



Garden City Academy

Behaviour Policy

Audience:	Parents School staff Local Governing Bodies	
Approved:	Local Governing Body	June 2022
	Headteacher	June 2022
Other Related Policies:	Anti-Bullying Policy Safeguarding Children/Child Protection Policy Staff Code of Conduct Policy Equality Policy Restrictive Physical Intervention Policy Whistleblowing Policy	
Policy Owner:	Sean English Anna Butler	
Review:	Annually	
Version number:	1	

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Introduction

Our beliefs

At Garden City Academy, we aim to provide an environment in which children respect, value and care for each other and in which they feel secure and able to learn and explore, knowing that what they do will be valued by others.

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 to 'start anew.' At all stages, when the behaviour policy needs to be enforced, it is paramount that the children understand it is the behaviour that is being challenged, not the child.

Everyone at Garden City Academy has a part to play in the promotion of high standards of behaviour. It is important that there is a clear code of conduct reinforced by a balanced combination of rewards and consequences within a secure and positive environment, whilst at the same time promoting an understanding that appropriate behaviour is the responsibility of individuals.

We will always challenge discriminatory behaviour and all forms of bullying. The whole school community, children, staff, governors, parents and volunteers should be aware of the policy and directly involved in its implementation where appropriate.

Principles

Our policy is guided by the following principles:

- Have high expectations of all pupils
- Have consistency of expectations across the school
- Develop behaviours that will help pupils with their learning
- Every day is a new beginning
- Pupils are encouraged to reflect on their actions and consider how they affect others
- Ensure pupils, staff and visitors are safe and happy
- Instil a sense of pride and develop respect for others
- Establish clear expectations of acceptable behaviours and establish non-negotiables: no swearing, punctuality, no hurtful comments/ physical harm, taking care of property
- Everybody is welcome and belongs at Garden City Academy
- Encourage collaborative problem solving between staff/ children / parents
- All adults in academy consistently model desirable behaviours (such as empathy, manners, valuing others, etc.) explicitly
- Sanctions need not be severe; their certainty is more important than their severity, and consistency is imperative
- Where necessary, support is tailored to the individual (one size does not fit all)
- Suspension is only carried out when it is unsafe for the child to be in the academy. Levels to make the child/environment safer must be part of the plan
- We have a therapeutic approach to behaviour which is underpinned by Hertfordshire STEPS
- All children should have access to a calm and safe learning environment where children feel empowered to believe in themselves and strive to be the best they can be. Children 'Believe and Achieve'.

Teacher's Role

Teachers need to establish consistent levels of excellent behaviour with the support of the Leadership team, Governors and parents. Consistently high expectations, appropriate praise and reward will support this. Pupils need to know how to make good choices; they need to receive consistent positive encouragement as means of motivation and they need to be taught to manage their own behaviour. It is paramount that all staff within a classroom follow the teacher's lead and maintain these expectations.

Desirable Behaviour - Aims

At Garden City Academy we have high expectations for the standards of behaviour. These are underpinned by our whole school values, REFLECT OUR Academy Trust's touchstones and our whole school motto of 'Believe and Achieve'

Core Values

Garden City Academy has seven core value which underpin all aspects of academy life:

- Learning
- Inclusion
- Inspiration
- Responsibility
- Enjoyment
- Leadership
- Integrity

Each half-term, we focus on one of these values. Through assemblies and the curriculum, we learn about these values, how to show them and why they are useful. These values link to a range of other values which children will encounter and learn about at Garden City Academy.

Behaviour Around the School

- Classes should always enter the academy calmly and quietly.
- Classes or individuals should always walk quietly around the school in an orderly manner, keeping to the left of corridors (where possible).
- Children should respect all areas of the school including their own classroom and communal areas.

Behaviour in the Classroom

- Children should sit quietly on entering their classroom on their carpet or chairs, so they are ready to start their learning.
- When a session is finished, children must clear up and return resources to their correct places.
- It is to the teacher's discretion to organise suitable rotas for care of the classroom.
- Teachers will encourage children to go to the toilet at break or lunchtimes.
- Sanctions provided should be consistent with the behaviour levels procedure (see Section 4 – Inappropriate Behaviour).

Behaviour and Conduct at Breaktimes or Lunchtimes (Outside/Wet Break)

- Children to be respectful to all staff and pupil monitors on duty.
- Children to be encouraged and supported to play collaboratively.
- Children to be encouraged to respect the academy grounds by not dropping litter and caring for the environment.
- Children must ask permission to enter the building.
- At the end of playtimes and lunchtimes, children must walk back to their classrooms quietly and calmly.
- Physical or verbal abuse will not be tolerated.
- Sanctions provided should be consistent with the behaviour levels procedure – break times (see Section 4 – Inappropriate Behaviour).

Behaviour and Conduct at Lunchtimes (Dining Hall)

- Children must show good table manners when eating and are encouraged to say please and thank you to staff.
- Children are reminded that, when eating lunch, they must use their 'indoor' voice.
- Sanctions provided should be consistent with the behaviour levels procedure – break times (see Section 4 – Inappropriate Behaviour).

Rewards for good playground behaviour

- Praise from the teacher or adults on duty and the class teacher informed.
- House points awarded for demonstrating a desired school value or for helping others.

Assembly Behaviour

Throughout the assembly, all class teachers and support staff should actively promote a quiet, calm, reflective and respectful ethos.

- Children should enter the hall quietly and listen to the music that is playing and sit in their designated areas, in straight lines.
- At the end of the assembly, classes will leave the hall quietly, with their teacher.
- Classes should be arranged so that it prevents any possible disruption occurring between pupils.
- At the end of the assembly, classes will leave the hall quietly, with their teacher.
- Children should put up their hand if there is a genuine problem.
- Staff should act as a role model to pupils by refraining from unnecessary conversation with other staff members.
- If members of staff need to reprimand pupils whilst in the hall, this should be done with as little disruption as possible.

Behaviour in and around the nursery

Whilst we endeavor to follow the same principles for behavior and promote the same values in Nursery, we recognise that certain aspects will need to be tailored so they are age appropriate. Like the rest of the school, there will be an emphasis on promoting positive behaviours. Therefore, we will:

- Encourage children to respect all areas of the school, including their own area and communal areas.
- When a session is finished, children will be encouraged to clear up and return resources to their correct places.
- Staff will encourage children to go to the toilet at regular intervals.

- Acceptable behaviour is praised using language that identifies the behaviour, and why it is good. For example, 'Thank you for using your listening ears. It helped you succeed in your learning.'

Where undesirable behaviours are exhibited, staff will focus on reinforcing positive behaviours, providing calm areas for pupils to reflect and diverting pupils' attention before the behaviour escalates.

Promoting Desirable Behaviour

Our emphasis should constantly be on the reinforcement of positive behaviours. We teach children the behaviours required to be a successful and effective learner.

Pupils need security if they are to learn effectively. Part of this security is created by an awareness of the behavioural expectations established by the academy and recognition that there is a consistent use of praise/recognition when their behaviour is appropriate and sanctions when it is inappropriate. Children are encouraged to be independent - to learn how to sort out problems by themselves and know when to seek adult intervention.

The academy's behaviour framework is built around the principles of Hertfordshire STEPS, whereby children are praised and recognised for their Pro-Social behaviours. When pupils are engaged and learning, we need to 'catch them getting it right.' This can be by recognising and rewarding their efforts through praise, certificates, or anything that has meaning for the individual pupil. Pupils should also be made aware that their pro-social behaviour can be rewarding in itself and brings about positive experiences and feelings in others.

External discipline may suppress anti-social behaviour but long term behavioural change comes from developing internal discipline. We believe that children 'learn behaviour' and make positive behaviour choices through:

- Positive relationships with adults and peers
- Role models, patterning and copying
- Positive phrasing and reminding
- Scripts, routines, repetition and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement
- Comfort and forgiveness

Class Behaviour Systems

Rewards operate on an individual basis as well as whole classes working together. Any rewards should focus on developing intrinsic motivation (i.e. developing a sense of pride towards their actions/behaviours) instead of extrinsic motivation.

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 at the end of a half-term
- Star of the Week
- Star of the Day
- Sent to other adults in the academy for praise, e.g. Headteacher, other teachers, classes
- Copy work to send home
- Table points

- Celebration assembly – certificate for progress made in learning
- Contacting parents with positive comments (face-to-face, phone, letter etc.)
- Sharing and discussing work with children.
- Attendance certificates – for individuals each term
- Attendance trophy - for the class each week with the best attendance and/or most improved.

2. Classes agree their individual class charter at the start of the academic year. Rules within this should be phrased positively. For example, ‘We listen to others’ instead of ‘Don’t talk when someone else is talking’. Each class should have no more than five rules. These should be displayed in the classroom alongside the whole-school behaviour charter.

3. Teachers keep **all** well-behaved pupils in mind, praising and rewarding them for their continued excellent behaviour. Acceptable behaviour is praised using language that identifies the behaviour, and why it is good.

For example, “Ben, you are really listening carefully today. That will help you complete your Writing.”

“Rosie, you are sitting in just the right place. That means we all have enough space to work comfortably.”

The whole academy community must promote positive behaviour reinforcement.

Inappropriate Behaviour

Behaviour Level Procedures

Teachers have the right to teach and children have the right to learn. Disruptive behaviour stops teachers from teaching and stops pupils from learning. For this reason, we have clear steps in place to quickly and effectively deal with these behaviours.

Behaviours are graded according to their severity and appropriate sanctions are applied. Six levels of unacceptable behaviour and appropriate sanctions have been identified (see table below). It has been designed in this way so that pupils are provided with opportunities to self-correct their own behaviour before further sanctions are applied. Where pupils do not self-correct their own behaviour, they should be moved up to a higher level.

If behaviour exhibited is more severe, it may be necessary to move a pupil directly to a higher level. For example, should a child swear in class, then it would be inappropriate to move them to ‘Level 1’. Instead, they would move directly to ‘Level 3’. Whilst possible behaviours have been matched to specific levels, these are just guidelines and school staff may need to use their own discretion when applying the system, taking into account the child, their age, individual needs and circumstances.

Reflection sheets are used to allow pupils to reflect on inappropriate behaviours, consider the impact they’ve had and consider what they could do now to help. When a reflection sheet is used (Level 3+), the member of staff who has dealt with this behaviour should fill out an incident report on CPOMS. This ensures behaviour triggers can be analysed and allows us to recognise where additional support might be necessary. The reflection sheet should be stored in a class behaviour folder, which will be handed to the SLT at the end of the academic year but will be available if staff need to access it. A copy of reflection sheets should be given to parents/carers at the end of the day so that they are aware of behaviour incidents.

Once on a level, the child should not be removed from that level or moved down to a lower level until the levels reset. However, they can be escalated to a higher level. Levels will reset at the beginning and end of break-time and the beginning and end of lunch time each day, giving the pupils regular opportunities to start anew. This also ensures that any behaviour incidents occurring at break or lunch time are dealt with separately.

Expectations for time-outs within the classroom (Level 2)

- The pupil should be separated from their peers as much as possible.
- If the class are on the carpet, the pupil should be moved to a chair.
- If the class are at their chairs, the pupil should be moved to a space on the carpet.
- The teacher may designate a different spot if they feel this is more appropriate but should avoid using the Reading Corner.

Expectations for time-outs out of class (Level 3)

- Pupils should be sent to a different classroom for up to 20 minutes (class teachers should agree who their partner class will be ahead of sending any child to another class, this should be a class near to the child's class or within their phase).
- The teacher of the other class should not stop teaching their own class to discuss why they have been sent out.
- The pupil will sit at an area away from the main class. (If the class are on the carpet, this could be at a chair and vice versa).
- Pupils should have learning to complete and/or the reflection sheet.
- Responses should be discussed with the child during the subsequent break/lunch time. During this time, pupils will be encouraged to reflect on their actions, understand how they should have behaved and how to make positive changes to their behaviour. Any work missed should be made up in this time, as needed.
- If a pupil receives a Level 3 in the afternoon session, it will not be possible to keep that child in during a break time on the same day. Instead, the teacher may choose to have a brief catch-up discussion with that pupil at an appropriate time the following day to discuss the positive behavioural changes the pupil intends to make.
- The amount of time out of class (and reflection time during break/lunch) should be age appropriate (i.e. a pupil in Year One would usually be sent out for a shorter period of time whereas a pupil in Year Six may require to entirety of that 20 minute period).

In Class Behaviour Chart

Level	Consequence	Example Behaviours
Verbal Warning	A verbal reminder is given to the child and the class rule or expectation is re-stated.	Low-level disruption Calling out, arguing with peers, talking/being noisy at inappropriate times, not following instructions, not focusing on learning, etc.
Level 1	A final reminder is given to the child and the class rule or expectation is re-stated again.	Repeated instances of above
Level 2	<ul style="list-style-type: none"> Time-out within the classroom (up to 10 mins) AND Time inside at break/lunch time (<u>max.</u> 10 mins) to reflect on their behaviour and verbally discuss how they will make improvements (no reflection sheet required)	<ul style="list-style-type: none"> Repeated instances of above Rudeness (e.g. name calling) directed towards another pupil Taking the belongings of others without permission Deliberately not completing work (or completing it to an unacceptable standard).
Level 3	<ul style="list-style-type: none"> Time-out in adjacent class with work/reflections sheet (up to 20 mins) AND <ul style="list-style-type: none"> Time inside at break/lunch time (<u>max.</u> 20 mins) to: <ul style="list-style-type: none"> Complete learning/reflection sheet Discuss with the teacher positive behaviour strategies Reflection sheet stored in central folder and copy sent home. Incident report (CPOMS) completed by staff member. 	<ul style="list-style-type: none"> Repeated instances of above Intentional damage to school property or others' belongings <u>Persistent</u> refusal to complete work Swearing <u>First instances</u> of aggressive behaviour that may harm another child (e.g. pushing, tripping, hitting, kicking, throwing objects, etc.)
THESE LEVELS ARE BYPASSED IF VIOLENT/DANGEROUS BEHAVIOUR OCCURS		
Straight to a member of the Senior Leadership Team		
Level 4	Child sent to the phase leader or behaviour specialist for further sanctions as appropriate. <ul style="list-style-type: none"> Likely restricted privileges. Time out to be determined by phase leader or behaviour specialist and should relate to time given to the child to reflect on their actions and time for the child to de-escalate (<u>max.</u> 1 hour) Reflection sheet, incident form completed and parents informed via meeting or via telephone. Pupil considered for behaviour plan, if repeated behaviour issues at Level 4 	<ul style="list-style-type: none"> Repeated, intentional acts of physical aggression towards other children (e.g. spitting, hitting, kicking, throwing objects, etc.) <u>Intentional</u> damage to equipment or the academy building
Level 5	Child sent to member of the Senior Leadership Team for further sanctions as appropriate. <ul style="list-style-type: none"> Likely <u>internal suspension</u> applied. Likely behaviour support plan with child and parents. Reflection sheet, incident form completed and parents informed via meeting. 	<ul style="list-style-type: none"> Incidents of racism or other discriminatory behaviour Instances of bullying <u>Pre-meditated</u> violent acts on others which have the potential to cause serious harm (e.g. punching, kicking, choking) Violent threats towards others Significant property damage Dangerous behaviour (e.g. running out of academy)
Level 6	Child sent to the Headteacher (or Deputy Head in their absence) <ul style="list-style-type: none"> Likely <u>fixed-term or permanent suspension</u> applied. Reflection sheet, incident form completed and parents informed via meeting. 	<ul style="list-style-type: none"> <u>Pre-meditated</u> violent acts on others which have the potential to cause serious harm (e.g. punching, kicking, choking) Significant property damage Repeated instances of bullying or racism Extreme dangerous behaviour (e.g. pushing another child towards a road, using objects as weapons, etc.).

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 staff will continue to encourage children to demonstrate the positive behaviours that are always expected of them. However, when children show inappropriate behaviour, an adapted version of the Behaviour Levels Procedure will be used (see table below).

Breaktime Behaviour Chart

Level	Consequence	Example Behaviours
Verbal Warning	A verbal reminder is given to the child and the class rule or expectation is re-stated.	<ul style="list-style-type: none"> • Running in indoor spaces ▪ Not listening to members of staff ▪ Unkind actions/words ▪ Loitering in areas where they should not be Careless behaviours that may upset/harm others
Level 1	A further reminder is given to the child and the class rule or expectation is re-stated again.	Repeated instances of above
Level 2	A period of time-out to be given in the playground for <u>up to</u> 10 minutes	<ul style="list-style-type: none"> • Repeated instances of above • Rudeness (e.g. name calling) directed towards another pupil Taking the belongings of others without permission
Level 3	<ul style="list-style-type: none"> • An extended period of time-out to be given in the playground for <u>up to</u> 20 minutes. • Reflection sheet completed, (a copy is stored centrally and a copy sent home with parents/carers). Incident report (CPOMS) completed by staff member who gave the Level 3. 	<ul style="list-style-type: none"> • Repeated instances of above • <u>Intentional</u> damage to school property or others' belongings • <u>Persistent</u> refusal to follow instructions • Swearing <u>First instance</u> of aggressive behaviour that may harm another child (e.g. pushing, tripping, hitting, kicking, throwing objects, etc.)
THESE LEVELS ARE BYPASSED IF VIOLENT/DANGEROUS BEHAVIOUR OCCURS Straight to a member of the Senior Leadership Team or Phase Leader		
Level 4	Child sent to the phase leader or behaviour specialist for further sanctions as appropriate. <ul style="list-style-type: none"> • Likely restricted privileges. • Pupil considered for behaviour watch. • Reflection sheet completed by pupil and incident form completed on Arbor. • Parents informed via telephone/meeting. 	<ul style="list-style-type: none"> • <u>Repeated, intentional</u> acts of physical aggression towards other children (e.g. spitting, hitting, kicking, throwing objects, etc.) <u>Intentional</u> damage to equipment or the academy building
Level 5	Child sent to member of the Senior Leadership Team for further sanctions as appropriate. <ul style="list-style-type: none"> • Likely <u>internal suspension</u> applied. • Likely behaviour support plan with child and parents. Reflection sheet, incident form completed and parents informed via meeting. 	<ul style="list-style-type: none"> • Incidents of racism or other discriminatory behaviour • Instances of bullying • <u>Pre-meditated</u> violent acts on others which have the potential to cause serious harm (e.g. punching, kicking, choking) • Violent threats towards others • Significant property damage Dangerous behaviour (e.g. running out of academy)
Level 6	Child sent to the Headteacher (or Deputy Head in their absence) <ul style="list-style-type: none"> • Likely <u>fixed-term or permanent suspension</u> applied. Reflection sheet, incident form completed and parents informed via meeting. 	<ul style="list-style-type: none"> • <u>Pre-meditated</u> violent acts on others which have the potential to cause serious harm (e.g. punching, kicking, choking) • Significant property damage • Repeated instances of bullying or racism Extreme dangerous behaviour (e.g. pushing another child towards a road, using objects as weapons).

At Garden City, we deem swearing an unacceptable behaviour and its use should always be challenged. When a pupil is heard swearing:

- Explain that we do not use that language at Garden City Academy. Instead, we use 'kind words'.
- Explain that they are now on Level 3 as per the Behaviour Level Procedures.
- Persistent swearing will lead to the child being removed from the immediate environment.
- Ask the child who is telling you about the swearing to tell the other child that they don't to talk to them if they use words like that

Persistent Anti-social Behaviour

If a child continues to exhibit anti-social behaviour, the school has a number of further strategies to support the pupil in making positive behaviour choices. These include:

- Meetings with parents/guardians
- Support from external agencies (e.g. NHPSS)
- Individualised behaviour plans (see section on Children with Special Education Needs)

Confiscation of Inappropriate Items

On occasions, it may be necessary for staff to confiscate items brought into the academy by children. These items include, but are not limited to: mobile phones, toys, electric games, sweets and chewing gum. An exception will be made if the pupil has express permission to have them or requires them to support their learning. Consumables will be disposed of or will be retained by staff to be collected from the school office by a responsible adult.

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

Peer on Peer Abuse

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (see KCSIE). It is important to consider the forms abuse may take and the subsequent actions required.

At Garden City Academy, we aim to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being. We will log any incidents of peer on peer abuse which will be responded to via the school's safeguarding processes by the designated safeguarding leads.

We do not accept or allow any sexualised behaviour or language between pupils in our academy. This includes, but is not limited to: any names, comments, requests, threats and 'jokes' that are considered sexual or sexually suggestive, physical contact of a sexual nature, sexual violence, and gender-based bullying, regardless of whether it takes place face to face or online. We will respond to any reports of such behaviour on a case by case basis, taking into account the age, gender, and understanding of the pupils involved. Any sanctions will be made in line with this policy, and we will follow up with actions for the accused and the victim(s) in line with our safeguarding and child protection policy, peer on peer abuse policy and Government guidance on peer on peer abuse.

Racism and Bullying

Racism

The academy staff actively promotes Race Equality as an academy priority to ensure high expectations of all and to prevent discriminatory behaviour. We believe that all pupils 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 academy's ethos and procedures.

Racism can be defined as:

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

Racist attitudes or behaviour within our school community will not be tolerated.

Bullying

Bullying is a 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 academy context. Bullying results in pain and distress to the victim.

Bullying can be:

Emotional	being repeatedly unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	repeatedly pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal	repeated name-calling, sarcasm, spreading rumours, teasing, taunting, mocking and making offensive comments.
Indirect	Spreading malicious rumours or nasty stories, graffiti, humiliation in front of peer.
Cyber	All areas of internet, such as email and internet chat room misuse Mobile bullying by text messaging and calls Misuse of associated technology, i.e. camera and video facilities Verbal and indirect bullying via electronic technologies. Hate websites.

Strategies to prevent and deal with incidents of Racism and Bullying

We take the issue of bullying seriously and work with members of our academy community so that they know:

- What the academy means by bullying
- Why bullying is totally unacceptable

- How we address bullying
- What support there is for those who have been bullied or those who bully as well as unambiguous consequences for those who bully

As an academy, we endeavor to create a culture of open communication where all parties are listened to, which reinforces mutual understanding and respect for each other's feelings.

We:

- Regularly raise awareness of issues of racism and bullying during RHE and assemblies and provide children with skills of conflict resolution during RHE.
- Ensure that all pupils 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 at Garden City Academy by providing opportunities for children to take responsibility.
- Provide opportunities for cooperative play during break-times.
- Set up 'support groups' to provide practical help for the victims of racism or bullying
- Actively involve the perpetrator in any 'support group' (where appropriate) to develop responsibility and modify inappropriate behaviour.
- Involve parents of both perpetrator and victim at all stages
- In the case of racist incidents, it is the academy's statutory duty to inform Governors.

For further information about how we prevent and tackle any incidents of bullying, please see the Anti-Bullying policy.

Equality

In accordance with the Equality Act 2010 we seek to:

- a.) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act.
- b.) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c.) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We have a commitment to the Equality Act. We offer as an academy to read through and translate all correspondence with our community so that all members of our community can access information equally.

Pupil Suspensions

The academy will make every effort to support pupils with challenging behaviour and to resolve conflict. However, where behaviour is persistently aggressive or disruptive, pupil suspensions may be considered.

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

- A serious attack on another pupil;
- Physically attacking a member of staff;
- 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.

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

Fixed-term suspension

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

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

A first fixed period of suspension lasting from one to three days is usually appropriate. When a pupil is suspended for a fixed period of more than two days, the Headteacher will arrange for pupils to receive school work to do at home and have it marked until they return to the academy.

Arrangements for a fixed-term suspension

- Fixed-term suspensions will take effect as of the close of the current school day. However, if the offense is of a very serious nature, i.e. where a pupil is a grave danger to themselves or others, then the suspension will be immediate.
- The Headteacher/Deputy Headteacher will make every effort to contact parents by telephone during the day informing them of the suspension and reasons for it. The Headteacher/Deputy Headteacher will always send a formal letter setting out the reasons for the suspension 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 suspension, the Governing Body will follow the appropriate Local Authority procedures.

Children with Special Educational Needs

We expect children at Garden City Academy to follow the Behaviour policy. However, we appreciate that for some children with a special educational need they may need a more personal approach to help them follow the whole school system.

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)
- Record behavior incidents on CPOMS under the tag of SEN Behaviour. Any relevant behaviour should be reported back to the parents and this should be noted on CPOMS.
- Meet regularly with the SENCo to discuss progress.

Children who have an Education, Health and Care Plan (EHCP) may need the class or school rules to be modified to manage their behaviour. Some pupils may not comprehend the rules and structures of the academy and be unable to meet expectations without additional support. 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 (NHPSS, Educational Psychologist, SASS Team, Woolgrove Outreach etc.) Parents will be continually involved in supporting the academy in managing their child's behaviour issues. It may also be appropriate to complete a Pastoral Support Plan PSP if the child is at risk of suspension.

Individualised behaviour plans should be accessible to all staff who will directly work with that child. This includes those on break-time/lunch-time duty.

Positive Handling

Restrictive interventions are only used in an unforeseen emergency where there is potential risk/damage to others, self or property. For pupils with known needs, a Risk Reduction Management Plan is written. Staff should also refer to the 'Restricted Physical Intervention Policy'.

Staff have a duty of care towards all students in their care. Therefore, if a student is likely to be at risk from harm if a staff member does not physically intervene in an emergency, they must take action. The action they take will be dependent on the dynamic risk assessment that they take at that moment in time.

Members of staff take steps in advance to avoid the need for restrictive physical intervention. The use of restrictive physical interventions is only appropriate in the following circumstances:

- to prevent a child from injuring self or others
- to prevent or stop a child from causing serious damage to property
- to prevent a child from committing a criminal offence.

All staff at Garden City Academy are given advice on de-escalation and behaviour management techniques. There is a statutory duty to record and report all significant incidents including all use of force.

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 academy a clean and pleasant place to be
- To do as they are asked by all adults in the academy
- To take increasing responsibility for their own learning and behaviour

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 academy

Responsibilities of Staff:

- To praise, value and encourage appropriate behaviour
- To address the children clearly but firmly
- 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 provide a learning environment which reflects our respect for the race, religion, gender and way of life of others
- 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, SENCo and outside agencies where pupil behaviour is persistently inappropriate and does not respond to the usual academy rewards and sanctions

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 pupils 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 academy and ready to work
- 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 the academy
- 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 the academy and listen to what they have to say each day
- To be a positive role model for the children
- To always engender a positive attitude towards school with children
- To discuss your child's progress regularly with staff
- To support the school by attending meetings, e.g. pupil learning reviews, parent meetings etc.
- To ensure that your child arrives at school wearing the academy uniform and follows the uniform guidance, in addition to bringing the appropriate equipment.
- To ensure that home learning activities are completed accordingly.
- To read thoroughly and act upon all communications from the academy

Useful Strategies

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel told off too.

Some children find direct praise hard to handle so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a 'learning dot'. Expand your vocabulary for praise.

Acknowledging feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Being aware of the child's feelings can pre-empt them resorting to other ways to get your attention. Remember all behaviour is a language and the child is only trying to communicate his/her feeling

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. **When staff act consistently and reliably**, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour. Apply rules firmly and fairly.

Model desired behaviour

It is important for adults within the academy to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive.

Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings... **"You seem cross, did something happen?"** Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- your position in the class
- your proximity to disruptive children

- your facial expression
- your tone of voice
- your posture
- your choice of words
- the use of eye contact

Address the behaviour, not the child

Give an 'I' message. State clearly 'I do not like....' rather than criticising the child. This ensures behaviour is addressed, and models assertive behaviour.

Catch them being good

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

Create an interesting, stimulating classroom environment.

As per the Display Policy, the classroom environment should support learning and engage learners in the areas/topics being studied.

Make sure all children know what they are doing and that their work is matched to their ability.

Often, where children are unable to access the learning or because it does not require their full effort, their behaviour deteriorates. Ensure your differentiation is closely matched to the needs of your pupils so they are challenged at an appropriate level.

Key Behaviour Expectations Across the Academy

A 'no shouting' expectation is in operation across the academy and shouting must not be used as a classroom management technique. 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".

Teachers should avoid sending a child out of a classroom/learning area on their own, in case the child is able to create further disruption within the academy. If necessary, a member of senior staff will be called for using the red triangle system or through a member of support staff.

If a child should run out of academy for whatever reason, staff should not over react and should avoid running after them as this may place the child in greater danger. The Headteacher or member of the Senior Leadership Team should be informed immediately.

All children must walk inside the academy. 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.

NEVER:

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

Partnership with Parents and Carers

At Garden City Academy, we believe in working to build a partnership with parents/carers so that they are able to support the academy in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in academy and are able to participate in their children's education by having two-way communication with the academy.

Complaints

For the academy's procedures for dealing with complaints, please see the academy's complaints policy.

Steps approach

Scripts and Routines

At Garden City Academy, we use agreed words and actions that are likely to be most effective in achieving the desired outcome for an individual. The de-escalation script is designed to 'remove heat' from a situation and create space and time. In order to disempower the behaviour we use the de-escalation script:

- Child's name ...
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

A copy of the script is in every member of staff's lanyard as well as being displayed in every classroom and office.

Positive Phrasing

At Garden City Academy, we disempower challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language. Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity.

It is often beneficial to support a positive phrase with a 'please' or 'thank you'. Using 'please' will suggest an element of choice so should be reserved for low-level behaviours. Using 'thank you' suggests you expect the child to comply:

- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Switch the computer screen off
- Walk with me to the library
- Stay seated in your chair

Neither please nor thank you would be used in a high level, dangerous situations. The positive phrase would be delivered assertively but without aggression. An example would be, 'Put the chair down on the floor.'

Zones of Regulation

At Garden City, we teach, 'The Zones of Regulation' which is geared toward helping pupils gain skills in consciously regulating their actions, which in turn leads to increased control, problem solving abilities and pro-social behaviours. This helps children to recognise when they are in different states called "zones," with each of four zones represented by a different colour. Through teaching, children learn how to use strategies or tools to stay in

a zone or move from one to another. Pupils explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones.

Procedures for Review and Evaluation

Our positive behaviour and discipline policy is a living policy. Monitoring, review and evaluation is built into the annual academy self-review cycle. Monitoring takes place in several ways:

- The completion of short questionnaires by pupils, staff and parents/carers
- Student Council feedback
- Involvement of pupils in environment walks and interviews
- Parent/carer focus group feedback
- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom observation

Reflection Sheet

Reflection Sheet (Level 3+ Behaviour)

Name: _____

Date: _____

Level (please circle): 3 4 5 6

What happened?	What was I feeling?	What was I thinking?
Has anyone else been affected?	What needs to happen now?	

A copy of the reflection sheet will be sent home with the parent/guardian.

Entered onto system

By _____

Date _____