



KEYSTONE
ACADEMY TRUST

DRAFT Behaviour Policy

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Next Review due October 2024	

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Statement of Intent

At Gedney Church End Primary Academy we create an environment and deliver a curriculum that supports the social, emotional and mental health of the whole school community. The aim of this Behaviour and Rewards Policy is to communicate the key principles and practices that reflect our school ethos. We understand that positive behaviour and positive relationships can be taught and need to be modelled. We equally understand that negative behaviour can signal a need for support which will be provided whilst maintaining high expectations.

Behind every behaviour there is a feeling and behind every feeling there is an experience. We understand that all behaviours are a form of communication. With that in mind, we aim to be proactive rather than reactive - teaching children appropriate strategies to help manage their feelings and relationships. We aim to create a positive, predictable, and safe environment for the whole school community.

It is understood that children with a special educational need or disability (SEND) need may find it difficult to meet the expectations of behaviour on occasions. With this in mind, we have a graduated approach to behaviour that works alongside the SEND policy and the SEND Code of Practice for the Social, Emotional and Mental Health (SEMH) area of need:

please see sections 6.32 and 6.33

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Expectations of behaviour based on School's aims and values.

At Gedney Church End Primary Academy, it is expected that every child will:

- Display the school values and follow the Class Charter.
- Listen to and follow instructions and rules set by adults.
- Show respect to others.
- Use technology safely as guided by the adults.

At the start of each academic year, the children and their new class teacher/s will agree the behaviour that is expected. It is important to do this at the start of every academic year to enforce expectations; these will form part of the Class Charter which is displayed in the classroom. This will be referred to regularly and revised in light of repeated instances of unwelcome behaviour.

Rewards and Recognition

- Verbal praise from all staff
- Stickers
- Team points (resulting in a termly team reward)
- Values Badges

Unwelcome Behaviour

It is unacceptable for anyone to:

- Disturb the learning of others.

- Be disrespectful or speaking inappropriately.
- Use rude language or swear, including online.
- Use aggressive and physical behaviours towards others.
- Be dishonest.
- Bully others, including online.
- Damage equipment or purposely use it in the wrong way.

The Four Stages of Behaviour

This table outlines the four key stages of behaviour within our school. It provides examples of behaviours and the resulting actions and consequences followed at Gedney Church End Primary Academy. Parents/Carers should be aware that these examples are not exhaustive. Our approach to behaviour has been inspired by The Toolkit for Regulation created by Lincolnshire's Behaviour Outreach Support Service (BOSS).

Behaviour Expectations

Green Behaviour

- Children feel happy, safe, and ready to learn. This is where we aim for all our children to be.
- Expected behaviours recognised and rewarded.
- Consistent and regular strategies are implemented throughout the school day to help children to remain in this stage e.g., whole class regulation breaks.
- Children demonstrate the academy values of Confidence, Aspiration, Respect, Engagement.

This is managed by classroom-based staff.

Amber Behaviour

Not following Class Charter

- Distracting others (preventing the learning of others).
- Unfocussed and off task.
- Purposeful intent to cause frustration in others.
- Not telling the truth.
- Misuse of equipment without intent of injury or damage.
- Praise is given to those children actively showing the school's expectations.
- Positive and clear reminders of expectations are provided to the child, for example, 'Look this way. Focus on your work.'
- Ascertain if the child needs any support.
- If multiple amber behaviours occur, this will be classed as yellow behaviour.

This is managed by classroom-based staff.

Yellow Behaviour

- Not displaying School Values.
- Causing persistent disruption over time to learning (for themselves and others).
- Damage to school equipment or petty theft.

- Indirect (not aimed at anyone) use of inappropriate language.
- Inappropriate physical contact (persistent pushing and shoving during a game-type situation, tripping someone up intentionally).
- Impulsive physical harm (not intended to harm).
- Intentional unkindness towards others.
- Refusal to co-operate.
- Escalated (out of control) behaviour.
- Time removed from break/lunch times to reflect and reset.
- Natural consequences, for example, work to be completed, pick up items that have been thrown etc.
- Yellow stages will be logged on the Trackit Lights system with a comment included and parents/carers will be informed.

This is managed by classroom-based staff.

- If multiple yellow incidents occur, the SENDCo may become involved.
- Check-ins with the child – see what is going on (behaviour is a form of communication)
- Monitor the child and provide strategies/support.
- SEMH referral to be completed by class teacher.
- Supportive interventions may be put in place.
- Consider withdrawal from class.

This is coordinated by the Headteacher and managed by classroom-based staff.

Red Behaviour

- Regular amber behaviours logged on CPOMs.
- Persistent, intentional unkindness towards targeted individuals (bullying).
- Direct inappropriate language
- Intentional physical harm to others.
- Absconding.
- Theft of significant items.

In this stage, the Headteacher will understand and support the management of the behaviour with the help of the class teacher.

There will be reset time with the child to discuss their actions, their next steps and reminder of the school values and expectations.

- Meeting with parents/carers, class teacher, SENDCo, and/or Leadership Team.
- Consider withdrawal from class.
- Consider suspension from school.

If Red Behaviours continue over time.

- Behaviour Support Plan may be created and implemented.
- Pastoral Support Programme may begin.

For any child who has repeatedly been in the red stage, we will immediately ensure that support is given to settle and regulate the child. We need to be careful that our actions do

not escalate the situation again. Regulating can take some time, so it is extremely important that we invest in effective calming before discussing what happened, as if done too soon, it can become a trigger and escalate the challenging behaviour again.

Role of staff and volunteers

- To have and show respect for every child.
- To view behaviour as a form of communication.
- To form positive relationships to enable children to feel secure in school.
- To maintain clear boundaries and expectations.
- To record incidents on the school's recording system Trackit Lights (collaborated with
- CPOMS).
- To work collaboratively to reinforce the strategies agreed in line with this policy.

The class teacher should contact a parent if there are worries about the behaviour of a child. The class teacher should not wait until the behaviour becomes an issue (amber behaviour). They should discuss their concerns honestly and openly with parents/carers and agree a plan of action. Such a conversation should be recorded on CPOMS. Class teachers should comment about a child's behaviour in the Annual Academic Report to Parents.

Role of the Parents and Carers

Parents and carers should support the actions of the policy. If they have any concerns regarding their child's behaviour, they should initially contact the class teacher. If the concern remains, they should contact the SENDCo.

Role of the Headteacher

It is the responsibility of the Headteacher to monitor the implementation of the Behaviour and Rewards Policy throughout the school and to report to governors on the effectiveness of the policy.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school has sought advice from the Pupil Reintegration Team and the Local Authority and Chair of Governors has been notified.

https://adcs.org.uk/assets/documentation/Lincolnshire_Exclusion_Ladder.pdf

Role of the Local Governing Body

The Governing Body has the responsibility for reviewing the effectiveness of this policy and for its regular review.

Date of Review: Ongoing. Formally reviewed: September 2023