

**Garden City Academy**

Behaviour Policy

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| **Date:** | May 2020 |
| **Review Date:** | September 2020 |
| **Ratified by:** |  |
| **On behalf of:** |  |

**COVID-19 Statement**

Whilst we are working in exceptional times our first priority, as always, is to keep children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas. It is important to try and social distance in school and is one of a range of measures that we are taking to keep children safe. This means:

* Sitting children at desks that are further apart than they are used to.
* ensuring everyone queues and eats further apart than normal where possible
* Trying to limit physical contact and close interactions when in the playground or doing any physical exercise
* visiting the toilet one after the other where possible throughout the day
* staggering break times
* putting guidelines on the floor in corridors

These guidelines are based on guidance from the DfE. For further details, please [click here](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings)

We expect children as well as adults to try and follow these expectations which we have incorporated within our ‘school rules’ as explained in this policy. This will be very new and could be challenging in some situations, particularly for younger children, where staff will implement social distancing measures as far as they are practicably able, whilst ensuring children are kept safe and well cared for. For older children the only reason for not social distancing should be if they are being treated for first aid (adults will reduce risk by wearing PPE)

In all other circumstances, the expectation for social distancing and safe behaviour is now an important part of our behaviour policy. This is intended to ensure that children can learn and thrive in a positive, orderly and safe environment.

This policy should typically be applied proportionately for younger children to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses. For older children, there may be situations where they are deliberately breaching expectations for social distancing and safe behaviour and it is important that staff respond to this consistently.

We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. Children will be reminded of the expectation and expected to amend their behaviour immediately.

However, if there are instances where children deliberately and repeatedly break this rule, this will be considered a clear breach of the behaviour policy. This will be dealt with seriously and in line with any other breach of the behaviour policy and in accordance with the approaches outlined in full within this policy.

**Introduction**

**Our beliefs**

At Garden City Academy, our primary aim is to ensure that every member of the school community feels safe, included, valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We have high expectations of all our children and support each child to fulfil their full potential and be the best they can be. Our school motto is **'Believe and Achieve,'** something which is embedded in our everyday ethos.

The behaviour policy is written with the express view of supporting children to make the best decisions they can, and when this does not happen to provide an opportunity of reflection, reconciliation and an opportunity for a fresh start. At all stages, when the behaviour policy needs to be used, it is paramount that the children understand it is the behaviour that is being challenged, not the child, this ensures that they can continue to develop resilience, self-esteem and confidence to engage in modern Britain.

Everyone at Garden City Academy has a part to play in the promotion of consistent high standards of behaviour. It is important that there is a clear shared code of conduct where pro social behaviours are encouraged and modelled. The emphasis needs to be on celebrating and recognising what is going well, but where children choose not to follow rules or school values we will use the school behaviour ladder to support in turning behaviour around.

All staff, regardless of the nature of their employment, make decisions that are consistent with the policy and that will be supported by colleagues.

We will, always, challenge racist, sexist and homophobic behaviour, and all forms of bullying. The whole school community, children, staff, governors, parents and volunteers should be aware of and actively involved in implementing our Behaviour Policy.

**Principles**

When deciding how to respond to a child or situation, staff will be guided by the following principles:

* Every day is a new beginning.
* Ensure the safety of children and adults.
* Develop pride in self and respect for others.
* Everybody is welcome and belongs at Garden City Academy.
* We all need to learn from our mistakes.
* Self-recognition and self-regulation is the key to behaviour change.
* Encourage a restorative approach between staff/children/parents.
* We will teach the language of collaboration so all can work together to help resolve issues.
* All adults model school values i.e. we talk to children as we expect them to talk to us.
* Children will be encouraged to reflect on the natural consequences of their actions.
* Support is tailored to the individual (one size does not fit all).
* There will be agreed acceptable behaviours i.e. non-negotiables: no swearing, punctuality, no hurtful comments/physical harm, taking care of property. We do not label children; we have the highest expectations of children at all times.
* Children, staff and parents need to feel they are heard and understood.
* Protect and nurture the child’s sense of belonging and connection with other children and adults.
* Exclusion is only carried out when it is unsafe for the child to be in school.
* Staff will be given training on the behaviour ladder and encouraging pro social behaviour.

**Teacher’s Role**

Adults need to establish consistent levels of positive pro social behaviour with the support of the Leadership team, Governors and parents. Consistently positive and high expectations, praise and reward will support this. Children need to know how to make good choices, how to regulate emotion and what to do when they find they are unable too. They need to be taught to manage their own behaviour.

Adults should avoid sending a child out of a classroom/learning area on their own to minimise impact of behaviour across the school. If necessary an adult can escort a child to a member of SLT or a member of senior staff will can be called to support.

**Desirable Behaviour**

**Behaviour Charter**

At Garden City Academy, we are establishing our behaviour charter. These are key beliefs and fundamental expectations to how children behave which apply to all children and have been created in a way that can be understand and recognised by all children, even from the youngest age.

**At Garden City Academy, we will:**

1. Use kind words and actions
2. Listen to one another
3. Try our best
4. Keep a sensible distance from others

**Core Values**

Garden City Academy has seven core values (REAch2 touchstones), which underpin all aspects of school life. Through assemblies and throughout the curriculum these values make explicit the values for life which children will need to recognise and show:

* Learning
* Inclusion
* Enjoyment
* Responsibility
* Inspiration
* Integrity
* Leadership

**Covid-19/Social Distancing Expectations**

* Maintain a sensible distance from others
* Avoid physical contact with others where possible
* Try to keep a gap between yourself and others around you
* Avoid sharing resources where possible
* When coughing/sneezing/blowing nose, children and staff should try to follow the ‘catch it, bin it, kill it’ slogan. Teach and encourage children to cough and sneeze into their elbows.
* Children and staff should avoid touching their mouth, nose and eyes with their hands.
* Children must inform a member of staff immediately if they are feeling unwell.
* Where possible, children should be sent to the toilet one at a time during the day.

**Around the school**

* Children should always enter the school calmly and quietly.
* Classes and individuals should always walk quietly around the school in an orderly manner, keeping to the left of corridors (where possible) and trying to keep a sensible distance to the people around them.
* Children should wash their hands regularly throughout the day (including: upon entering the school, before and after break times/lunch times, after touching a shared resource/surface, before leaving the school).
* Children should respect all areas of the school including their own and communal areas.

**Classroom**

* Children should sit quietly on entering their classroom on their carpet or chairs whilst the register is being taken
* When a session is finished, children must clear up and return resources to their correct places.
* Teachers will organise suitable rotas for care of the classroom.
* Teachers will encourage children to go to the toilet one at time throughout the day
* Children should avoid sharing resources where possible and ensure there is a sensible distance between themselves and others when moving around the room.

**Playground behaviour – break and lunchtime**

* Children to be respectful of all staff and peers
* Children to be encouraged and supported to play collaboratively
* Physical or verbal abuse will not be tolerated towards anyone
* Children to be encouraged to respect the school grounds by not dropping litter and looking after the trees and plants
* At the end of playtimes, children must walk back to their classrooms quietly and calmly, ensuring social distance.
* Children should wash their hands thoroughly before and after break-time/lunch-time.
* Children to sit in their designated area to eat and should not change seats from the one they are allocated.
* Children should only play in the area designated for their group.
* Children should maintain social distancing expectations.

**Rewards for good playground behaviour**

* Praise from the teacher or adults on duty and the class teacher informed.
* Motivators awarded for demonstrating school values

**Sanctions for undesirable playground behaviour**

* The behaviour ladder will be used in class as it is outside on the playground in general.
* Children may be asked to remain with an adult on duty if their behaviour is not desirable or spend some time sitting out to reflect on their behaviour.
* Incidents of a serious nature will be managed by the Senior Leadership Team.

**Lunchtimes**

* Adults on duty at lunchtime manage minor incidents which occur, SLT on call to be called to support with incidents more serious nature
* Children must try and show good table manners when eating and remember to say please and thank you
* Children use their ‘indoor’ voice.

**Assemblies**

**Throughout the assembly, all adults should actively promote a quiet, calm, reflective and respectful ethos.**

* Children must enter the hall quietly and listen to the music that is playing and sit in their designated areas, in straight lines.
* Classes should be arranged so that it prevents any possible disruption occurring between children and classes
* If members of staff need to remind children about positive behaviour, this should be done with as little disruption as possible.
* At the end of the assembly, classes will leave the hall quietly, led by an adult.
* Staff should act as a role model to children by refraining from unnecessary conversation with other staff members.

**Promoting Effective Learning Behaviour**

Our emphasis should constantly be on pro social behaviour and praise. We teach children the behaviours required to be a successful and effective Learner.

## Children need security if they are to learn effectively. Part of this security is created by an awareness of the behavioural expectations established by the school and recognition that there is a consistent use of praise when their behaviour is appropriate and sanctions when it is inappropriate. At Garden City Academy, children are encouraged to take on these responsibilities and be responsible for their own behaviour when the desired behaviour is not exhibited. Children are encouraged to be independent — to learn how to sort out problems themselves and know when to seek adult intervention. Where children struggle to regulate their emotions adults support with strategies that can be used in the future.

The school’s positive reinforcement framework is built around the principles of Guy Claxton’s Building Learning Powers, whereby children are praised and rewarded for their efforts in demonstrating these learning powers and learning muscles. Each group of learning powers is colour-coded and when a child demonstrates one of the powers/muscles within that type of learning behaviour they are awarded the corresponding ‘learning dot’ (motivator colour).

**How are the learning powers recognised?**

These learning powers could be recognised by any adult across the school, not just their class teacher. For example, they may be given in assemblies for responses given or things that a child has taken part in. Their peers may also ask to recommend that they are given a learning dot (motivator) for demonstrating the right behaviour for learning. Children can wear their learning dot on their school uniform, and it is expected that other adults around the school will then ask the child what they have done in their learning to receive the recognition. This will further promotes the language of learning and positive reinforcement of good behaviour for learning.

**COVID-19 Update**

It should be noted that to limit physical contact and close social interactions, learning dot (motivator) stickers for demonstrating the learning powers/muscles will not be given out. Verbal recognition should still be given and dots (motivators) recorded on the class tally chart.

**Learning Muscles/Motivator stickers**

|  |  |
| --- | --- |
| **What are you Thinking?** | Reflecting   * Looks back/evaluates * Sees different perspectives * Grows from experience * Stays calm |
| Imagination   * Makes predictions using prior knowledge * Sees possibilities and opportunities |
| Reasoning   * Explains * Considers evidence * Takes time * Selects best method |
| **What are you Doing?** | Experimenting   * Tries different things out to make something work |
| Investigating   * Wants to find out a solution or answer * Persists in their attempts |
| Working together   * Works collaboratively * Shares knowledge and understanding * Supports others |
| **What are you Being?** | Curious   * Shows initiative * Asks questions * Takes risks |
| Courageous   * Has a go even though may not be right * Prepared to FAIL (first attempt in learning) * Self-belief |
| Resilient   * Persists – keeps going * Stays positive * Practice makes perfect |

**Class Behaviour Systems**

Rewards operate on an individual basis as well as whole classes working together.

1. Teachers may use a variety of whole-class and individual reward systems to encourage expected behaviour on a daily and weekly basis. For example:
   * Collecting a jar of marbles for a learning-focused reward
   * Star of the Week
   * Star of the Day
   * Sent to other adults school for praise, e.g. Headteacher, other teachers, classes (Although not during Covid-19)
   * Copy work to send home
   * Table points
   * Celebration assembly — certificate for progress made in learning, celebrate work.
   * Contacting parents with positive comments (face-to-face, phone, post card)
   * Sharing and discussing work with children.
   * Displaying work in class or around the school
   * Mufti day for the 2 classes with the most motivators each week.
2. Classes agree their individual class rules at the start of the academic year.

Swearing

Swearing is not acceptable and should be challenged.

* Explain that we do not use that language at Garden City Academy.
* Use PSHE lessons to look at use of acceptable language in society.
* Persistent swearing will lead to the child being removed from the immediate environment.
* Parents will be informed.

Persistent Anti-social Behaviour

If a child exhibits persistent anti-social behaviour, parents and carers will be involved, and where appropriate, outside agencies.

**Racism and Bullying**

Racism

We actively promote Race Equality to ensure high expectations of all and non-discriminatory behaviour. We believe that all children need to experience a school environment where cultural, linguistic and ethnic differences are valued, and the principles of equal opportunity are actively seen to be at work in the ethos and culture. Racist attitudes or behaviour towards any member of the school community will not be tolerated.

Racism can be defined as:

* Any behaviour, attitude or institutional structure which treats an individual or group or individuals differently because of their race.

Bullying

Bullying in schools is, overall, a covert activity occurring without adult witnesses. It is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying may be motivated by actual or perceived differences relating to age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty or local issues appropriate to the school context. Bullying results in pain and distress to the victim.

Please see our Anti Bullying policy [here](https://www.gardencityacademy.co.uk/parents/policies)

Strategies to prevent and deal with incidents of Racism and Bullying;

We will endeavour to create a culture of open communication where all parties are listened too, which reinforces mutual understanding and respect for each other’s feelings.

We:

* Regularly raise awareness of issues of racism and bullying during PSHE and assemblies and provide children with skills of conflict resolution during PSHE time
* Ensure that all children understand that racism and bullying are not accepted at Garden City Academy and will be dealt with firmly
* Ensure regular staff training/briefings to support all staff in promoting positive behaviour
* Increase the sense of community by providing opportunities for children to take responsibility
* Provide opportunities for cooperate play during break-times
* Work with children to help their understanding through restorative meetings and conversations.
* Involve parents at all stages if an incident happens
* In the case of racist incidents, it is the schools statutory duty to inform Governors.

PSHE lessons and Circle time will be used to learn about different cultures, address arising behaviours and raise self-esteem/worth as well as show our care and respect for others.

**Pupil Exclusions**

We will make every effort to support children with challenging behaviour and to resolve conflict. However, if it is necessary to exclude a child then the following procedures will be implemented:

The following types of behaviour may result in an internal and/or external exclusion:

* A physical attack on another pupil;
* Physically attacking a member of staff;
* Persistent swearing;
* Persistently disruptive behaviour which negatively impacts on the learning of others;
* Bringing into school an offensive weapon, drugs, alcohol, matches or a lighter;
* Danger to themselves or others;
* Serious damage to school buildings/property

The length of the exclusion is at the discretion of the school but will operate within DfE guidelines.

Fixed-term exclusion

Headteachers have the legal right to exclude a pupil for up to 45 school days in an academic year. Exclusion is a disciplinary sanction, which can only be exercised by the Headteacher or Deputy Headteacher when she is acting in the Headteacher’s absence and only in response to serious breaches of the school’s policy on behaviour or of the criminal law.

Where a pupil is excluded for a fixed period, the exclusion will be for a minimum time to ensure that the pupil and others in the school understand that the behaviour has been unacceptable. Children will be given every opportunity to improve their behaviour before the fixed-term exclusion is exercised.

A first fixed period of exclusion lasting from one to three days is usually appropriate. When a pupil is excluded for a fixed period of more than two days the Headteacher will arrange for children to receive school work to do at home and have it marked until s/he returns to school.

Before a child is reintegrated back into their class they will have a reintegration meeting with their parent and a member of staff to assess readiness to return.

Arrangements for a fixed-term exclusion

* Fixed-term exclusions will take effect as of the close of the current school day. However, if the offence is of a very serious nature, i.e., where a pupil is a grave danger to themselves or others, then the exclusion will be immediate.
* The Headteacher/Deputy Headteacher will make every effort to contact parents by telephone during the day informing them of the exclusion and reasons for it. The Headteacher/Deputy Headteacher will always send a formal letter setting out the reasons for the exclusion and the arrangements for their return to school.
* Parents/carers will be informed of the right to make representations to the Governing Body.

*In the unlikely event that it is necessary to applying the sanction of a permanent exclusion, the Governing Body will follow the appropriate Local Authority procedures.*

**Behaviour Procedures**

**Teachers have the right to teach and children have the right to learn. Children who break our school rules stop teachers from teaching and stop themselves and others from learning**

There are times in every classroom when children may disrupt others. At Garden City Academy, we give children every opportunity to self-correct their own behaviour. The school procedure begins when a child has been given a chance to correct their behaviour and has CHOSEN not to do so.

As a schoolevery effort will be made by staff to encourage pro social behaviours, these can be seen on the behaviour ladder below

COVID-19 Update

As per guidance from the DfE, children should remain in the same group throughout the day to limit social contact with others, where possible. Therefore, time-out in another class will be suspended until further notice. Where further escalation is required, SLT will need to be called.

**Behaviour Ladder**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Type of Behaviour** | **Description of Behaviour** | Strategies to respond | | | |
|  | All pro-social “good” behaviours in line with class expectations | * Class pro-social display – daily reminders of pro-social behaviours and reward children for pro-social behaviours, catch them getting it right! (SJ creating displays) * Get to know every child and their interests – make time to have conversations around their interests/weekend/sports… * Greet every child in the morning – sday ‘hi’ and ask ‘how are you?’ * Set class rules/expectations together, using pro-social behaviours, and display (class charter? All sign?) * Half termly review of class rules – reminders when required * Whole class reward system, decide as a class, all children work together to earn a reward for pro-social behaviours (marbles in a jar, raffle tickets…) decide as a class rewards * Catch children ‘getting it right’ and share with peers * Positive praise for pro-social behaviours and effort * Record positive comments to parents in diaries, times children have shown pro-social, especially those who struggle. At least once a half term but those needing more support record more often. * Going to see favoured adult as positive time. * Stickers/rewards around interests of pupil * Whole class or individual timetables, keep the timetable up to date, take off/tick off what has been done * Individualised work/scaffolds/manipulatives/resources to support learning * Build in movement breaks when required * Build in mindfulness breaks when required * Communication with parents – diaries * Phone call to parents to share positives (behaviour/effort) * Motivators * Class stickers * Deputy Head Stickers * Head Teacher Stickers * Showing work or positive examples of pro-social with other teachers/classes * Star of the week/ Celebration awards * Extra playtime | | | |
| Support Low Level Behaviour | Strategies to support pro-social behaviours and engage in learning | * Calm corners * Mindfulness boxes * Distractions * Reduce demands (work/instructions) * Time to read their book * Using interests to distract * Jobs in class/around school * Taking a message to another adult (post it/sealed envelope) * Taking messages to other teachers * Early transitions – move on learning/next lesson * Use ICT to distract/break from activity * Relocate – different seat/next to a sensible friend * Allow other children to relocate to avoid distractions * Clap patterns for children to copy (gain attention, draw back in/distraction) * Chunk work * Work schedules (broken down instructions/tasks listed) * Countdowns, warnings of time left * Individual completion of set task at break or lunch * Behaviour log if required * Incentivise tidying up – offer rewards * Praise for making right choices/effort | | | |
| **Type of Behaviour** | **Description of Behaviour** | Consequence for EYFS | | | Consequence for Year 1-6 |
|  | Disrupting others learning | Countdowns (appropriate time)  Early transitions  Distractions/Diffusion  Use of timers  Praise for making right choices  Minimise expectation  Use of calm corners or book corners  Completion of activity when the child is ready  Time out in adult chosen area  Reflection time with an adult  Inform parent in person  Record behaviour log for key pupils | | | Individualised work/scaffolds  Reminder of expectations  Give element of choice/ give pupils an illusion of control  Use of calm corners  Minimise expectation  Completion of activity when the child is ready – at break or lunch if lesson has moved on  Ignore non-disruptive behaviour. Disempower the behaviour. “ you can listen from there”  Offer relocation – child/others  Make the activity you have to offer more engaging and exciting along with the rest of the class and draw the pupils back in.  Clear consequence and choice offered, “ we need to line up now or we will practise at playtime”  “We need to complete our work now or do it at lunch time”  Reflection time with an adult  Record behaviour log for key pupils |
| Name calling/Swearing at pupils or adults | Distraction/diffusion  Tactical ignoring  Sensory/movement break  Use of calm corners or book corners  Saying sorry  Inform parents –phone call or note in diary – teacher  Reflection time with an adult  Record any use of racist or derogatory language on tracking list (staff shared area)  Record behaviour log for key pupils | | | Refocus back on learning task/activity to disempower behaviour  Give element of choice/ give pupils an illusion of control  Reminder of expectations  Use of calm corners  Verbal apology  Job given by staff (in classroom or to another)  If behaviour escalating and support required call office (220/241). Support staff to remove pupil early, assertive Hertfordshire step on escorting if swearing continues.  Letter of apology  Adult role play – educate on topic (include feelings of others and their own, context)  Reflection time with an adult  Inform parents –phone call or note in diary – teacher  Record any use of racist or derogatory language on tracking list (staff shared area)  Record behaviour log for key pupils |
| Leaving the classroom without permission | Adult support back into area.  Now and next board.  Early transitions  Distractions/Diffusion  Use of timers  Sensory/movement break  Adult role play – educate on topic including safeguarding issue  Reflection time with an adult  Inform parents – note in diary – teacher  Record behaviour log for key pupils | | | Reminder of expectations  Distraction  Time to self regulate  Pupil to be escorted back in to class if appropriate. (not far from room)  Or make the activity in class fun and appealing  If not close to classroom call office (220/241) for support. Support staff to remove pupil early, assertive Hertfordshire step on escorting.  Adult role play – educate on topic including safeguarding issue  Reflection time with an adult  Inform parents – note in diary – teacher  Record behaviour log for key pupils |
| Picture 4 | Throwing equipment/objects in class | Supported tidying up of equipment e.g. 5 mins at playtime  Apology  Social story to support safe use of equipment  Sensory/movement break  Use of calm corners or book corners  Distraction/diffusion  Allow time to self-regulate  Adult role play – educate on topic  Reflection time with an adult  Inform parents –phone call – teacher  Record on behaviour log for key pupils | | | Reminder of expectations  Individualised work/scaffolds  Give element of choice/ give pupils an illusion of control  Use of calm corners or book corners  Set realistic goal for tidying up, if they have thrown 10 things ask them to pick up 5 things.  Set the consequence with some compromise, not you will miss your entire break, instead “if we can tidy up quickly and apologise then you will have some break time left and you can go out. Don’t make it all or nothing.  Distraction/diffusion  Allow time to self-regulate  If behaviour escalating call office (220/241) for support. Support staff to remove pupil early, assertive Hertfordshire step on escorting.  Tidy up class/repair damage  Apology (verbal or written)  Adult role play – educate on topic  Reflection time with an adult  Inform parents –phone call – teacher  Record on behaviour log for key pupils |
| Regular and frequent negative/ dangerous behaviour further support needed (speak to RS/LC/AB):   * Advisory teachers advice * NHPSS * CDC/Doctor referral * EHCP * ENF * Camhs * NESSIe | | | |
| Persistent damaging or breaking of school property | Call office (220/241) for support  Phone call to parents – SJ/SLT  Meeting with parents – teacher and SJ  Distraction/diffusion  Allow time to self-regulate  Reflection time with an adult  Protective Consequences; reduced access to resources/equipment  Supported access to activities  Adult role play – educate on topic  Exclusion – while school plan how to keep the pupils safe (Take into account what they have damaged)  Permanent exclusion if safety of self and others at risk  Record on behaviour log | | | Call office (220/241) for support  Phone call to parents – SJ/SLT  Meeting with parents – teacher and SJ/SLT  Educational Consequence;  Reflection time with an adult  Tidying up/fixing of broken equipment  Limited access to activities  Time out of general activities to role play/educate how to keep themselves and other safe, or how to use school property safely, and how to play outside.  Protective consequence, that pupil does not get to take part in that activity until they show safe behaviour. Includes following adult instructions.  Exclusion – while school plan how to keep the pupils safe (Take into account what they have damaged)  Permanent exclusion if safety of self and others at risk  Record on behaviour log |
| Regular and frequent negative/ dangerous behaviour further support needed (speak to RS/LC/AB):   * Advisory teachers advice * CDC/Doctor referral * EHCP * ENF * Camhs * NESSIE | | | |
| Trashing of classroom/shared area | Call office (220/241) for support  Use of calm corners  Safe removal of pupil - STEPs  Safe removal of class if above not safe  Supported tidying up of equipment e.g. 5 mins at playtime  Distraction/diffusion  Protective Consequences; reduced access to resources/equipment  Supported access to activities  Reflection time with an adult  Phone call to parents – SJ/SLT  Meeting with parents – teacher and SLT/SJ  Exclusion – while school plan how to keep the pupils safe  Permanent exclusion if education and welfare of self and others compromised | | | Call office (220/241) for support  Distraction/diffusion  Use of calm corners  Safe removal of pupil - STEPs  Safe removal of class if above not safe  Supported tidying up of equipment e.g. 5 mins at playtime  Educational Consequence; Adult role play – educate on topic  Reflection time with an adult  Phone call to parents – SJ/SLT  Meeting with parents – teacher and SLT/SJ  Limited access to activities  Exclusion – while school plan how to keep the pupils safe  Permanent exclusion if education and welfare of self and others compromised |
| Regular and frequent negative/ dangerous behaviour further support needed (speak to RS/LC/AB):   * Advisory teachers advice * NHPSS * CDC/Doctor referral * EHCP * ENF * Camhs * NESSIE | | | |
| Jumping over internal fences/running away within school grounds | Call office (220/241) for support  Phone call to parents – SJ/SLT  Protective Consequences;  Extra support  Separate/Supported transitions/areas for activity  Limited access to activities  Adult role play – educate on topic  Record on behaviour log | | Call office (220/241) for support  Phone call to parents – SJ/SLT  Educational Consequence; Adult role play – educate on topic  Reflection time with an adult  Limited access to activities  Exclusion – while school plan how to keep the pupils safe  Record on behaviour log | |
| Regular and frequent negative/ dangerous behaviour further support needed (speak to RS/LC/AB):   * Advisory teachers advice * NHPSS * CDC/Doctor referral * EHCP * ENF * Camhs * NESSIE | | | |
| Absconding from school | CODE RED  Call office (220/241) – state SLT must attended urgently – code red  Call the police- if within talking distance to a pupil before they leave the school grounds, verbal reminder of “if you leave the school the police will be called”  Phone call to parents – SLT/HEAD  Meeting with parents – SLT/HEAD/Teacher  Part time timetable  Exclusion – while school plan how to keep the pupils safe  Permanent exclusion if welfare of self is compromised  Record on behaviour log | CODE RED  Call office (220/241) – state SLT must attended urgently – code red  Call the police- if within talking distance to a pupil before they leave the school grounds, verbal reminder of “if you leave the school the police will be called”  Phone call to parents – SLT/HEAD  Meeting with parents – SLT/HEAD/Teacher  Part time timetable  Exclusion – while school plan how to keep the pupils safe  Permanent exclusion if welfare of self is compromised  Record on behaviour log | | |
| Regular and frequent negative/ dangerous behaviour further support needed(speak to RS/LC/AB):   * Advisory teachers advice * NHPSS * CDC/Doctor referral * EHCP * ENF * Camhs   NESSIE | | | |
| Attacking/Hurting other pupils or adults | Call office (220/241) for support  Phone call to parents – teacher/SJ/SLT  Meeting with parents – teacher and SLT  Protective Consequences;  Removal to calm room/safe space  Extra support  Separate transitions/areas for activity  Signing/Saying sorry  Reflection time with an adult  Part time timetable  Exclusion – while school plan how to keep the pupils safe  Permanent exclusion if education and welfare of self and others compromised  Record on behaviour log | Call office (220/241) for support  Phone call to parents – teacher/SJ/SLT  Meeting with parents – teacher and SLT  Protective Consequences;  Removal to calm room/safe space - Use Hertfordshire Step on  Educational Consequence; Adult role play – educate on topic  Reflection time with an adult  Limited access to activities/areas  Letter of apology  Verbal apology  Part time timetable  Exclusion – while school plan how to keep the pupils safe  Permanent exclusion if education and welfare of self and others compromised  Discussion with parents and reducing time in school, as pupils needs to have a bespoke timetable and build from the positive time in school, while staff can manage a safer environment.  Record on behaviour log | | |
| Regular and frequent negative/ dangerous behaviour further support needed(speak to RS/LC/AB):   * Advisory teachers advice * NHPSS * CDC/Doctor referral * EHCP * ENF * Camhs * NESSIE | | | |
| Persistent/targeted physical aggression towards pupils/adults | Call office (220/241) for support  Phone call to parents – SLT  Meeting with parents – teacher and SLT  Protective Consequences;  Removal to calm room/safe space  Signing/Saying sorry  Reflection time with an adult  Protective Consequences;  Extra support  Separate transitions/areas for activity  Part time timetable  Record on behaviour log | Call office (220/241) for support  Phone call to parents – SLT  Meeting with parents – teacher and SLT  Protective Consequences;  Removal to calm room/safe space  Educational Consequence; Adult role play – educate on topic  Reflection time with an adult  Letter of apology  Verbal apology  Exclusion – while school plan how to keep the pupils safe  Part time timetable  Record on behaviour log | | |
| Regular and frequent negative/ dangerous behaviour further support needed (speak to RS/LC/AB):   * Advisory teachers advice * NHPSS * CDC/Doctor referral * EHCP * ENF * Camhs * NESSIE | | | |

Key members of staff daily will have walkie talkies that the office (220/241) will use to call for support. This will be on a rota.

Behaviour logs to be completed for key children and the colour of behaviour to be logged.

**Playground and Lunch-time Behaviour**

* We expect our children to behave well at all times — both in the building and at playtimes. We believe it is important for children to see that playtime behaviour also plays a part in our behaviour policy.
* All adults on duty will encourage children at breaks by using verbal praise or by rewarding kind words and actions with Dots (motivators).
* The behaviour ladder will be used during lunchtimes.

**COVID-19 Update**

Whilst we recognise children will want to play games with each other during these times, they will be encouraged to play games that will limit social interaction and physical contact. Where children deliberately and repeatedly ignore these expectations, sanctions may be applied. Children will be taught a selection of appropriate games/songs and will be encouraged to come up with their own.

**Confiscation of Inappropriate Items**

Items such as: mobile phones (with the exception of those who walk to/from school on their own, to be kept in their own bag and at their own risk, school take no responsibility for loss or damage), toys, electric games, sweets and chewing gum are not allowed. To avoid objects being passed between different people, in the first instance of a pupil bringing inappropriate items into school, they will be asked to return the item to their tray or bag and the expectation will be reinforced. For those who repeatedly bring in inappropriate items, it may be necessary for staff to confiscate these items. The item should be cleaned before being returned to the pupil. Consumables will be disposed of or will be retained by staff to be collected from the school office by a responsible adult. Staff reserve the right to search children where they reasonably suspect that, “Prohibited items” may be in a child’s position. These could be items which are stolen, illegal or dangerous e.g.: drugs, weapons, cigarettes, fireworks or pornographic images.

Children may receive a suitable sanction for inappropriate items brought into school, which may have a detrimental or negative impact on them and their peers.

**Children with Special Educational Needs**

We expect all children at Garden City Academy to follow the Behaviour policy. As much as possible, we want to keep children with Special Educational Needs within the Code of Conduct. However, this will be more difficult for some children at certain times.

Children with behavioural difficulties who have SEN support may:

• Have regular meetings with their teacher and parents/carers.

• Have an Individual Behaviour Support Plan (known by all staff/cover).

• Meet regularly with a behaviour support member of staff or SENCo to discuss progress.

Children who have an Education, Health and Care Plan (EHCP) may need the Code of Conduct to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the school and be unable to meet expectations without additional support. Practical ideas include individual planning and reviews. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards (a behaviour card), alternative rewards or consequences and the use of outside agencies (Behaviour Support, Educational Psychologist etc.) Parents will be continually involved in supporting the school in managing their child’s behaviour. It may also be appropriate to complete a Pastoral Support Plan PSP if the child is at risk of exclusion.

**Positive Handling**

Physical force should only be used within the strict safety guidelines laid out in Garden City Academy Positive Handling Policy. All staff are required to be familiar with the contents of this policy and to abide by it at all times.

**COVID-19 Update**

This is a particularly challenging aspect of our policy at this time whilst we follow Trust and government guidelines around social distancing. Therefore, we will use physical intervention and positive handling only as a last resort. For children with significant SEND and behavioural needs where positive contact is routinely used we will amend these plans where possible to use alternative strategies. Focused work will be carried out where appropriate to help these children to understand how they will be supported differently from the ways they may have become used to. Staff working with these children will also be expected to consistently apply these strategies.

Nevertheless, there may still be extreme instances where positive handing is required in the interests of safety and children. This will be where a failure to intervene could lead to harm. In these instances, this will be carried out in accordance with the guidelines within the Positive Handling Policy.

**Rights and Responsibilities**

**Rights of Children:**

* To be safe and secure at all times at school
* To be listened to by adults
* To be familiar with the procedures of the Behaviour Policy
* To be involved in setting and reviewing behaviour and class rules within their own class
* To be treated with respect

**Responsibilities of Children:**

* + To follow the behaviour policy to the best of their ability
  + To treat adults and other children with respect and politeness
  + To help to make the school a clean and pleasant place to be
  + To do as they are asked by all adults in the school
  + To take increasing responsibility for their own learning and behaviour
  + To keep a sensible distance from others

**Staff Rights:**

* + To be safe and secure in our work place
  + To be listened to by children, parents, colleagues and governors
  + To be familiar with the procedures of the Behaviour Policy
  + To have professional judgements respected
  + To be involved in setting and reviewing behaviour within the school

**Responsibilities of Staff:**

* + To praise, value and encourage appropriate behaviour
  + To address the children clearly and fairly
  + To provide a positive role model for children
  + To be consistent in the application of the policy
  + To value and support each other
  + To consider other people’s point of view — to listen to other staff, parents and children
  + To provide an appropriate context for learning appropriate behaviour
  + To plan opportunities for the class to reflect on their behaviour
  + To actively implement and regularly discuss and review the Behaviour Policy as necessary
  + To record incidents of inappropriate behaviour and to inform the Senior Leadership Team where appropriate
  + To involve parents, SLT and outside agencies where pupil behaviour is persistently inappropriate and does not respond to the usual school rewards and sanctions
  + To model social distancing expectations and actively encourage children to follow them

**Parent/Carer Rights:**

* + To have access to a copy of the policy to become familiar with its expectations
  + To be informed as is appropriate about unacceptable behaviour
  + To be given information about relevant support services as necessary
  + To be involved in the implementation of the policy by supporting the procedures and discussing them with children at home as and when necessary
  + To be consulted when the policy is under review.

**Responsibilities of Parents/Carers:**

* To ensure children arrive on time for school, in the correct uniform and ready to learn
* To ensure children are collected from school, on time
* To encourage children to sort out difficulties without hitting, fighting or swearing, at home or in school
* To encourage respect for other people
* To help children realise the importance of education and to praise them for their efforts and achievement
* To encourage children to talk about school and listen to what they have to say each day
* To be a positive role model for the children
* To support the school by attending meetings, e.g. pupil learning reviews, parent meetings etc.
* To ensure that home learning activities are completed accordingly.
* To read and act upon all communications from school
* To encourage children to keep a sensible distance from others when in school and reinforce the importance of doing so
* To ensure children wear clean clothes daily

**Key Behaviour Expectations across the school**

A ‘no shouting’ expectation is in operation across the school and shouting must not be used as a classroom management technique (only to be used if it will stop a child doing something dangerous). The quieter adult voices are the quieter the children will be.

All staff should ensure the use of positive phrases e.g. “Walk, thank you” as opposed to “don’t run”.

No child should be sent to the Headteacher as a sanction, as there is no guarantee the child will get there. The Headteacher/member of SLT should be sent for by phone or walkie talkie, the child can also be sent with a member of support staff if available.

All children must walk inside the school. If a child is observed running they should be asked to go back and walk correctly, accompanied by positive verbal feedback such as ‘Thank you for walking sensibly’. Encourage children to walk to the left of the corridors.

We will not:

* Humiliate
* Shout
* Overreact
* Use blanket punishment
* Over punish.