

**Garden City Academy**

**Positive Relationships and Behaviour Policy**

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| Audience: | Parents  School staff  Local Governing Bodies | |
| Approved: | Local Governing Body |  |
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| 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: | Samantha Ruck  Lucy Hopkinson  Anna Doyle | |
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**1-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 academy’s positive relationships and behaviour policy is built around the principles and theory of THRIVE. The THRIVE approach supports and encourages the development of confident, curious, creative and capable children and young people, who are open to learning and better equipped to deal with life’s ups and downs. The academy is committed to continually deepening our understanding of how social and emotional learning develops and how this can be supported in school to facilitate positive relationships and behaviour.

At Garden City Academy, we recognise that behaviours can be learnt and be held within our cognitive awareness, but also that they can be unconscious, patterned, non-problem-solving defence or discharge responses. Our staff working with children are trained to recognise behaviours, identify underlying needs and respond in appropriate ways.

We aim to ensure that we have an effective approach to securing high quality personal development and well-being through:

• being taught to understand, regulate and manage emotions;

• to apply thinking between feeling (sensation and emotion) and action;

• to increasingly show empathy and understanding to others;

• being taught the skills to develop resilience and responsibility in readiness for them taking their place in society.

• being encouraged to take a sense of pride in themselves and to build self-awareness.

The academy’s positive relationships and 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 positive relationships and 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 relationships and 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 underpinned by the following guiding principles:

* A therapeutic approach to behaviour (THRIVE).
* Staff use the principles of PACE (Playful, Acceptance, Curiosity, Empathy) when deescalating.
* High expectations of all pupils in the academy which are modelled consistently by all staff.
* Consistent expectations across the academy.
* Developing learning behaviours that can be transferred.
* Reflections on how our behaviours can impact our relationships with others.
* Creating a safe and happy learning environment.
* Developing pride in ourselves and respect for others.
* Developing strong partnerships between staff, parents and pupils.
* Positive behaviour will be celebrated and praised.
* Negative behaviour will be consistently managed.
* Bespoke plans are created where needed to ensure needs are met.
* Suspension is only carried out when it is unsafe for the child to be in the academy. Following a suspension a reintegration plan is put in place with parents, the pupil and staff.

**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.

# **2-Desirable Behaviour - Aims**

At Garden City Academy we have high expectations for the standards of behaviour. These are underpinned by our Academy Trust’s touchstones and our whole school motto of ‘**Believe and Achieve**’

**Academy Touchstones**

The seven touchstones that underpin all aspects of academy life are:

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

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

**The GCA Way**

At Garden City Academy, all members of our community will follow the GCA way:

* Be Ready
* Be Respectful
* Be Safe

**Behaviour Around the Academy**

* Children will always enter the academy calmly and quietly.
* Children will always walk quietly around the academy in an orderly manner.
* Children will respect all areas of the academy including their own classroom and communal areas.

**Behaviour in the Classroom**

* Children will follow classroom routines and instructions so that they are ready and able to learn.
* Children will listen and participate in a respectful and appropriate way.
* Children will transition from one activity to another in an orderly manner.
* Children will go to the toilet at appropriate times.
* Rewards and consequences given will be consistent with the GCA Behaviour Chart (see Section 3 and 4)
* Positive behaviour will be rewarded with praise and dojo points.

**Behaviour and Conduct at Breaktimes or Lunchtimes (Outside/Wet Break) See appendix – GCA playground behaviour code**

We expect our children to always behave well - 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. The same reward and behaviour charts will be used at all times of the school day.

* Children will be respectful to all staff and pupils.
* Children will be supported to play collaboratively.
* Children with a snack will sit down to eat or stand close to the benches.
* Children will 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, a whistle will be blown. Children will stop and stand quietly on the first whistle. On the second whistle, children will walk sensibly to their lines where they will be met by their class teacher.
* Children will rate their play once they line up (0-5, 0 being very unhappy and 5 being very happy) after breaks and lunchtimes to enable staff to identify and address, if there are any concerns. This is also a way of celebrating a positive break/lunch time.
* Children will walk into their classrooms quietly and calmly.
* Rewards and consequences given will be consistent with the GCA Behaviour Chart (see Section 3 and 4)

**Behaviour and Conduct at Lunchtimes (Dining Hall) See appendix – GCA dining room behaviour code**

* Children will get their coloured band and line up in an orderly manner to collect their lunch.
* Children will show good table manners when eating and are encouraged to say please and thank you to staff.
* Children will use their ‘indoor’ voice.
* Children will stay seated whilst eating.
* Children will put their hand up if they need something or need to leave the table.
* Rewards and consequences given will be consistent with the GCA Behaviour Chart (see Section 3 and 4)

**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 sit in their designated areas, in straight lines.
* 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 address negative behaviour from 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 behaviour 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:

* Model and 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 and supported to clear up and return resources to their correct places.
* Staff will encourage and remind children to go to the toilet at regular intervals.
* Positive 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. This will follow with an educational conversation to reinforce and model positive behaviour.

# **3-Promoting Positive Relationships and Desirable Behaviour**

## In order to promote desirable behaviour, we recognise that pupils need to feel safe, special and that their needs are met; we believe this starts with positive relationships. We use a range of approaches to develop positive relationships:

## High quality, adaptive education which involves pupils, builds on success, ensures progression and involves and informs parents.

## A well-planned curriculum that develops the whole child will be delivered and specific feedback given as appropriate.

## Whole class THRIVE screenings and use of online tools to enable a strategic response to individual, group and class development.

## A planned programme of PSHE, including RHE, used in conjunction with specific THRIVE class targets.

## To encourage children to recognise sensations and therefore emotions, to manage their feelings by separating them from actions and allowing opportunities for thinking to take place between the two.

## For children to become increasingly self-aware, taking responsibility for themselves and their actions in development appropriate ways (for most children this will be their chronological age).

## Where need is identified, structured, tailored group and individual programmes to be incorporated into action plans using the THRIVE online tool.

## For children with additional needs to be recognised within our relational systems. They are provided appropriate, scaffolded support to ensure they can operate within boundaries that are recognised as fair and consistent for all.

## By reinforcing positive behaviour choices based on clear and consistent responses taking into consideration individual needs.

## By recognising that supporting some pupils appropriately may require adults to develop and employ new skills.

## By rewarding positive behaviour, challenging inappropriate behaviour and setting achievable targets for development.

## Understanding that fixed term internal and external suspensions may be part of a positive relationship approach once all other avenues have been explored.

## Ensuring that expectations around behaviour, rewards and sanctions are understood and reviewed and revisited regularly.

**Rewards for good behaviour**

* In the first instance, praise will be given from the adult where children demonstrate and model ‘The GCA Way’.
* In addition, Dojo points may be given by adults in recognition of pupil effort, achievement and for demonstrating a desired school value. At the end of each half term, children will exchange their points for prizes in the school ‘Dojo Shop’.
* Every week, a child is nominated by the class teacher as ‘Star of the Week’. This is celebrated in an assembly and followed by hot chocolate with a member of the Senior Leadership Team.
* At the end of each half term, awards are given to six children in each class in a celebration assembly. The awards include recognition of manners and helpfulness, class champion (for exceptional learning and behaviour), pride and presentation, commitment to reading and outstanding achievement.

**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:
   * Star of the Week
   * Sent to other adults in the academy for praise, e.g. Headteacher, other teachers, classes
   * Copy work to send home
   * 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 awards
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’. These should be displayed in the classroom which are underpinned by the whole-school GCA Way.
3. Teachers acknowledge children who are consistently demonstrating excellent behaviour.
4. Positive behaviour is praised using language that identifies the behaviour, why it is good and how it links to The GCA Way.

For example, “Ben, you are really listening carefully today. That will help you complete your writing and shows me you are ready to learn.”

“Rosie, you are walking sensibly back from assembly. This means that you are keeping yourself and others safe.”

**The whole academy community must promote positive behaviour reinforcement.**

Positive behaviour at GCA -Be your best version!

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| **Verbal praise**  Recognition of effort and achievement in the classroom. |  |
| **Dojo points**  Given for demonstrating The GCA Way and class charter. |  |
| **Star of the week**  Hot choc Friday with a member of the Senior Leadership Term. |  |
| **Half term Awards**  Celebration assembly  Parents invited to celebrate in the assembly.  We are so proud of you! |  |
| **GCA champion**  Exceptional learning and behaviour displayed. You are a role model and a brilliant GCA citizen!  GCA bear given to all champions. |  |

Believe and Achieve!

# **4-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 levelled according to their severity and appropriate consequences are applied. Six progressive 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. There are examples of the types of behavior that may be seen at different levels. These are just examples and school staff must use their own discretion when applying the system. There are some behaviours that would go directly to a higher level.

Reflection sheets are used to allow pupils to reflect on inappropriate behaviours, consider the impact they’ve had and consider what they could do differently. When a reflection sheet and or restorative conversation is used (Yellow card onwards) 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 scanned and uploaded with the CPOMS entry. The original reflection sheet should be given to parents/carers at the end of the day so that they are aware of behaviour incidents.

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/reset within the classroom**

* The pupil should be separated from their peers as much as possible.
* This should not disrupt the teaching of the rest of the class and should be dealt with in a discrete way.
* If the class are on the carpet, the pupil should be moved to a chair or vice versa.
* The teacher may designate a different space if they feel this is more appropriate but should avoid using the Reading Corner.

**Expectations for time-outs out following receiving a yellow card, including class playtimes & lunch times**

* If a yellow card is given during lesson time, pupils should be sent to a different classroom for up to 15 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 the reflection sheet.
* Before the teacher sends the child back to their class, they should discreetly speak to the child and check that any work/ reflection sheet has been completed to an acceptable standard.
* If the yellow card is given during playtime, pupils should have time out on the playground supervised by an adult. A reflection sheet should be completed, and these will be available on a clipboard (stored in the first aid container)
* All yellow card incidents need to be logged on to CPOMS under the category of difficult behaviour with yellow card checked.
* Parents will be informed of the incident by their child’s class teacher and this should be recorded on CPOMS as a completed action.

**Expectations for time-outs following Red Card behaviour including playtimes & lunchtimes**

* If a child receives a red card they may have time out in another class or with a member of SLT as deemed appropriate, as well as staying in for the following playtime, either break or lunch, for 15 minutes (this time can be adjusted depending on the age / needs of the child) with either a middle leader, member of the pastoral team or member of SLT.
* If a child is to miss time at lunch, they should go for first lunch and then come to a member of staff for the rest of their lunchtime.
* Pupils should be given any learning that was missed because of the red card behaviour to complete and/or the reflection sheet.
* Responses from the reflection sheet should be discussed with the child at the end of this time out as part of a restorative conversation. 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.
* If a pupil receives a Red Card in the afternoon session, it will not be possible to keep that child in during a break time on the same day. Instead, the middle leader, member of the pastoral team or member of SLT should follow this up with that pupil during break or lunch on the following day. This will be communicated to parents.
* 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 15 minute period).
* All red card incidents need to be logged on to CPOMS under the category of difficult behaviour with red card checked.
* Parents will be contacted to discuss the behaviour and any further consequences agreed. If it is a first red card for this behaviour the class teacher will contact the parents however for repeated red cards SLT will discuss this with parents.
* Three red cards in a half term period for the same behaviour will result in a half day internal suspension followed by a behaviour report.

**Persistent Negative Behaviour**

If a child continues to exhibit anti-social behaviour logs will be looked at to identify patterns and or triggers. The school has several 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)

# **5-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.

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. Following a suspension, a reintegration meeting will be held with the parents, SLT and the child if appropriate. Any actions will be identified to support the child successfully reintegrate into school. In most cases and depending on the child’s needs and circumstances, a behaviour report will be used for a week and this will be brought to a member of SLT at the end of each day and shared with parents at the end of the week.

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.
* Racist and or prejudice behaviour.
* Persistent defiance that impacts on the safety and well-being of themselves and or others,

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

**Internal suspension**

An internal suspension lasting from half a day to one day is usually appropriate.

**Arrangements for an internal suspension**

The pupil will enter through the main office and be collect by a member of SLT.

* The pupil will be internally isolated away from the class for the duration.
* The class teacher will provide work for the duration of the internal suspension for the child to complete.
* The child will be collected from the main office at the end of the day.
* A behaviour report card will be put in place following the internal suspension for the duration of one week. This is to be completed daily by the class teacher and taken to show a member of SLT at the end of each day.
* A follow-up meeting will be held with parents to review the behaviour report card and decide if any further actions are required by a member of SLT.

**Fixed-term suspension**

A first fixed period of suspension lasting from one to three days is usually appropriate. When a pupil is suspended the Headteacher will arrange for pupils to receive school work to complete at home and have it marked upon returning 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.
* A reintegration meeting will be held on the morning the child returns to school. This will include the parent, child and headteacher/deputy headteacher / SENDCO.

*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.*

**GCA Behaviour Chart**

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| **Verbal reminder followed by verbal warning**  Opportunity to improve given with clear instructions | Off task behaviour  Talking in class  Distracting others  Low level disruption  Shouting out  Not completing work |  |
| **Time out/Reset**  5/10 minutes with a timer in own class to provide opportunity to reflect and reset. | Repeated verbal warnings not listened to.  Being defiant / rude to adults or children. |  |
| **Yellow card**  Time out in partner class to complete work/reflection sheet or time out on playground.  Incident logged on CPOMS.  Parents communicated with by class teacher to discuss incident. | Refusal to follow instructions or repeated behaviour after time out/reset.  Lack of respect to property/people.  Persistent refusal to complete work.  Swearing  First instances of aggressive behaviour that may harm another child eg. Pushing, tripping, hitting, kicking, throwing objects.  2 yellow cards within a day will result in a red card. |  |
| **Red card**  Loss of following playtime or lunchtime with either middle leader, member of pastoral team or member of SLT.  Incident logged on CPOMS.  Parents contacted, and appropriate consequences agreed. | Repetition of above behaviours after time out reset.  Repeated intentional acts of physical aggression towards other children eg. Spitting, hitting, kicking, throwing objects.  Intentional damage to equipment or the academy building. |  |
| **Internal suspension & behaviour report**  Internal suspension followed by behaviour report card.  Parents will be contacted and there will be a meeting with parents, staff and the child to discuss the behaviour report and actions moving forwards. | Repeated incidents of racism or other discriminatory behaviour.  Incidents of bullying.  Premeditated violent acts on others which have the potential to cause serious harm. Eg punching, choking,  Violent threats towards others,  Significant property damage.  Dangerous behaviour eg, running out the academy  Repeated red card behaviour |  |
| **External fixed-term suspension from school**  For the most serious of offences as decided by HT |  | |

# **6-Racism, Bullying and Child-on-Child Abuse**

**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 or attitude 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. This is taught within our curriculum for children to learn tolerance and to celebrate differences of everyone in society.

**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: this includes using LGBTQ+ language in a derogatory way.

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.
* 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.

**Child-on-Child Abuse**

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like. It is important to discuss how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual. In addition to this, 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 child-on-child 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 consequences 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, child on child abuse policy and Government guidance on child-on-child abuse.

**Equality**

In accordance with the Equality Act 2010 we seek to:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. 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.

# **7-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.

# **8-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.

# **9-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

# **10- 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.

**PACEful interactions**

P – Playfulness – This can reduce shame the child may feel and can strengthen relationships.

A – Acceptance – Unconditional acceptance of the child’s feelings.

C – Curiosity – Connecting with the child and showing you are interested.

E – Empathy – Values the child’s feelings and shows you are ‘with them’.

**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.

# **11 -** **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

# **12 - 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.

# **13 - De-escalation**

**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 available for staff to read.

**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.

# **14 - 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

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