

Gawthorpe Community Academy

Behaviour Policy Information for Parents

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 school 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.

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 school year and we all accept what they say. Our goals for managing good behaviour are based on the following:-

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

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.

Rewards

Each class sets its own reward system from a range of given possibilities. We use positive praise against the learning powers. e.g.

- Concentrate
- Don't give up
- Be cooperative
- Be courteous
- Have a go
- Use your imagination
- Keep improving
- Enjoy learning

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, circle time.
- 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.
- Name written in the Deed of the Day Book by 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 early years and learning powers in Years 1-6.
- Positive comment tree outside the Principal's office.
- Team building opportunities at lunchtime, e.g. den making,

By using a positive system of rewards and using correct positive language about attitude to learning, and reinforcing good behaviour we help children to feel good about themselves.

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 your child to behave appropriately and safely, we reserve the right to exclude your 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.

Sanctions

Children are encouraged and expected to develop self discipline and exercise self control. As adults, we help children to resolve differences and disputes in constructive ways.

Children are encouraged to report incidents of aggression, name calling and bullying. These incidents are recorded and dealt with firmly. Our sanctions range from missing playtimes to, ultimately, exclusion from school for persistent or extreme misbehaviour. We always work closely with parents to resolve difficulties and hope to avoid exclusions where possible.

Communication

Parents / carers will be informed if a sanction involves being in reflection time for inappropriate behaviour at lunchtime. Parents / carers will be invited in by the class teacher or learning mentor if a child continues to display persistent or unacceptable behaviour. Appointments can be made with members of staff, the learning mentor or the Principal to provide pastoral support for children or parents / carers.

Unacceptable behaviour and the sanctions that may be imposed:

General unacceptable behaviour

Eg:

- Generally not following the agreed class code of conduct
- Habitual chattering
- Not following instructions

Sanction

Inappropriate behaviour pointed out.
A blue card given or name written on board.

Second incident of general unacceptable behaviour

Sanction

A reminder of expected behaviour given.
Second blue card or name written on board for a second time reminder of consequence of further poor behaviour.

Recurrent incidents of general unacceptable behaviour

Sanction

Removal to paired class for 10 minutes and behaviour reflection sheet completed if appropriate, name recorded by Learning Mentor. Missed work will be completed by children staying in class with a teacher at the start of playtime and/or lunchtime.

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.

Continual or More Severe

Eg:

Misbehaviour

- Reluctance to complete work
- Reluctance to comply with adult instruction
- Isolated incident between children

Home /school behaviour book set up

Consequence sheet completed - may be shared with parents

Meeting with parents and home/school partnership agreed

Extreme unacceptable behaviour

- Physical assault
- Vandalism
- Stealing
- Truancy/leaving the Academy premises without permission
- Verbal and racial abuse
- Refusal to co-operate
- Continued disruptive behaviour in class
- Sexual abuse
- Taking or selling drugs on Academy premises
- Carrying offensive weapons
- Bullying

This will result in:-

Request immediate conversation with parents

Involvement of other professionals e.g. Child Protection, Social Services, Educational Psychologist

Withdrawal from class for rest of day supervised by senior staff or learning mentor.

No contact with rest of their class/Academy
Child Well-Being Meeting involving parents and staff from other agencies if appropriate.

WORST CASE SCENARIO COULD RESULT IN SCHOOL EXCLUSION

Inappropriate playground behaviour

First instance - Inappropriate lunchtime behaviour follow strategy of pointing out appropriate behaviour verbally.

Second instance - Isolate for a short period of time, i.e. stand by the wall or with an adult for 5 minutes.

Third instance - Sent indoors, to reflection time.

Extreme unacceptable behaviour at playtime would result in child being sent indoors immediately and would result in the same course of action as indoors.

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.'

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.

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.

A full copy of the behaviour policy and anti-bullying policy are available from the Academy office.

ADDENDUM

Reflection time or lunchtime detention where children continue to display unacceptable or extreme behaviour at playtimes or lunchtimes.

Children will spend lunchtimes indoors sitting quietly, supervised by a senior member of staff or the learning mentor. A reflection sheet will be given which will give the child the opportunity to consider the rule that was broken and what to do to make things better.

A text message will be sent home when a child has been in reflection explaining what has happened. If parents want to discuss the incident please contact school.