



**Godmanchester
Bridge Academy**

Behaviour Policy - July 2017

Together We Inspire Enjoy Achieve



**Godmanchester Community
Education Trust**

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 the school community as it will enable staff to achieve their professional duties, children to feel safe in school and for parents to have confidence in their school.

We are proud of the fact that many visitors to the school comment on the calm atmosphere that pervades.

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 the school community.
- Promote independent self-discipline in our pupils and encourage them to accept responsibility for their own behavior.
- Employ a consistent approach to behaviour throughout the school.
- Develop an understanding of the important role everyone has to play in the smooth running of the school.
- Teach children the skills and attitudes needed to achieve and maintain positive behavior.
- 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 negotiate 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 the 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 the whole school:

Aspiration: In all areas of our work we will aspire to achieve the best that we possibly can.

Caring: We care about all members of our community and ensure everyone's well-being and safety is paramount.

Challenge: We will continually challenge ourselves and each other to improve in our work.

Determination: We will succeed in what we do through our determination and resilience.

Enjoyment: Our schools will be positive environments where we all enjoy what we do.

Honesty: We will always be truthful. If we have done something wrong we accept responsibility. We know when to say sorry.

Respect: We expect all who are involved in our schools to display respect to each other at all times.

Sharing: We will always work as a team, sharing experiences and working together to excel in everything we do.

Staff's Responsibilities

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

Midday Supervisors will ensure that the school's Behaviour Policy is adhered to. The Senior Mid-day Supervisor 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 any issues of persistent behaviour at Lunchtimes.

Across Teams

Team Leaders will monitor behaviour across their teams through discussions with class teachers. They will assist individual class teachers with issues of behaviour through advice and support children who display stage 3 behaviours.

Whole School

The Assistant Head of School and Head of School will be made aware by the Team Leaders of any instances where behaviour is causing an on-going concern and will offer support where appropriate and where the child is displaying Stage 4 and Stage 5 behaviours.

Children's Responsibilities

Children are expected to follow the behaviour codes 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 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 the 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 the 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 laid out 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.
- Where appropriate, 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 House points and Value tokens as well as other incentive systems for rewarding good behaviour and acts of kindness.
- Star Awards can be given for acts of kindness and instances of good behavior.
- 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 the 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 the 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
S T A G E	<p>Not adhering to expected behaviours agreed for:</p> <ul style="list-style-type: none"> - Class Rules - Playground Rules 	As agreed by C.T/ T.A/ M.S.A and discussed with class regularly.	As agreed by C.T/ T.A/ M.S.A and discussed with class regularly.

S T A G E 2	<ul style="list-style-type: none"> • Not responding to a request or instruction by an adult. 	<p>Repeat request and remind child that they are expected to do as asked.</p>	<p>Loss of playtime or lunchtime.</p>
	<ul style="list-style-type: none"> • Persistently causing low level disruption in the classroom. 	<p>Warning about inappropriate behaviour</p>	<p>Loss of playtime or lunchtime.</p>
	<ul style="list-style-type: none"> • General refusal to do or complete work set. 	<p>Given set amount of time to start work.</p>	<p>Complete unfinished work in own time.</p>
	<ul style="list-style-type: none"> • Minor verbal challenges to authority – rudeness to adults. 	<p>Warning about inappropriate behaviour</p>	<p>Apologise and identify what they should have said.</p>
	<ul style="list-style-type: none"> • Name calling or mild, one-off swearing. 	<p>Warning about inappropriate behaviour</p>	<p>Apologise and loss of playtime or lunchtime</p>
	<ul style="list-style-type: none"> • Causing deliberate physical harm to other children 	<p>Warning about inappropriate behaviour</p>	<p>Apologise and loss of playtime or lunchtime</p>

S T A G E 3	<ul style="list-style-type: none"> • Repeated refusal to do set tasks 	Referral to Team Leader.	<u>Options for all Stage 3 Behaviours.</u> <ul style="list-style-type: none"> ○ Exclusion from classroom for a period of time to work in another area – Parents informed. ○ Meeting with Parents ○ Individual Behaviour Plan implemented. ○ Formal Letter home to parents. ○ Withdrawal of a privilege ○ Written or verbal apology required.
	<ul style="list-style-type: none"> • Continued and serious rudeness toward an adult. 	Referral to Team Leader,	
	<ul style="list-style-type: none"> • Serious or repeated challenges to authority 	Referral to Team Leader	
	<ul style="list-style-type: none"> • Stealing 	Referral to team leader	
	<ul style="list-style-type: none"> • More serious or repeated swearing 	Referral to Team Leader	
	<ul style="list-style-type: none"> • Deliberately damaging school or personal property. 	Referral to Team Leader.	
	<ul style="list-style-type: none"> • Causing repeated deliberate physical harm to other 		

S T A G E 4	<ul style="list-style-type: none"> • Repeated incidents of causing physical harm to other children. 	<p>Referral to Assistant Head or Head of School</p>	<p><u>Options for all Stage 4 Behaviours.</u></p> <ul style="list-style-type: none"> ○ Meeting with parents. ○ Put in place an Individual Behaviour Support Plan ○ Possible exclusion from Classroom for fixed period. ○ Possible internal or external lunchtime exclusion for behaviour during lunch break. ○ Possible fixed term exclusion
	<ul style="list-style-type: none"> • Continual serious challenges to authority not corrected at Stage 3 	<p>Referral to Assistant Head or Head of School</p>	
	<ul style="list-style-type: none"> • Persistent bullying. 	<p>Referral to Assistant Head or Head of School</p>	
	<ul style="list-style-type: none"> • Repeated Racist Behaviour. 	<p>Continued involvement of Assistant Head or Head of School</p>	
	<ul style="list-style-type: none"> • Persistent classroom disruption. 	<p>Referral to Assistant Head or Head of School</p>	

<p>S T A G E 5</p>	<ul style="list-style-type: none"> • Extremely dangerous or violent behaviour • Repeatedly leaving school grounds (or attempting to) without permission • Physical abuse of any staff member • Any persistent uncorrected Stage 4 behaviour. • Behaviour that is judged by Head of School and/or SLT to 	<p><u>For all Stage 5 Behaviours.</u></p> <ul style="list-style-type: none"> ○ Involvement of Head of School (or Assistant Head in the absence of Head of School). ○ Possible involvement of any appropriate outside agencies. 	<p><u>Options for all Stage 5 Behaviours.</u></p> <ul style="list-style-type: none"> ○ Fixed term exclusion, increasing in length for each separate exclusion. ○ Pastoral support programme set up after several fixed term exclusions or rapidly deteriorating behaviour ○ and where there is a risk of permanent exclusion. ○ Permanent exclusion
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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, Inclusion Manager, 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: Rod Warsap Date: July 2017

Chair of Governors: Paul Thornton Date: July 2017