of Gooseacre Values and for all aspects of good work and behaviour.
- Refer to the Dojo Prize sheet, which is displayed in all classrooms, for rewards that children can choose when earning Dojos.
- Class Dojo used to inform parents for recognition

Special Mentions

- Teacher chooses 2 from each class every week – These to be awarded in Special Mentions assembly on a Friday.
- Focus of the special mentions linked to School values (Scholarship, Tenacity, Curiosity, Happiness, Respect)

Stickers and Certificates

- Awarded by teachers / support staff

Principal Award

- One person from school who has gone over and above this week. This presented in Special Mentions on a Friday.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Stepped Boundaries and Consequences

Appendix 1 shows Gooseacre Primary Academy's Step-Up process. This is to be used when behaviour is not at an acceptable standard in the classroom and around school. This can also be used when outside at break and lunch time.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Calming time
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents

Off Site Behaviour

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or

- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Pupil support

Gooseacre Primary recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Parents & Carers

The school works collaboratively with parents/carers, so pupils receive consistent messages about how to behave at home and at school.

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.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Physical restraint

All members of staff are regularly updated with regard to government guidance regarding the use of Positive Handling, Physical Intervention and Duty of Care.

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Three key terms to consider when using reasonable force: is it reasonable, proportionate and necessary?
- The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Reasonable Force. Under no circumstances will physical force or restraint be used as a form of punishment.

Exclusions – Permanent and Fixed Term Guidance

We do not wish to exclude any child from school but sometimes this may be necessary. Our school adopts Government Guidance for the list of reasons for exclusion. We refer to this guidance in any decision to exclude a child from school.

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.

Monitoring and Review

The Principal monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The effectiveness of the policy will be monitored through using assessment tools, exclusion and attendance data, behaviour logs and records of serious incidents.

The governing LECC Committee reviews this policy every year. The LECC may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying
- SEND
- Inclusion
- Physical Restraint

Appendix 1

