



**The Park Federation Academy Trust  
Godolphin Junior Academy**

**Behaviour Policy**

# Approval

Signed by CEO and Federation Principal on Dr. Martin Young  
behalf of the Board of Directors

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Date of review	January 2021

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**Our behaviour policy follows the ‘Better Behaved’ plan. This key concept is based around three diamond rules that are embedded across our whole school and in every area of our curriculum. Everybody in our community is expected to live out these values.**

**Care for everyone and everything  
Follow instructions with thought and care  
Show respect and good manners at all times**

### **Aims**

We aim to guide and teach children how to be self-disciplined and grow to be thoughtful, independent and responsible adults. We do this by practising our diamond rules regularly in everyday situations and lessons. We show children how to respect others, demonstrate tolerance and reflect on choices and decisions carefully. We teach and model how to have positive relationships and ensure that our pupils are given daily opportunities to develop purposeful relationships with those around them. We continually encourage and develop our pupils to reach their full potential.

### **Objectives**

- **All adults must ensure that their behaviour is exemplary at all times, enabling children to understand how to behave**
- **Raise pupils’ confidence and self-esteem through reward and positive feedback**
- **Ensure that rewards and sanctions are issued with absolute consistency as outlined in this policy**
- **Teach children the diamond rules and continually promote these values**
- **Engage with parents, carers and other agencies to ensure there is a consistent approach to behaviour management**
- **Ensure pupils regularly attend the Academy**
- **Promote a proactive and reflective approach to behaviour management**

### **R Time**

In order for all pupils to achieve their best behaviour we recognise that we need to teach these behavioural skills in the same way that we would teach any other subject. Therefore, each class will receive a 10-15 minute R Time lesson once a week, usually on a Friday morning.

R time is a programme that enables children to learn the skills of making and sustaining friends and friendships. Children learn and develop courtesy and respect to a broad range of peers and cultivate the language that makes relationships work well. Self-esteem is raised, bullying is reduced and children have a greater sense of well-being. All this is an aid to good learning.

All teaching staff will be trained in delivering R Time and provision will be monitored and evaluated on a regular basis. There will be some occasions when pupil leaders, supported by their teacher, deliver R Time lessons to their younger peers to inspire and motivate other pupils to achieve their best.

## **Rewards**

We seek to acknowledge and praise positive behaviour that reflects our values. In order to show our recognition we have put the following rewards in place:

### Individual rewards:

The main vehicle for rewards within the classroom will be through use of Dojo points. Each child in the class will be listed on the Dojo class page and they will be rewarded with a point when they have behaved positively. This could be anything from showing good manners, contributing well in class, trying hard, being helpful or caring for others etc. Any member of staff can award a Dojo to any child when they recognise positive behaviour. Dojo points should be awarded sparingly and ideally one at a time. A maximum of three Dojos can be awarded in one sitting for exceptional effort.

- On receipt of 30 Dojo points a child will receive a bronze certificate in assembly together with a fun sized chocolate prize
- On receipt of 50 Dojo points a child will receive a silver certificate in assembly and a prize from the treasure box or extra time on an activity in Years 5 and 6
- On receipt of 75 Dojos they will receive a gold certificate and be able to choose a book from our specially purchased book prizes.

### Collective rewards:

Each class will have a plastic jar with 30 bouncy balls to go inside it. The class can be awarded bouncy balls for any examples of good class behaviour – promoting team work.

- If the class manages to get all 30 balls into the jar in a week, they will be given 10 minutes extra playtime or golden time on the day the jar gets to 30 balls.
- After the class fills the jar once, they can begin to fill the jar again and if they manage to complete a second complete jar within the week, each child in the class will receive a negotiated 15 minutes extra PE, ICT or golden time.
- Should a class fill the second jar they can begin to fill a third jar and should they achieve this, they will receive a £10 voucher for the class teacher to spend on the class. This money should be spent on games or stationary items for the whole class to enjoy.
- The class who achieve the most jars in any half term will receive a class reward of a class 'movie treat' with snacks such as popcorn/ice cream or a 'pizza party'.

### Repercussions:

To encourage children to make the right choices we will frequently refer to the three diamond rules. Where children choose not to make the correct choices, they will go through the step system.

Initially children are given a warning but if this is ignored they are put on to a step. Before a child is issued any step, the member of staff must use the correct terminology to the child to make it explicit why the decision has been made.

For example '*Because you have left your seat again you have not followed instructions. This means you are now on step one.*'

## The Step System

**Step 1:** This is a verbal reminder for the child. The child should be reminded of the diamond rules and which one was broken. The child's name should be placed on Step 1 of the class step chart.

**Step 2:** This is a second verbal reminder. The child should again be reminded of the diamond rules and which one was broken. The child's name should be placed on Step 2 of the class step chart.

**Step 3:** This occurs when a child persists in breaking the diamond rules. It is 10 minutes time out in the time out area of the classroom. During this time, the child must read the Step 3 reflection sheet and think about the choices they have made and how to improve their behaviour. A step 3 can be issued to any behaviour that warrants an immediate Step 3.

**Step 4:** This is issued for behaviour that warrants an immediate Step 4 or for further infractions. Step 4 is 20 minutes time out in a different class. During this time, the child must complete a Step 4 reflection sheet. Parents must be invited in at the end of the school day to discuss why a Step 4 was issued and our expectations for behaviour. If they are not available then a letter must be sent home or a phone call made.

**Step 5:** Should a child continue to make poor choices, or demonstrate behaviour that warrants an immediate Step 5, they will be sent to a member of SLT who will investigate and confirm whether a Step 5 should be issued. Step 5 results in the child being internally excluded for the rest of the day.

This will be logged and their parents will be informed by telephone, followed up with a standard letter and requested to attend a meeting to discuss their child's behaviour. At the meeting, the parents will be asked to support their child in changing their behaviour. Should any clarification be needed, please contact a member of SLT.

Each week, every teacher will record the number of steps issued on a class chart. Any child that has received a Step 3 or above will be reported to the school behaviour leads and SLT. These results will be analysed on a weekly basis to inform further provision, support and strategies that need to be implemented. We work collaboratively to share information, expertise and good practice to continually impact positively on improving behaviour. All step 5s will be recorded in SIMS and the step 5 letter will be kept in the pupil's file.

It is the professional responsibility (see standards) of each qualified teacher to create a positive and safe environment for the pupils in their class and interact positively and caringly with all pupils in the school. They are responsible for managing the behaviour of those pupils who are vulnerable or display inappropriate or unacceptable behaviours; for deploying support staff within their class and referring pupils needing specialist support from the Behaviour Team or external agencies.

If a pupil continues to demonstrate significant behaviour issues, despite the full range of support offered, action will be taken to safeguard the education and safety of the majority and this may include fixed term exclusion and or managed transfer to another setting

## **Direct progression to Step 5 and exclusions**

For serious or extreme unacceptable behaviour, a Step 5 may be issued. Examples of such behaviour are listed below but are not exhaustive:

Unprovoked physical violence, stealing, lying, bullying, vandalism, repeated defiance, swearing.

If a child receives repeated Step 5s for the same type of behaviour within a month then they are likely to receive an external fixed term exclusion. A fixed term exclusion can also be issued for very serious, unacceptable and dangerous behaviour.

Fixed Term Exclusion is where a pupil spends a fixed period of time at home. The pupil will be provided with sufficient work for the allocated exclusion period.

Prior to the exclusion parents will be invited to the Academy for an interview with the Principal or member of the SLT. The parents will also be informed in writing of the reasons for the exclusion, the period of time and the date of the re-admission interview. This period will be considered authorized absence. The re-admission interview will be attended by the Principal (or member of the SLT) the parents and the pupil.

## **Permanent Exclusion**

Permanent Exclusion is reserved for the most serious unacceptable behaviour. The decision can only be authorised by the Principal after full consultation with and guidance from the federation's Chief Executive Officer or by the Chief Executive Officer. Please see the Academy Exclusion Policy for more information.

NB: Depending on the nature of the unacceptable behaviour, the school may involve the police.

## **Positive Handling**

Should any child become at risk of hurting themselves or others through their behaviour choices, they will be restrained and possibly moved to a safe place if necessary. Staff involved in restraining a child will have had Team Teach training in how to do this safely and effectively. Restraining a pupil is a last resort and calming techniques will be used prior to this decision being made. Any incident where a child is physically restrained will be recorded and parents will be informed. Please refer to our positive handling policy for more detail.

Appendix : Steps

Step 1 and 2 Behaviours	Strategies and Support
Wandering around the classroom/school Calling out/disrupting the class Ignoring instructions Making silly noises Talking when asked not to Pushing in line Swinging on a chair Running in the corridor Being noisy during movement breaks (in the line etc.)	Non verbal gestures e.g. eye contact, frowns Planned ignoring Change of seat Reminder of the diamond rules Class teacher talk with child Dojos for positive choices Look for correct behaviour and rewards with stickers, Dojos, bouncy balls
Step 3 Behaviours	Strategies and Support
Repeated Step 1 behaviour Refusal to do anything or work Throwing objects in temper Physically or verbally hurting somebody Being rude/disrespectful to an adult Lying Swearing Damaging property Poor conduct whilst wearing school uniform e.g. whilst on a trip	Time out in the class with a reflection sheet Speak to parents Class teacher talk to child Reward positive behaviour choices If step 3s are persistent, place child on a behaviour program
Step 4 Behaviours	Strategies and Support
Repeated Step 3 behaviour Leaving the classroom or teacher's supervision without permission Extreme rudeness Intentional spitting at another person Extreme physical or verbal abuse towards another person Throwing dangerous objects Stealing Encouraging physical aggression in others	Time out in another class and complete the reflection task Speak to parents A member of SLT to speak to the child regarding their behaviour Encourage positive choices and reward If Step 4 incidents are persistent place child on a behaviour program Refer to the inclusion team
Step 5 Behaviours	
Repeated Step 4 behaviour Serious challenge to authority Dangerous acts of vandalism Bullying (persistent and targeted verbal/physical attacks) Comments that are racist/homophobic or related to disability Physical abuse to a member of staff Leaving school site without permission Extreme behaviour that is violent or dangerous	A member of staff will bring the child to SLT to investigate the incident The child will be excluded from class and break and lunch times for the day A meeting with parents regarding the incident must be held that day Principal/SLT to talk to the child Possible learning mentor support offered Remind of rules, opportunities and reward positive choices.





