



**Godmanchester  
Bridge Academy**

**Behaviour Policy  
September 2020**

**Together We  
Inspire      Enjoy      Achieve**

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## Introduction

Good behaviour and discipline are key foundations for good education. Without a calm and orderly atmosphere, effective teaching and learning cannot take place.

At Godmanchester Bridge Academy we believe that a clear and consistent approach to behaviour and discipline is important for the whole of our school community as it will enable staff to achieve their professional duties, children to learn and feel safe and for parents to have confidence in our school.

Therefore we aim to:

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

## Classroom rules

At the beginning of each year, classes create a class code of conduct – Classroom rules. The children, with the help of their teacher, decide on positive ground rules that they believe will make for a happy, hardworking environment in their classroom and around our school. Once this code of conduct has been agreed, it is displayed in the classroom as a reminder and the children are expected to abide by it. If a child contravenes this code of conduct, they are reminded of the part they played in its creation and the commitment they made to it.

As well as the individual codes of conduct for each class, the following shared values exist for our whole school:

**Ready** – to learn, to listen and to be a success.

**Respectful** – to yourself, others and property.

**Responsible** – you are responsible for your learning, actions and choices.

## Staff's Responsibilities

All staff will share a common responsibility for ensuring the sensible behaviour of children in and around our school in line with our school's behaviour policy.

## Within the Classroom

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 good role models for the children in their classes. Each class will develop its own set of agreed rules.

Teachers will manage the behaviour of pupils in line with our school's Behaviour Policy. Records of behaviour will be kept by each class teacher.

## **At Playtimes**

Staff on duty at playtimes will be responsible for ensuring our Behaviour Policy is adhered to. They will also ensure that class teachers are informed of any behaviour issues involving children in their class.

## **At Lunchtimes**

Staff on duty will ensure that our school's Behaviour Policy is adhered to. They will ensure that class teachers are informed of any behaviour issues involving children in their classes. The Assistant Head of School / Head of School will be responsible for dealing with persistent behaviour issues at lunchtimes.

## **Whole School**

The Assistant Head of School and Head of School will monitor behaviour across our school through discussions with class teachers. They will assist individual class teachers with issues of behaviour through advice and support children who display stage 3, stage 4 and stage 5 behaviours.

## **Children's Responsibilities**

Children are expected to follow the behaviour codes in our school and classroom and show respect for the rights and needs of everybody in our school community, both adult and child. Good behaviour, politeness and good manners are insisted upon at all times. Behaviour that inhibits the learning or the safety of others will not be accepted.

## **Parent's Responsibilities**

This policy will be available on our school website, parents will be made aware of it and encouraged to read it.

The school expects parents to make their children aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline.

If behaviour has fallen below an acceptable standard, we will expect parents to work in partnership with the school to improve their child's behaviour.

We encourage parents to be aware of our school codes of conduct and expectations and to support the implementation of this behaviour policy.

## How We Encourage Good Behaviour

- Clear expectations of good behaviour are established and discussed, e.g. codes of conduct in the classroom.
- Children are encouraged to help each other to behave correctly and to support those who have difficulty in doing so.
- Good behaviour is praised either privately or publicly.
- Children are encouraged to take responsibility for their own actions and to make amends for any disruption or unhappiness they might have caused.
- Social awareness and understanding the needs and rights of others is taught as part of the curriculum, particularly in personal, social, health and citizenship education, religious education and collective worship.
- Classes will use a range of verbal and physical acknowledgements including Dojo points, praise postcards and house points for rewarding good behaviour.
- Awards will be given out weekly in each class for demonstrating our school values of Ready, Respectful and Responsible.
- Sometimes self-esteem is promoted through special groups, e.g. social skills groups.
- High standards of behaviour are set through the example of the adults and children in our school.
- Anti-social behaviour is actively discouraged and mutual respect promoted.
- In certain circumstances, behaviour support plans may be set in place for specific children.

## How We Deal With Unacceptable Behaviour

- In instances that involve minor transgressions of our behaviour codes the child will be spoken to calmly and reminded of the good behaviour expected of them.
- Any repeated or more serious behaviours that contravene expectations of good behaviour, depending on the severity of the unacceptable behaviour, will be dealt with in line with the following stages of sanctions and actions.

	Example of Behaviour	Actions	Possible Sanctions
<b>R E M I N D E R</b>	Calling out Rocking on their chair Low-level disruption	Verbal reminder given to the child	Verbal reminder given to the child
<b>W A R N I N G</b>	Continued behaviour following a 'Reminder'	Warning given to the child	Verbal warning given to the child
<b>S T A G E 1</b>	Not adhering to expected behaviours agreed for: <ul style="list-style-type: none"> <li>- Class Rules</li> <li>- School Values</li> </ul>	Stage 1 given verbally to the child 1:1 and recorded in the behaviour book by the teacher for their own record.	Stage 1 given.

<b>S T A G E  2</b>	<ul style="list-style-type: none"> <li>• Not responding to a request or instruction by an adult.</li> <li>• Persistently causing low level disruption in the classroom.</li> <li>• General refusal to do or complete work set.</li> <li>• Minor verbal challenges to authority – rudeness to adults.</li> <li>• Name calling or mild, one-off swearing.</li> <li>• Causing deliberate physical harm to other children</li> </ul>	<p>Repeat request and remind child that they are expected to do as asked.</p> <p>Warning about inappropriate behaviour.</p> <p>Given set amount of time to start work.</p> <p>Warning about inappropriate behaviour</p> <p><u>Other actions.</u></p> <p>Discuss consequences of behaviour with child.</p>	<p><u>Options for all Stage 2 Behaviour</u></p> <p>Loss of 5 minutes playtime or lunchtime – child stays in the Bubble Room with an adult</p> <p>Complete unfinished work in own time.</p> <p>Apologise and identify what they should have said.</p> <p>Temporary withdrawal of a privilege</p> <p>Parents informed via phone or class dojo.</p>
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<p><b>S T A G E</b></p> <p><b>3</b></p>	<ul style="list-style-type: none"> <li>• Repeated refusal to do set tasks</li> <li>• Continued and serious rudeness toward an adult.</li> <li>• Serious or repeated challenges to authority</li> <li>• Stealing</li> <li>• More serious or repeated swearing</li> <li>• Deliberately damaging school or personal property</li> <li>• Causing repeated deliberate physical harm to other children</li> <li>• Incidents of unkindness identified as Bullying</li> </ul>	<p>Referral to Assistant Head of School or EYFS/Key Stage 1 Leader</p>	<p><u>Options for all Stage 3 Behaviours.</u></p> <p>Exclusion from classroom/activity for a period of time (use second classroom)</p> <p>Apologise and identify what they should have said.</p> <p>Temporary withdrawal of a privilege</p> <p>Parents informed via phone or class dojo.</p> <p>Logged on MyConcern</p> <p>Individual behaviour plan implemented.</p> <p>Loss of 10 minutes playtime or lunchtime – child stays in the Bubble Room with an adult</p> <p>Where appropriate:</p> <ul style="list-style-type: none"> <li>• Procedure set out in the Anti-Bullying Policy followed.</li> </ul>
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<p>S T A G E 4</p>	<p>Stage 4</p> <ul style="list-style-type: none"> <li>• Repeated incidents of causing physical harm to other children.</li> <li>• Continual serious challenges to authority not corrected at Stage 3</li> <li>• Persistent bullying.</li> <li>• Prejudice comments</li> <li>• Persistent classroom disruption.</li> <li>• Swearing at an adult</li> </ul>	<p>Referral to Head of School</p>	<p><u>Options for all Stage 4 Behaviours.</u></p> <p>Discussion with parents</p> <p>Individual behaviour support plan</p> <p>Fixed term internal exclusion from classroom (SLT to supervise)</p> <p>Internal or external lunchtime exclusion for unacceptable behaviour during lunchtimes.</p> <p>Formal letter to parents</p> <p>Logged on MyConcern</p> <p>Where appropriate:</p> <ul style="list-style-type: none"> <li>• Procedure set out in the Anti-Bullying Policy followed.</li> <li>• Procedure set out in the Equality Policy followed.</li> </ul>
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<b>S T A G E 5</b>	<p>Stage 5</p> <ul style="list-style-type: none"> <li>Extremely dangerous or violent behaviour</li> <li>Repeatedly leaving school grounds (or attempting to) without permission</li> </ul> <p>Physical abuse of any staff member</p> <ul style="list-style-type: none"> <li>Any persistent uncorrected Stage 4 behaviour.</li> <li>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.</li> </ul>		<p><u>Options for all Stage 5 Behaviours.</u></p> <p>Discussion with parents</p> <p>Fixed term exclusion increasing in length for each separate exclusion.</p> <p>Pastoral support programme</p> <p>Formal letter to parents</p> <p>Permanent exclusion</p> <p>Reduced in-school timetable</p> <p>Logged on Myconcern</p>
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## Special 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, Teaching Assistants and outside agencies may be included in the programme if deemed necessary or helpful.

Risk assessments will be put in place for children who we feel will need additional support to access the school during the Covid19 pandemic.

*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: Claire Pirrie

Date: Sept 2020

Governor: Karen Smith

Date: Sept 2020