**Behaviour Policy**

Created By: Headteacher

Approved By: Governing Body

Version: 1.0

Created: September 2024

Amended on: N/A

Applies to: Gawthorpe Community Academy

**Rationale**

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to choose responsible behaviour and, in doing so, to raise their self-esteem and promote their achievement.

The purpose of this policy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that inappropriate behaviour is minimised and effective learning can take place.

**Active ingredients of our behaviour strategy**

* Consistent, calm adult behaviour
* First attention to the best conduct
* Equality of adult authority
* Reasonable adjustments
* Analyse, don’t personalise
* Positive language choice
* Relentless routines, taught and practised
* Enable success because success breeds motivation
* Every child has unlimited potential for us to unlock

**Guidelines**

1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that most children behave appropriately and make good choices most of the time.
2. We work closely with parents to support our Behaviour Policy and we will share it as fully as possible with them.
3. Behaviour is learned, just as Maths and English are, and so opportunities to teach socially acceptable behaviour will be built into our planned curriculum.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to “punishment” or “sanction”. Instead we specifically teach that our actions result in consequences.
6. Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.”
7. Teachers and the Vulnerable Children’s Team will hold a register of those children whose behaviour choices are causing concern.
8. Each class will have a copy of its class expectations displayed in class.
9. Staff will work closely with the SLT, SENCo and Learning Mentor to ensure that pupils at risk receive specialist support when necessary.

**Three Pocket Principles**

At Gawthorpe Community Academy, we have three simple principles that underpin our behaviour policy.

These are

* Be Respectful
* Be Responsible
* Be Ready to Learn

These ‘pocket principles’ are designed to be easy to understand for all children, parents and stakeholders.

**The Excellent Behaviour Pricinples**

We also follow the principles of Excellent Walking and Excellent Listening.

Excellent Walking is:

1. Face forward
2. Stand in a straight line
3. Arms by our sides
4. Walking calmly and quietly

Excellent Listening is:

1. Face forward
2. Sitting up straight
3. Never interrupt
4. Track the speaker

**Recognition**

We will recognise acceptable behaviour in the following ways:

* with smiles
* with words
* with recognition board mentions
* with class points
* with stickers and stamps
* with Star Awards awards in assembly
* with prizes for achievement and effort

**The staff at Gawthorpe Community Academy make the following commitments to their pupils:**

* We will aim to give more positive comments to negative ones
* We will adopt a warm strict approach to behaviour management
* We will try to catch children doing the right thing and show our approval promptly.
* We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self-esteem find it hard to accept ‘inflated praise’ and adapt our approach to accommodate this.

**Child on Child Abuse**

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

* Bullying (including cyberbullying);
* Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
* Sexual violence and sexual harassment;
* Sexting (also known as youth produced sexual imagery); and
* Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

**Fixed term suspension**

Suspension from school for a fixed time period is a formal step taken when the Headteacher considers it necessary for a child to stay away from school for disciplinary reasons. The power of exclusion rests in law with the Headteacher. We use the latest guidance ‘Exclusion from mainstream Schools, Academies and Pupil Referral Units in England.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should consider the fair treatment of pupils from groups who are vulnerable to suspension.

Headteachers and governing bodies must take account of their statutory duties in relation to special educational needs and disabilities (SEND) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Good discipline in schools is essential to ensure that all pupils can benefit from the

opportunities provided by education. The Government supports head teachers in using

exclusion as a sanction where it is warranted.

**The purpose of suspension may be to allow:**

* a cooling off period
* time for thought and discussion
* the school to function satisfactorily for the remainder of the pupils or
* an opportunity for discussion between school staff and parent[s]/carer[s].

A pupil may be excluded for a maximum of 45 days in a school year.

Parents / carers / governors need to know the length of the suspension and their rights to have their views considered. They will receive a letter containing all the information

they need when a child is suspended. In addition, parents/carers may require information about their child’s records and the provision of school work. That will usually be provided if the suspension lasts for more than 5 days. An early meeting with the Headteacher may be requested, if that is not already proposed. Parents / carers have further rights to make representations to the school governors and to the Local Authority.

**Permanent exclusion**

Permanent exclusion should only be used as a last resort. A decision to exclude a pupil

permanently should only be taken:

• in response to a serious breach, or persistent breaches, of the school's behaviour

policy; and

• where allowing the pupil to remain in school would seriously harm the education or

welfare of the pupil or others in the school.

Parents / carers may attend the meeting with a friend. Those involved will usually be the

parents/carers, Headteacher, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher. Parents also have the right to request a meeting with the school governors. If they wish to do that, they must make a written request within 7 days of the case conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

**At the Headteacher’s discretion, a case conference may be organised.**The purpose is to:

• allow parents/carers and child to hear the reasons for the exclusion and to ask

questions;

• enable parents/carers to provide information and express their views; or

• consider the circumstances and reach agreement, if possible, about what is to be

done.

**Notifying appropriate bodies regarding exclusions**

The Headteacher must, without delay, notify the governing body and the local authority of:

• a permanent exclusion (including where a fixed period exclusion is made

permanent);

• exclusions which would result in the pupil being excluded for more than five school

days (or more than ten lunchtimes) in a term; and

• exclusions which would result in the pupil missing a public examination or national

curriculum test.

The governing body has a duty to consider parents’ representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors.

The governing body must consider the reinstatement of an excluded pupil within 15

school days of receiving notice of the exclusion if:

• the exclusion is permanent;

• it is a fixed period exclusion which would bring the pupil's total number of schools

days of exclusion to more than 15 in a term; or

• it would result in a pupil missing a public examination or national curriculum test

**Date of current policy:** September 2024

**Date of next review:** September 2025

**Appendix 1 – Reward Systems and Consequences**

**Achieve 100**

At Gawthorpe we have a class points system to reward effort and behaviour.

Children receive points for making positive choices about their behaviour which are linked to our three pocket principles of respectfulness, responsibility and readiness to learn and in addition resilience and being a role model.

Points should be given one at a time, not in multiples. When the class have achieved 100 points, the whole class will receive a reward such as extra playtime, film afternoon.

**Consequences**

* Consequences do not work in isolation. They must be balanced with positive support.
* Consequences must be something that children will learn from, but they must never be physically or psychologically harmful.
* Consequences are a choice.
* Consequences do not have to be severe to be effective.
* Consequences should aim to resolve and ‘put right’ the consequences of the initial negative behaviour.
* For more serious incidents, parents and carers will be informed and expected to come in to school to discuss the incident.

Examples of relevant consequences

* Children who have deliberately made a mess in the classroom should make the choice to tidy up in their own time.
* A child who has wasted learning time in class should make the choice to catch up with their learning in their own free time.
* A child who has been rude to another pupil should make the choice to apologise and make amends.
* A child who has been disruptive at playtime should make the choice to miss their next playtime

**Appendix 2 -**

**Dealing with behaviour incidents**

**Low-level disruptive behaviour in lesson**

1. Use as appropriate - a look, moving to stand beside the pupil, praising someone who is following the instruction, a short instruction to stop what they are doing.

2. Repeat the instruction to the pupil - no more than twice.

3. Move the pupil to another area in the classroom and ensure they understand the consequence of not following the instruction

4. Pupils who choose to waste learning time are required to make up lost learning time in their own free time. Parents will be contacted if a child's poor choices persist.

If low level behaviour persists then…

5. The child will be taken to another classroom to calm down and reflect on their behaviour for a specified period of time (e.g. ten minutes) They are expected to return to class and make positive choices.

6. Parents will be contacted if class teachers are concerned with behaviour of a particular pupil. Parents may be asked to meet with the class teacher regularly to monitor behaviour (e.g. parents may come in on a Friday afternoon to review the week).

7. For pupils causing concern as a result of persistent poor choices then a ‘**behaviour contract’** will be implemented which sets out what is expected of that child and the consequences of continued poor choices. Reward charts may be put in place to help manage behaviour.

**More Severe Behaviour Incidents**

1. Serious physical aggression to staff or pupils.

2. Persistent verbal abuse.

3. Refusal to accept an instruction leading to an unsafe situation i.e. directly challenging staff with risk to children’s or adults safety.

4. Serious willful damage to property.

Use the appropriate intervention to de-escalate and then remove the pupil to a safe place. In such severe cases if pupils fail to learn from their choices then they will be suspended for a minimum of one day. We always aim to suspend pupils internally where possible. An internal suspension may include spending time in another class for a limited time and losing privileges such as playtime with their friends. Teachers will set appropriate work for pupils to complete during the internal suspension.

**Recording serious incidents**

Serious incidents are to be recorded on CPOMS. Teachers will log incidents that are deemed significant for that child.

See below for a list of significant incidents that would be logged on CPOMS (this list is not exhaustive but merely to be used as a guide)

* Intending to cause or causing physical harm to another
* Persistent name calling or bullying
* Swearing at people
* Refusal to take part in learning for a significant period of time.
* Disobeying a member of staff repeatedly

In cases where children are able to quickly identify they have made bad choices in their behaviour and make reparations there is no requirement to log incidents. E.g. a child flicks a rubber across the classroom and apologises.

**Solution Focused Brief Therapy** is a technique used to help resolve problems. The essence of the approach is

* to work with the person rather than the problem;
* to look for resources rather than deficits;
* to explore possible and preferred futures;
* to explore what is already contributing to those possible futures;
* and to treat clients as the experts in all aspects of their lives.

 **Safe Handling**

**Team Teach** is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may as a consequence be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

remove disruptive children from the classroom where they have refused to follow an instruction to do so;

prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

restrain a pupil at risk of harming themselves through physical

outbursts.