



# BEHAVIOUR POLICY

## Context and overview

At the West Grantham Academy St John's, it is our mission to provide a safe and secure learning environment, where all children are given the opportunity to learn and achieve to the best of their ability by igniting a passion of learning. In order for teaching and learning to be most effective, the behaviour and attitude to learning of all our children is of paramount importance. Without positive learning attitudes and good behaviours, children cannot achieve their full potential. We have developed an effective behaviour policy that ensures children are supported, encouraged and taught how to be effective learners; a policy that rewards children who make positive behaviour choices and develop positive learning attitudes. The key message to our children is **to respect themselves, others and the school.**

## Aims

- To provide a safe and secure learning environment
- To create a school community where children have caring and have positive attitudes towards each other
- To foster good relationships and develop pupil's self-esteem within the school community
- To encourage pupils to foster sense of pride in themselves, their peers and the whole school
- To develop a positive, whole school focus on behaviour for learning and to teach children what it means to be a good learner
- To provide a clear and focused behaviour system that rewards and celebrates positive learning attitudes
- To raise pupils' expectations and attitudes towards learning and to support children in achieving their full potential.
- Through good home school communication, ensure parents and carers are well informed about their children's behaviour and attitudes to learning
- To develop a clear code of conduct that highlights the academy's expectations for learners

## Scope

This policy applies to all pupils at The West Grantham Academy St John's when they are in school, on school trips and also in some circumstances when they are out of school and during half term and holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of public, or which brings the school into disrepute.

## Responsibility, Wisdom and Creativity

These are our core values and form the foundation of this policy. All children are expected to embrace these values and recognise not only their importance within school but also within the wider context of life. At St. John's, we encourage all of our children to be **responsible** and treat others as they would want to be treated. They learn that no matter what their mood they are **responsible** for their own actions. Our children are encouraged to make **wise** choices in all situations and consider consequences which might occur from their actions. We recognise that at times we all make mistakes (and take responsibility for them) but we are **wise** and learn from them. Our children use their wisdom in recognising that it is ok to be different and we accept these differences openly. It is by doing these

things that we **create** happy and safe place to learn where we all care for each other. The younger children are taught to:

Be good to yourself; be good to others and be good to our school. As they move through the school the children are encouraged to: Respect yourself, respect others and respect our school.

### **Encouraging Positive Behaviour**

- A well organised, calm, and positive environment in school encourages children to be kind and caring to others.
- Each term at least one assembly focuses on each of the core values.
- All staff, in any role, are expected to model appropriate behaviours to pupils at all times, for example, greeting children with a smile and using their first names.
- All staff have a responsibility to promote, model, praise and encourage positive behaviour so that our school is a thriving, happy place to be.
- Some pupils will be supported in their behaviour through personal, behaviour, action plans and where appropriate referrals to the BOSS team are made.

### **Additional positive behaviour strategies**

As part of our constant efforts to promote positive learning behaviours, there are a range of additional strategies in place, including:

- Weekly celebration assemblies led by the Headteacher or member of the SLT
- Certificates and Well Done post cards
- Stickers including Head of School award stickers
- School visits
- Clubs and extra-curricular opportunities

**Further Support for Pupils:** The school employs a full time Pastoral Lead and team<sup>i</sup>. These roles both play a pivotal role in supporting children and families in improving behaviour and attitudes to learning in school and at home. The Pastoral Lead and team run sessions and interventions to support children and parents/carers in this area. The school also employs a behaviour support service to work with children and teachers to develop strategies to support identified pupils.

## The Behaviour Chart



- In EYFS, Key stage 1 and Key Stage 2, each class has a 'Behaviour Chart' displayed to promote positive learning behaviour. 'The' Behaviour Chart' ensures a consistent approach to behaviour for learning across the whole primary School.
- Children, teachers and other staff use the chart system to reward positive attitudes and learning behaviours; additionally, it provides consequences for poor learning choices.
- The pictures above show an example of the types of charts that are present in every classroom.
- The chart is a sliding scale related to the colours. Each child has their individual name on the chart and will start each day on the green.
- Children then move up and down the colours on the board, as the day progresses.
- The final position of each child, at the end of the day, determines the rewards or consequences the child will receive.

### Moving up and down the chart / Rewards and Sanctions

- The table below describes what each position on the chart means and the rewards action and sanctions that are needed at each level of the chart.

Place on the Chart	Reward / Action / Sanctions
<p><b>Star of the Week</b> One child chosen each week as a Star of the Week. This will be a child who has been a Gold Learner at some point in the week. This is for exceptional, consistent learning and behaviour.</p> 	<ul style="list-style-type: none"> <li>▪ A certificate is given to the child to take home explaining why they have been chosen and the child's name is recorded in the Star of the week book.</li> <li>▪ Children will come to the front in a celebration assembly and their achievements will be celebrated in front of the whole school.</li> <li>▪ A gold sticker will also be added to their individual Gold Star Learners chart.</li> <li>▪ A photo of the Stars of the week children will be put on Website (if we have parental permission).</li> <li>▪ 5 extra house points will be awarded.</li> </ul>
<p><b>Gold Learner</b> If the child has ended the day as a Gold Learner, they will have shown outstanding attitudes to learning and behaviour.</p>	<ul style="list-style-type: none"> <li>▪ A Gold sticker to take home.</li> <li>▪ A sticker added to their individual Gold Star Learners chart.</li> <li>▪ At the end of the day 5 house points will be awarded.</li> <li>▪ Once they receive 10 they get a Golden Treat</li> </ul>

<p><b>Silver Learner</b> If the child has ended the day as a Silver Learner they will have shown a good or improving attitude to learning and behaviour.</p>	<ul style="list-style-type: none"> <li>▪ A silver sticker to take home to show that the child has made a good effort.</li> <li>▪ At the end of the day 3 house points will be awarded.</li> </ul>
<p><b>Green Learner</b> This is expected behaviour. If a child has stayed on the green they have met expected requirements for learning and behaviour.</p>	<ul style="list-style-type: none"> <li>▪ Children who stay on Green, Silver and Gold are rewarded each week with Golden Time.</li> <li>▪ <b><u>Children begin each new day on the green.</u></b></li> <li>▪ At the end of the day 1 house point will be awarded</li> </ul>
<p><b>Orange</b> This is used as a 1<sup>st</sup> warning for a child where they have demonstrated:</p> <ul style="list-style-type: none"> <li>▪ poor attitudes to learning</li> <li>▪ behaviour that is not consistent with our core values</li> <li>▪ Children can move from Orange back to Green/Silver/Gold, and if this is achieved by the end of the day no sanction will be applied.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Orange is a warning.</li> </ul>
<p><b>Red</b> This is used if <b><u>following an orange warning</u></b> a child continues to show:</p> <ul style="list-style-type: none"> <li>▪ Poor attitudes to learning</li> <li>▪ Disrupts learning</li> <li>▪ Demonstrates behaviour that is not consistent with our core values.</li> <li>▪ Children can move from Red back to Green however the sanction will still be applied and a red form will still be completed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The class teacher must complete a red form for this child, which is sent to the Deputy Headteacher/ Acting Headteacher during the school day.</li> <li>▪ The class teacher will ring the parent or have a discussion with the parent on the same day.</li> <li>▪ The child will lose the following day's play time as a 'reflection time'</li> <li>▪ They will also lose 5 minutes of Golden Time.</li> <li>▪ If there are 3 Red forms in a week this will lead to a 'Behaviour for Learning' meeting with parents. In the first instance this will be with the class teacher and the Pastoral Lead. If a second meeting is required then the parent will meet with the Deputy Headteacher and class teacher. If the behaviour persists then a meeting will be held with the parent and Acting Headteacher.</li> </ul>

### Gold Learner Prizes

In recognition of their consistent good behaviour, when a child receives ten gold stars they will receive a reward. This may be a pen, pencil case or similar sized reward which is chosen by the child in assembly.

### Diamond Learners

At the end of each full term, up to two children will be identified by their class teacher as being Diamond Learners. These children will have conducted themselves admirably throughout the term modelling exceptional behaviour in all aspects of school life. They will receive a diamond treat – this may be a local trip, a visit to the cinema bowling or a gift voucher.

### Golden Time

- Children who have been on the Green, Silver or Gold all week are rewarded with Golden Time on a Friday afternoon for 30 minutes.
- Children who have been on Red lose the appropriate amount from their Golden Time.

- Golden Time is used to enrich and extend the school curriculum. Time will be spent working on an exciting area of the curriculum, doing an activity of a child's choice e.g. singing, art, drama, creative writing, computing, sport, design & technology, baking etc.
- Each Golden Time activity is designed to give pupils further opportunity to engage in learning in a social and fun way.
- Activities are led by staff
- During the course of an academic year, pupils have the opportunity to work with different adults and pupils from other classes, thus building and promoting whole school community.
- Those pupils who lose Golden Time have to go to the hall (or appropriate room) to sit in silence and reflect on their behaviour for the length of time lost. These pupils will be with a member of SLT.
- At the start of each week, a list of Golden Time options is sent around classes for children to choose the activities they would like to attend.
- There will be a limit to how many children can attend each activity based on a risk assessment.
- The choices that the children get will be on a first come first serve basis.
- All the activities will be fun and engaging and the children will have opportunity during the year to attend all the activities on offer.

### **Behaviours that require different consequences**

At times there may be children who repeatedly make poor learning or behaviour choices. There may also be incidents that require different consequences to those set out on the 'Behaviour Chart' above. The following behaviours may lead to: a formal **written warning**; a **fixed-term (temporary) exclusion** or **permanent exclusion**.

- Repeated disregard for the school's core values (including where there have been repeated red forms completed for the child)
- Persistent refusal to follow adult instructions
- Persistent disruption of learning
- Fighting or assault on fellow pupils
- Foul and abusive language, including swearing
- Physical assault on a member of staff, including biting or spitting
- Truancy or absconding
- Possession, supply or distribution of tobacco products, drugs, legal highs or other related substances
- Possession and/or use of offensive weapons or items intended to be used as a weapon
- Actions which endanger the safety of themselves and/or others
- Bringing the school name into disrepute
- Sexual behaviour that is deemed inappropriate for a school environment
- Theft
- Vandalism or wilful damage to school property
- Malicious allegations against a member of staff

In these cases, parents and carers will be contacted and informed of the consequences. A decision will be made by the Headteacher (or those with the Headteacher's duties) on the appropriate action and we will work with parents and carers to agree how to move forward.

### **Other possible consequences to serious incidents could include:**

- A managed move to another school setting
- A class exclusion for a lesson, day or a week (the child would be educated in another class away from their peers)
- Isolation

- Loss of break time and/or other privileges e.g. Golden Time
- Referral to behaviour support services
- The withdrawal of children's participation on visits or clubs

**Searching pupils:** School staff can search pupils with their consent for any item which is banned by the School.

- The Executive Headteacher, Headteacher and members of the Senior Leadership Team have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item. Prohibited items are:
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - any item not permitted within school
- Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out by a staff member of the same sex in the presence of the pupil and another member of staff of the same sex where possible.

#### **Malicious allegations against staff**

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Executive Headteacher or Headteacher will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

#### **External Agencies and Authorities**

- In all cases of misconduct, including those outside of the school, the Executive Headteacher or Headteacher will consider whether the police or the local authority's anti-social behaviour co-ordinator should be notified of the disciplinary action taken.
- The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of public.
- Where behavioural issues give a cause to suggest that a child is suffering or is likely to suffer significant harm, the school's child protection policy will be followed.

#### **The role of the class teacher**

- It is the responsibility of the class teacher to ensure that the core values are enforced in their class and that their class behaves in a responsible manner during lesson time and when children are moving around the school. When moving around school as a whole class, pupils and adults must walk on the left in a quiet manner.
- The class teachers and teaching assistants in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teachers and teaching assistants treat each child fairly and promote the school's values consistently.
- The teachers and teaching assistants treat all children with respect and understanding.
- If a child misbehaves repeatedly in class, the procedures outlines above should be followed.

- In the case of children with emotional and/or behaviour difficulties, the class teacher liaises with the SENCO or Pastoral Lead who will involve external agencies where appropriate, and parents/carers to support and guide the progress of each child using behavioural targets on an PSP or behaviour support plan.

### **The role of parents/carers**

- The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.
- A copy of the Behaviour Policy is available to parents/carers and is on the academy website too.
- We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.
- If the school has to use reasonable sanctions, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy Head, then Headteacher, before the Executive Headteacher or Chair of Governors. If these discussions cannot resolve the problem, a formal complaint, or appeal, can be implemented.

### **The role of the Executive Headteacher and the Headteacher**

- It is the responsibility of the Executive Headteacher and Headteacher to ensure the health, safety and welfare of all children in the school.
- The Executive Headteacher and Headteacher support the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- Only the Headteacher (or those carrying out the duties of Headteacher) has the power to exclude a pupil from school.

### **Fixed-Term or Permanent Exclusions**

Once the decision is made to exclude a pupil, the Headteacher ensures that parents are informed immediately, giving reasons for the exclusion.

The Headteacher informs the LA and the Board of Directors about any permanent exclusion and about any fixed-term exclusions beyond 15 days in any one term.

The Board of Directors itself cannot either exclude a pupil or extend the exclusion period decided on by the Headteacher.

### **The Role of Directors**

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The Governors support the Executive Headteacher and Headteacher in carrying out these guidelines.
- The Executive Headteacher and Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Executive Headteacher and Headteacher about particular disciplinary issues.
- The Executive Headteacher and Headteacher must take this into account when making decisions about matters of behaviour.

## **Monitoring**

- In order to ensure the procedures and strategies in this policy are adhered to, regular internal, external and governor monitoring take place.
- The Headteacher, with support of the Senior Leadership Team, evaluate the impact of this policy by collecting and analysing data by: year group; gender; LAC; deprivation; sanctions including fixed-term and permanent exclusions.
- The Headteacher, with support of the Senior Leadership Team, evaluates the impact of this policy by collecting and analysing data and analysis of behaviour and instances of bullying and actions taken.
- The school keeps a variety of records of incidents of misbehaviour.
- The class teacher records classroom incidents on the red forms.
- The Headteacher records those incidents where there has been a serious breach of the Behaviour Policy.
- Records are also kept of any incidents that occur at break or lunchtimes; lunchtime supervisors give written details of any incident to the class teacher and where appropriate record incidents in the accident book.

The Board of Directors reviews this policy annually. It will be reviewed by staff every year.

## **Associated Policies:**

Safeguarding Policy

Special Education Needs Policy

---