

# Gawthorpe Community Academy

## **Positive Behaviour Policy**

This policy complies with section 89 of the Education and Inspection Act 2006

The Academy is a place where learning is paramount and children are encouraged to develop intellectually, socially, physically, spiritually, culturally and morally. This development can only take place in an orderly and well-disciplined environment with high expectations of the behaviour of all its members.

### **Our Aims**

- To provide a safe and happy environment where effective learning can take place so that each pupil can develop to his/her full potential.
- To encourage tolerance, self-discipline and mutual respect. Everyone in the Academy should be treated with courtesy and consideration at all times.
- To encourage a clear code of conduct. This leads children to an awareness and expectation that they will be treated fairly and consistently.
- To develop a positive environment with a balanced system of rewards and sanctions.

**NB: This Positive Behaviour Policy includes our policy and approach to bullying. Bullying is considered an extreme unacceptable behaviour and treated as such.**

**The definition of bullying we acknowledge is taken from the SEAL (Social and Emotional Aspects of Learning) resources produced by the DfES as part of the Primary National Strategy:**

*'that bullying means one child is deliberately using his or her power over another to make them feel bad. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time.'*

**Page 5; Say no to bullying - SEAL theme overview PNS (DfES) 2005.**

**At Gawthorpe all the children in every year group are taught the work covered within this SEAL theme - Say No to Bullying. The theme covers what bullying means, including the above definition. Children learn how bullying can effect people both physically and emotionally. The theme places great emphasis on how we can learn strategies and life skills to deal with this kind of behaviour if or when it happens to us or other people we know.**

**We ask everyone in the Academy community to let us know if they have seen something that concerns them or if they are being upset or bullied. Children must tell an adult so something can be done.**

## **Code of Conduct**

Each class has its own Code of Conduct drawn up by the children based on the statements below. This outlines the way everyone, including adults, are expected to behave in the Academy. The Codes of Conduct are discussed in assemblies at the beginning of each new Academy year and we all accept what they say.

Our goals of managing good behaviour are based on the following:-

- Right to Learn
- Right to feel safe
- Right to respect self and others

## **Behaviour Modification Strategies**

A major aim of the Academy policy is to encourage children to practice good behaviour by operating a system of praise and reward, improvement will always be acknowledged. This is for **all** children. Each class has their own class target board, with an individual target system running alongside this. Team points and individual points are awarded, the teams are named after Olympians with a corresponding Olympic ring colour. Totals are collated weekly and are recorded collectively from all year groups, half termly. The acknowledgement and rewards are given for behaviour and learning towards targets.

We aim to get a balance between prevention, positive correction, consequence and repair and rebuild so we can encourage children to:

- Take responsibility for their own behaviour.
- Respect the rights of others.
- Develop positive self esteem.
- Build workable relationships.

We have invested a lot of time into developing lunchtimes in order to give children opportunities to develop team building and social skills. We therefore believe that children should not be excluded from this.

## **Rewards**

Each class sets its own reward system from a range of given possibilities.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

To develop self-esteem and encouragement praise is used for what children have accomplished and the strategies they have used to do so.

### **Strategies for Reinforcing Positive Behaviour**

- We believe that an appropriate curriculum and effective teaching and learning contribute to good behaviour.
- SEAL - Social and Emotional Aspects of Learning.
- Using a Special Educational Needs Individual Programme (IEP/IBP) when small steps are devised for each child (e.g. sitting on chair for given length of time, putting hand up to answer questions, etc.)
- Class target board and individual target charts (Olympic team points).
- Class certificates presented in 'Celebration' Assembly weekly.
- Involving parents at an early stage to make an action plan together.
- Annual Principal commendation letters.
- Name written in the Golden Book by an adult and peers.
- Children are encouraged to share their achievements out of the Academy in celebration assembly.
- Student voice through class and school council.
- Setting of Personal targets using the characteristics of effective learning in EY and learning powers in Year 1 to Year 6.
- Positive comment tree outside the Principal's office.
- Team building opportunities at lunchtime, e.g. den making,

### **Sanctions**

Children need to discover where the boundaries of acceptable behaviour lie. These boundaries are firmly and clearly stated. We always separate poor behaviour and the child, i.e. it is the behaviour that is unacceptable or bad not the child. Children are made aware that they are responsible for their own actions and if they chose to break the rules it will lead to a sanction. The system in place is consistent across the Academy. See guidance.

All members of staff can impose detention, we refer to detention as reflection time.

### **Generic practice at Gawthorpe**

At Gawthorpe the majority of behaviour issues are dealt with by the adult responsible for supervising the child at the time of an incident of unacceptable behaviour. This may be the class teacher, teaching assistant or lunchtime supervisor. All staff have attended SEAL INSET training, this is reinforced at the beginning of each academic year. The class teacher has responsibility for the pastoral care and development for all children in their class and will be the initial person who is informed and expected to deal with behavioural issues. The Learning

Mentor will also be informed and incidents will be investigated and logged. At lunchtime behaviour issues are the responsibility of the lunchtime supervisor team, the Learning Mentor and the senior leadership team. For incidents of a more serious or persistent nature the Principal or vice Principal must be informed and involved. Children throughout the Academy understand that three opportunities will be given in each lesson for a child to be told what is unacceptable about their behaviour and for them to adjust it accordingly. If this behaviour persists the child is sent to the paired class to reflect upon their behaviour and consider an alternative way forward. This also allows cooling down time. This child then completes any work they have missed during their period away from the class at the start of their playtime/lunchtime. The senior lunchtime supervisor is responsible for lunchtime incidents. Where inappropriate behaviour takes place at playtimes or lunchtimes, sanctions will be followed. In the first instance a cooling off period (on the perimeter of the playground/field), will be given, constant reminders will result in the child to spending their lunchtime in reflection, supervised by the Learning Mentor or a senior member of staff. The lunchtime supervisor keeps a record of any lunchtime incidents which is collated by the learning mentor.

The Learning Mentor will inform parents by text. For persistent reflection sanctions parents will be invited into the Academy to meet with the teacher and/or Learning Mentor. This will be recorded on the child's individual log. Further poor behaviour will result in fixed term exclusion. In all cases strategies will be put in place to avoid this. The range of strategies include, targeted adult support at lunch time, home/Academy behaviour book, daily meetings with the Learning mentor.

## **Refusal**

Children who are refusing a reasonable request will be told that by refusing instructions they are unsafe. They will be given 2 minutes to make the right choice. If they choose not to follow instructions the consequence will be that they will be in isolation, with adult supervision, until they show they are ready to go back to class to learn. A reflection time will be given at lunchtime for children to catch up missed work or reflect on their actions. Parents will be informed of this by the Learning Mentor. *See Appendix 1.*

## **Educational Visits**

We regularly take our children out of the Academy and insist on high standards of behaviour. If for some reason we can not rely on a child to behave appropriately and safely, we reserve the right to exclude a child from a particular visit. Parents will be informed about this by the Learning Mentor or in writing.

When a child does not go on an educational visit they will still be expected to attend the Academy.

**Guidance to the level of unacceptable behaviour and the sanctions that may be imposed:**

<u>Category of Misbehaviour</u>	<u>Who is Responsible</u>	<u>Sanctions</u>
<p><b>A. General unacceptable behaviour</b></p> <p><b>Eg:</b></p> <ul style="list-style-type: none"> <li>• Habitual chattering</li> <li>• Not following instructions</li> <li>• Inattention in classroom</li> <li>• Inappropriate behaviour in the playground</li> <li>• Inappropriate lunchtime behaviour</li> </ul> <p><b>Second incident of general unacceptable behaviour</b></p> <p><b>Recurrent incidents of general unacceptable behaviour</b></p>	<p>Class teacher or Teacher on duty Or Learning Mentor or Teaching Assistant or Lunchtime Supervisors</p> <p>As above</p> <p>As above and Principal or Vice Principal</p>	<p>Follow strategy of pointing out inappropriate behaviour</p> <p>If in class, blue card given or name written on board</p> <p>If lunch time verbal reminder</p> <p>If in class, second blue card or name written on board for a second time reminder of consequence of further poor behaviour</p> <p>If in playground isolate for a short period</p> <p>If in class removal to paired class missed work completed at playtime/lunchtime. Parents to be text by Learning Mentor with a short explanation about the reasons for this detention.</p>
<p><b>B. Continual or More Severe Misbehaviour</b></p> <p><b>Eg:</b></p> <ul style="list-style-type: none"> <li>• Reluctance to complete work</li> <li>• Reluctance to comply with adult instruction</li> <li>• Isolated incident between children</li> </ul>	<p>Class Teachers</p> <p>Then Learning Mentor or Principal Or Vice Principal</p>	<ul style="list-style-type: none"> <li>• Home /Academy behaviour book set up</li> <li>• Consequence sheet completed - may be shared with parents</li> <li>• Meeting with parents and home/Academy partnership agreed</li> </ul>

<p><b>C. Refusal</b></p> <p><b>Eg:</b></p> <ul style="list-style-type: none"> <li>• To complete work.</li> <li>• To comply with adult instruction.</li> </ul>	<p>Class Teachers Support Assistants Learning Mentor Principal Vice Principal</p>	<ul style="list-style-type: none"> <li>• Isolation for morning / afternoon / lunch / break-time.</li> </ul>
<p><b>D. Extreme unacceptable behaviour</b></p> <ul style="list-style-type: none"> <li>• Physical assault</li> <li>• Vandalism</li> <li>• Stealing</li> <li>• Truancy/leaving the Academy premises without permission</li> <li>• Verbal and racial abuse</li> <li>• Refusal to co-operate</li> <li>• Continued disruptive behaviour in class</li> <li>• Sexual abuse</li> <li>• Taking or selling drugs on Academy premises</li> <li>• Carrying offensive weapons</li> <li>• Bullying</li> </ul>	<p>Principal Or Vice Principal</p>	<ul style="list-style-type: none"> <li>• Request immediate conversation with parents</li> <li>• Involvement of other professionals e.g. Child Protection, Social Services, Educational Psychologist</li> <li>• Withdrawal from class for rest of day supervised by senior staff</li> <li>• No contact with rest of their class/Academy</li> <li>• Exclusion for breach of contract</li> <li>• New contract agreed with further exclusion imposed if breached</li> <li>• Common Assessment Framework (CAF) meeting involving parents and staff from other agencies.</li> </ul> <p><b>NB: WORST CASE SCENARIO = PERMANENT EXCLUSION WITH REFERRAL TO E.P.S.</b></p>

**These lists are not exhaustive but give a comprehensive overview of types of incidents, which may occur.**

## **Communication**

When a sanction involves a child being in reflection, the staff involved must ensure that this is communicated effectively with other staff members. Names are written on the notice board in the staff room. The class teacher must be informed. The Principal must be informed of any serious incidents.

It is also essential that feedback be given as soon as possible to teachers and all other adults in the Academy who may have been involved.

Parents of children who have received 3 warnings (blue cards), and therefore have been sent to their paired class, during the morning or afternoon will be texted by the learning mentor. If a parent wishes to discuss the incident they are welcome to make an appointment with the learning mentor or class teacher to do so. However, where unacceptable behaviour is persistent parents will be called in to discuss this, initially with the learning mentor and class teacher, then subsequently with senior leaders. Issues surrounding this behaviour will be discussed at the weekly children of concern meeting in order to ensure that all staff are aware of the child's difficulties. Support from parents may be sought to help a child modify behaviour that is unacceptable in the Academy.

The class teachers, Learning Mentor, TA's, and Lunchtime Supervisors supported by the Academy's Special Educational Needs Co-ordinator and Principal are available to provide pastoral support for children, parents and teachers. Appointments can be made to meet with any of these staff. For teachers this will often have to be outside normal teaching hours.

## **Parents**

Parents can help:

- Reading and signing the Home -Academy agreement
- By recognising that an effective Academy behaviour policy requires close partnership between parents, teachers and children
- By discussing the Academy rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parent functions and by developing informal contacts with the Academy
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff always try to deal with behaviour problems patiently and positively

The Academy will not tolerate threatening, intimidating, abusive or threatening words or behaviour by adults associated with the Academy. This includes abusive language and comments used on the telephone, in written communication or on social media sites e.g. facebook.



## **Behaviour Book**

There is a behaviour book, which is kept secure in the Learning Mentor office, where any reflections or refusals are recorded. These are transferred to the child's individual log.

## **Intervention**

### Positive Handling Support

In very extreme cases where a child/children, poses danger to self or other, violence, and where good order and discipline is unable to be maintained, positive handling strategies will be used in line with the Positive Handling Policy.

A written report of the incident must be completed and given to the Principal. A copy will be kept in the child's physical intervention file. The report should be completed within 24 hours of the imposition of any disciplinary action taken.

The Principal, Learning Mentor or Vice Principal will work with other colleagues and parents to devise an action plan to meet that child's needs and modify the behaviour. This may include the involvement of other agencies - family services, educational psychologist service.

**Signed:** ..... (Chair of Governors)

**Date:** .....

**Behaviour Policy Review Date:** 01.09.2016

## APPENDIX 1

### Script for children who are refusing instructions in key stage 2

Children who are refusing instructions are unsafe. Use this procedure in that circumstance.

Say to the child in a calm, flat tone of voice these four statements:

- 1) "You are choosing to refuse an instruction. You are not following the safety rule because if you cannot follow my instructions I cannot ensure you are safe.
- 2) "I am going to give you 2 minutes to (insert simple instruction to enable child to return to lesson without losing dignity)."
- 3) "If you choose not to follow this instruction, the consequence will be that when you do return to class you will be in isolation for (the morning / afternoon session) and lunch and break-time. Your parents will be informed."
- 4) "I am now going to start the two minutes timer. If you choose to (insert simple instruction to enable child to return to lesson without losing dignity) then you have made the right choice and I know you are safe."

*If child follows instruction, return to the usual behaviour system. They may return to their class. If they are on two blue cards, this stays. If this was their third blue card, they must complete the process and go to their paired class. Say to them.*

- 5) "You have made the right choice."

If they do not follow the instruction, *say to them:*

- 6) "You have not made the right choice. Your consequence for refusal is that you will be in isolation tomorrow / in the afternoon, your parents will be informed."

*If they still refuse, but are not affecting other children's learning, continue to use tactical ignoring and encouraging strategies to encourage the child to return to their learning. They will have the isolation consequence the following morning / afternoon. If they are a danger to themselves or others, or are hindering other children from learning, use the red triangle system to alert a member of staff who can remove them from the lesson.*

*Inform Mrs Underhill, who will contact the parent.*

*Class teachers to ensure that children are provided with achievable tasks to be completed independently in isolation the following afternoon / day.*