



Behaviour Policy

September 2022

Introduction

At Godmanchester Community Academy, we believe that positive behaviour and attitudes enable children to make the most of school experiences and aid success in learning. In the context of our school, we define positive behaviour as conduct that assists the school to fulfil its function which is to develop, as fully as possible, the abilities and social skills of all its pupils and to promote feelings of happiness and security for all.

Good behaviour and attitudes are key foundations for good education. Within a calm and orderly atmosphere, effective teaching and learning can take place.

The GCA Way ([Godmanchester Community Academy - The GCA Way](#))

At Godmanchester Community Academy, we develop children's character through The GCA Way. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to be and continue to be kind and hardworking but also instil in them valued attributes such as gratitude, respect and politeness. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

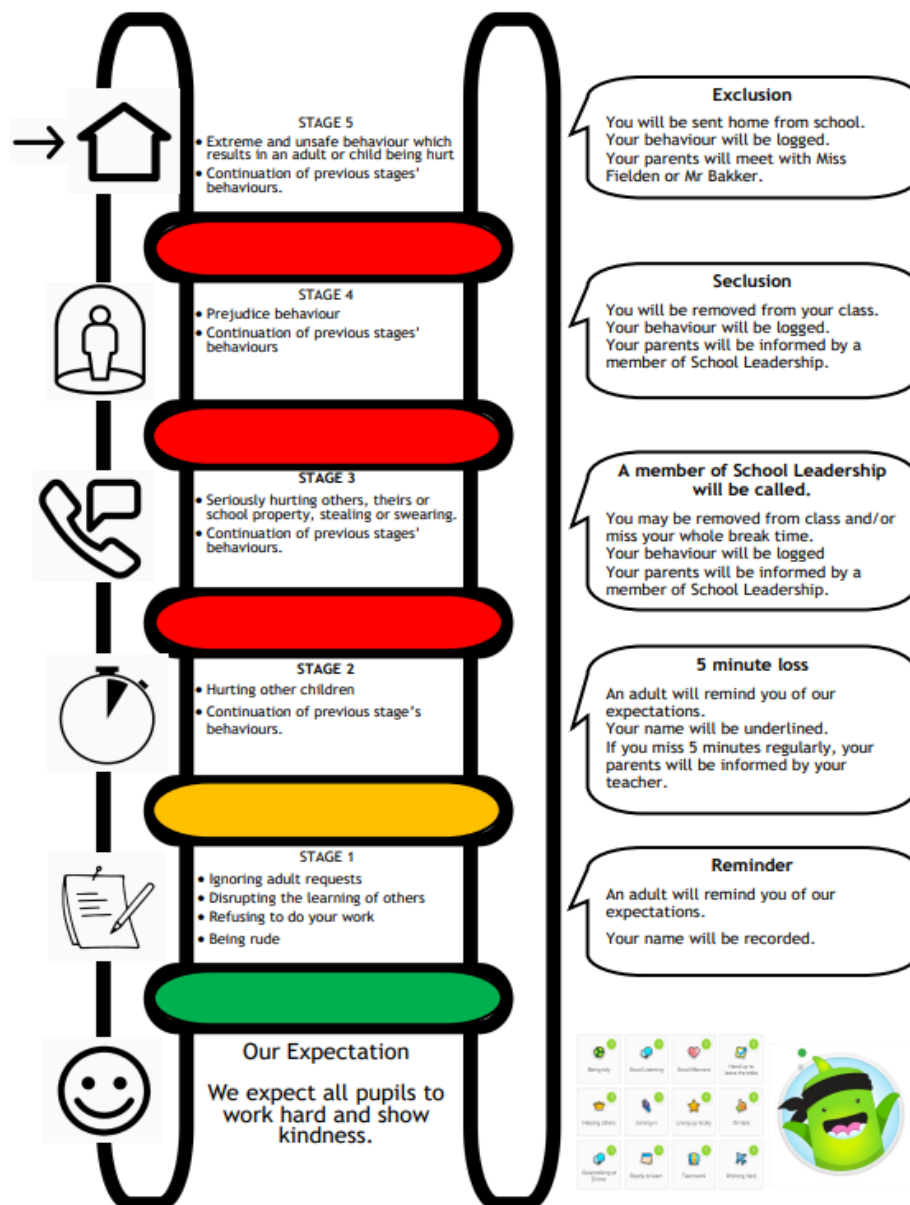
Promoting Good Behaviour

- School leadership are highly visible – they monitor corridors, transitions and train staff in effective behaviour management
- The expectations of good behaviour are fair and clearly communicated to children via The GCA Way
- These expectations are, where necessary, rehearsed and repeated
- Verbal praise and warmth, is used widely – it is recognised as the most important reward
- Dojo points are given for excellent behaviours particularly linked to kindness and hard work (EYFS use stickers instead of Dojo points)

- Some 'Stars of the Week' receive this for excellent behaviours
- School Council give out Kindness and Hard Work certificates

How We Deal With Unacceptable Behaviour

The behaviour ladder below illustrates how we categorise poor behaviours and how these are responded to. We take the time to regularly update this ladder in response to feedback from staff. The behaviour ladder is also well understood by pupils, is visible in classrooms and communal spaces and is referred to during discussions with pupils.



Note – the behaviours in this ladder do not represent an exhaustive list. School leaders have the discretion to make a reasonable decision about where any negative behaviour sits in this hierarchy.

Seclusion: (see Appendix One for outline of this procedure) this is a sanction adopted by Godmanchester Community Academy as follows:

- For behaviour at Stages 4 or 5 where we consider that an exclusion may not have a positive effect on future behaviour but where loss of break/lunchtime does not adequately reflect the seriousness of the behaviour.
- Seclusion is a time outside the classroom when a child has the opportunity to reflect on the serious nature of their misbehaviour.
- The child will be in isolation for a specified period, with minimal interaction with either adults or peers.
- If the Seclusion is for a day, break and lunch may be taken separately to others.

Exclusion:

- For behaviour at Stage 5
- Exclusions must follow Government Suspension and permanent exclusion guidance 2022
- Exclusion refers to both fixed-term (suspension) and permanent.

All staff have the power to use reasonable force in any situation where a child may be at risk of harm to themselves, others or property*. **As defined in the DfE 'Use of Reasonable Force' advice for Headteachers, Staff and Governing Bodies.*

In cases where this reasonable force is needed to be used, this is recorded in a Physical Intervention Log Book.

Special Educational Needs

Some children with SEND might not be able to access all aspects of The GCA Way. In line with our professional and legal responsibilities, we make reasonable adaptations to both our expectations and some sanctions. These decisions are made by school leaders and our SENDCo with input from class teachers. Our expectation of children with SEND must remain high and therefore these adaptations are made only when necessary.

Policy Review

This policy will be reviewed in line with the rolling programme of Policy Reviews:

Co-Head Teacher: Richard Bakker and Tess Fielden

Date: 01.09.2022

Chair of Governors: Theresa Shaw

Date: 01.09.2022

Appendix One

SECLUSION

This sanction can be used for behaviour at Stages 4 or 5 where we consider that an exclusion may not have a positive effect on future behaviour but where loss of break/lunchtime does not adequately reflect the seriousness of the behaviour.

Seclusion will be a time outside the classroom when a child has the opportunity to reflect on the serious nature of their misbehaviour. The child will be in isolation for a specified period, with minimal interaction with either adults or peers. If the Seclusion is for a day, breaks and lunch may be taken separately to others.

The procedure for Seclusion is as follows:

- A member of SLT will sanction the Seclusion deciding on the length depending on age, circumstance and severity of behaviour.
- Contact will be made to the child's parent/carer to confirm the reason and length of the Seclusion (and the date if the sanction cannot be delivered that day).
- The child will be supervised by a member of the SLT or suitable designated staff.