



Behaviour Policy - January 2020

Together We
Inspire Enjoy Achieve

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.

Aims and Objectives

We aim to:

- Provide a calm, safe environment in which all pupils can achieve their very best.
- Raise children's self-esteem and help them to have confidence in themselves.
- Recognise that each child is an individual with their own needs.
- Teach children the skills and attitudes needed to achieve and maintain positive behaviour.
- Promote independent self-discipline in our pupils and encourage them to accept responsibility for their own behaviour.
- Help children to become aware of the needs of others.
- Develop an understanding of the importance of expectations in our lives and why they need adhering to.
- Promote respectful and thoughtful behaviour between all members of the school community.
- Develop an understanding of the important role everyone has to play in the smooth running of the school.
- Involve parents in supporting the good behaviour of their children and encourage them to support our whole school expectations.
- Positively involve pupils, staff and parents in a common purpose and direction. Encourage everyone to contribute to our whole school expectations.
- Employ a consistent approach to behaviour throughout the school.

Our School's Approach

In the belief that our school should be a happy, calm and secure place for all, we pursue a positive approach to good behaviour, encouraging children to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others. Intrinsic to this approach is the additional belief that parents, children and staff are all involved in a home-school partnership. We are proud of the fact that many visitors to the school comment on the calm atmosphere that pervades.

"Pupils' behaviour is exemplary. They are kind, empathetic and supportive of each other's learning. They contribute fully to the harmonious learning environment that is such a positive feature in the school," Ofsted, June 2017.







Whole School Culture

The school leadership have a responsibility to shape a culture for behaviour which is both warm and strict. The warm element to this involves all aspects of positive behaviour management - being kind and welcoming to pupils, taking the time to listen to them, looking after their emotional and physical wellbeing and speaking to them in a respectful way. The strict element to this involves having fair and clear boundaries which are set by the adults - walking silently during transitions, swift sanctions for low-level disruption and not using negotiation or tactical ignoring to maintain good conduct. The image below shows the expectations we have of all pupils.









Godmanchester Community Academy

Pupil Expectations: Around School

-  We play nicely and care and respect each other following our playground rules.
-  At the end of playtimes, we stop after the first whistle and walk to our lines after the second whistle.
-  We line up after playtimes silently and in register order.
-  We walk quietly and calmly through the school- we do not run.
-  At playtimes, we only come in to use the toilet or the water fountain – we do not go into classrooms
-  We enter and leave assembly silently in register order

Pupil Expectations: In the Classroom

-  We try our best with all of our learning no matter what the subject
-  We sit attentively and listen carefully to our adults – we do not swing on our chairs or slouch
-  We respect the views and opinions of others – we do not talk over others
-  We do not distract others from their learning
-  We take responsibility for looking after our classroom and the school as a whole
-  We value our education

TOGETHER WE

Inspire

Enjoy

Achieve

Children's Responsibilities

Children are expected to follow the behaviour expectations in the school and classroom and show respect for the rights and needs of everybody in the school community, both adult and child. Good behaviour, politeness and good manners are insisted upon, especially when dealing with teaching staff, all support staff and other adults who may be in the school.

Staff's Responsibilities

Class teachers have day-to-day responsibility for the discipline of the children in their classes. A caring classroom atmosphere helps to reinforce good behaviour and teachers themselves are expected to be exemplary role models for the children both in their class and

across the wider school community. All staff share the responsibility for the sensible behaviour of the children in and around the school. The Head of School has overall responsibility for behaviour (as delegates by Governors) and associated sanctions.

Parents' Responsibilities

We ask parents to be aware of the school expectations and to support the implementation of this behaviour policy. We also ask that parents support the decisions of the school staff in a shared effort to maintain the authority of adults. We look to our parents to make their children aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline. Above all, we regard it as the responsibility of the parents to foster good relations with our school and to show an interest in what their child does here.

Governors' Responsibilities

The legal responsibility for the discipline of the school lies with the Governors who have delegated the day-to-day management to the Head of School; who may in turn delegate actions to the Assistant Head of School, Senior Leadership Team and staff. Governors will monitor behaviour trends and oversee improvement plans to ensure that all school stakeholders are effective in encouraging positive behaviour.

Promoting good behaviour

- School leadership are highly visible - they patrol corridors, monitor transitions and train staff in effective behaviour management
- The expectations of good behaviour are fair and clearly communicated to children
- These expectations are, where necessary, rehearsed and repeated
- Dojo points are given for excellent behaviours
- Verbal praise and warmth, is used widely - it is recognised as the most important reward
- Some 'Stars of the Week' receive this for excellent behaviour

How We Deal With Unacceptable Behaviour

- In the case of low-level disruption in classrooms, leadership would quickly intervene by demonstrating techniques which address this. Teachers would then be given regular support. We recognise that low level disruption negatively affects learning, frustrates children and drives good teachers out of the profession.
- In the case of children not wanting to complete reasonable tasks, adults calmly give children the choice of completing the work or completing it at playtimes. This uses the language of choices.
- We do not shout at children for unacceptable behaviour as this doesn't fit with our values - shouting is only used in an emergency.

Depending on the severity of the unacceptable behaviour, differing courses of action or sanctions may be applied. These include:

Seclusion: (see appendix 1 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, breaks and lunch will be taken separately to others.

Exclusion:

- For behaviour at Stage 5
- Exclusions must follow Cambridgeshire County Council guidance, December 2015 (copy available from the school).

There is no corporal punishment, no after school detention and no setting of lines. However, 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.*

Unacceptable behaviour can be divided into five progressive stages as follows:

	Behaviour	Sanction	Who is responsible?
STAGE 1	Not responding to a request or instruction by an adult. Causing low level disruption in the classroom. General refusal to do or complete work set. Rudeness to adults for example eye-rolling, answering back or huffing.	Reminder of agreed expectations Verbal warning Complete unfinished work	The adult who observes the behaviour.
STAGE 2	Name calling Causing deliberate physical harm to other children Continuation of any Stage One behaviour	Loss of play/ lunch time at adult discretion. No activity to be provided. Apology for behaviour	Class Teacher or Teaching Assistant responsible for class/ group/ individual. MSA to report behaviour to class teacher.
STAGE 3	Deliberately damaging school or personal property. Stealing Causing serious, deliberate physical harm to other children. Swearing Continuation of any Stage Two behaviour	Contact parents and in some cases arrange a meeting for example if behaviour is continued. Significant loss of play/ lunch time at SLT's discretion. No activity to be provided.	Senior Leadership Team: Clare Dalby, Helen Ivory, Jo Tester or Victoria Stanley depending on age/circumstance of child.
STAGE 4	Bullying Prejudice comments Continuation of any Stage Three Behaviour	Procedure set out in the Anti-Bullying or Prejudice Incident Policy followed. Seclusion at AHOs's discretion Meeting with parents to discuss actions.	Assistant Head of School: Richard Bakker.
STAGE 5	Extremely dangerous or violent behaviour Physical abuse of any staff member Behaviour that is judged by Head of School and/or SLT to be extremely Unsuitable, unsafe or threatening to the good of the school community. Continuation of any Stage Four Behaviour	Fixed term exclusion, increasing in length for each separate exclusion. Reduced in-school timetable Permanent exclusion.	Head of School: Tess Fielden.

Note - the behaviours in the table above 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.

Special Educational Needs

Some children's behaviour is beyond normal incentives and sanctions. These are usually children with emotional or physical needs who may have a condition, sometimes diagnosed, which affects their ability to respond in the expected way. Their needs may sometimes make them unhappy, angry or suffer from low self-esteem. It is often necessary to create for these children special, tailor-made programmes to include personal, achievable targets and a system of rewards. In extreme cases of difficulty, special curriculum programmes and timetables may need to be set up for the child.

Areas of behaviour that need improvement are identified and targeted in the child's individual programme. Parents, Head of School, Assistant Head, SENCo, Inclusion Manager, Teachers, Teaching Assistants and outside agencies may be included in the programme if deemed necessary or helpful.

The safety of every pupil and their opportunity to learn without hindrance remains the single most important aim.

In Conclusion

We seek to provide a safe and happy environment in which children can learn. By following this policy, we expect to promote in children an understanding of the effect their behaviour has on other people and the importance of codes of conduct in our society.

Policy Review

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Head of School: Tess Fielden

Date: 09.01.2020

Chair of Governors: Ian Phillips

Date: 09.01.2020

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 will be taken separately to others.

The procedure for Seclusion is as follows:

- The Assistant Head of School (in consultation with the Head of School) will sanction the Seclusion deciding on the length depending on age, circumstance and severity of behaviour.
- A phone call 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).
- If the Seclusion takes place on the day following the Stage 4 or 5 behaviour, the child must be brought into school via the main office and will be met by a member of the SLT.
- Seclusion will take place in Meeting Room 2 or the Inclusion Setting
- The child will be supervised by a member of the SLT.
- There will be a list of suggested activities e.g. a letter of apology