

Diocese of Gloucester Academies Trust



Behaviour Policy

Policy Statement

1. The ethos, values and relationships of the Trust, and its associated academies, is central to witnessing to the Trust's Christian foundation. The starting point for each academy behaviour policy will be the academies Christian values, which by experience and example provide a basis for lifelong learning. Therefore Trust academies will set high expectation of the whole academy community in terms of both behaviour for learning and social interaction. Each academy will recognise that rewarding behaviour can be highly motivating for pupils and contribute to the development of effective communities.

Purpose and Scope

2. This policy is intended to provide guidance to local governing bodies, principals, teaching staff, associate staff and parents in respect of the academies Behaviour Policy.

Aims and Objectives

3. Academy core values are rooted in the teaching of Jesus Christ and the basis for this policy is taken from the following words of Jesus recorded in Matthew 7.12

So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.

4. The Trust believes that this teaching is fundamental to living a purposeful and fruitful life by members of each academy community from all religious faiths and none. The aim of this policy is therefore to:
 - a. Ensure that behaviour is seen as an integral part of learning and social interaction
 - b. Foster a positive, compassionate, caring and welcoming environment in which all pupils can fulfil their potential
 - c. Develop supportive relationships based on mutual respect, generosity, integrity and trust between all members of the academy community, including parents and members of the Local Governing Body
 - d. Celebrate and reward behaviours which support learning and demonstrate the Christian values of each academy, including an awareness and responsiveness to the needs of others and a care for the wider world
 - e. Foster a shared expectation and awareness of behaviours between the individual academy, home and the wider community
 - f. Providing guidance for teaching and support staff, parents and pupils about what constitutes appropriate and inappropriate behaviours based on trust and mutual support
 - g. Recognise where behaviour has fallen short of expectations, and seek opportunities for forgiveness and reconciliation, where ever possible
 - h. Ensure that any punitive measures are proportionate
 - i. Ensure fairness and transparency in promoting the policy

The Christian values of the academy

5. The academy values are (delete or amend as appropriate) compassion, courage, forgiveness, friendship, generosity, justice, perseverance, respect, service, thankfulness,

trust and truthfulness. These values are not merely aspirational and implicit but they are the starting point from which the academy has developed its behavior policy.

6. As a direct consequence of the Behaviour Policy, **children will:**
 - a. build strong relationships
 - b. experience what it means to live as a member of an open and generous and forgiving community
 - c. benefit from a calm and secure learning environment
 - d. be fully involved in regular reviews of Behaviour Policy

7. **Staff will:**
 - a. be able to convey clearly and with confidence the expectations of behaviour to children
 - b. benefit from a calm and secure environment in which to teach effectively
 - c. build positive relationships with pupils and parents

8. **Parents will:**
 - a. be fully informed about the academy's ethos and core Christian values and how these inform the behaviour policy
 - b. feel confident that all decisions regarding behaviour are just, unbiased, and informed by the ethos and values of the institution
 - c. be confident that their child is being supported personally, socially and academically
 - d. feel welcome into the academy to discuss their child's progress in a positive atmosphere

Home School Agreement

9. The Home-School agreement sets out the contract between parents, pupils and individual academies. The agreement asks that parents recognise their influence and responsibility in helping each academy develop the behaviours and self-discipline in pupils which will not only ensure they are lifelong learners, but also they are active, compassionate and responsible citizens. All pupils and parents will be asked to sign the home school agreement on joining the academy.

Rewards

10. The academies Christian values express the practical outworking of Jesus' teaching . Each academy will use a range of rewards to acknowledge and celebrate the behaviours and achievements of pupils.

11. The following list of possible rewards is not meant to be exhaustive, but illustrative of approaches:
 - a. Verbal praise and positive comments – all staff will be encouraged to use 'values language' to reward pupils
 - b. Written praise and constructive comments on pupil's work
 - c. Windows Mirrors Doors Values Learning Wall - learning about, reflecting on and responding to a value
 - d. Academy displays profiling work and achievements
 - e. Values Certificates
 - f. Values trees – pupils decide on their aspirations for living out aspects of the value in focus and write them on the leaves of the Values Tree
 - g. Letters of praise to parents or praise postcards

- h. Rewards through stars, house points, values tokens or an equivalent system
- i. Recognition assemblies and the appointment of weekly 'values champions'
- j. Prizes, certificates, awards and cups for a variety of curricular and extra curricular activities
- k. Achievement evenings
- l. Awards gained out of school brought into school and celebrated
- m. Use of 'Golden Time'

Expectations within the classroom

- 12. Expectations of pupil's behaviour in lessons will be shared with all pupils. All pupils have a right to learn and behaviour which affects the learning of others will not be tolerated. It is unacceptable that the poor behaviour of one pupil should remove another pupil's ability to learn. Pupils who disturb the learning of others will be sanctioned.
- 13. If work is not acceptable then a number of sanctions may be used, including asking the pupil to repeat the work or making up wasted time during break or lunchtimes. If equipment is deliberately damaged, parents must be involved and invited to replace it.

Sanctions

- 14. Trust academies will always reinforce expectations of behaviours through a number of means, including reminding pupils of the academy Christian values and using these as a focus for collective worship and classroom discussion. Staff will always acknowledge good behaviour and recognise effort. However, sometimes this may not be enough.
- 15. Each academy will have a stepped approach to managing behaviour which does not meet academy expectations. Staff will always try to intervene before a situation becomes significant and will deal with matters firmly and fairly, establishing the facts, avoiding confrontation and using punishments sparingly.
- 16. In the first instance the class teacher, TA or supervisor should deal with the behaviour. It is important that staff and pupils have the opportunity to explore why certain behaviours are unacceptable and pupils are helped to understand the consequence of certain actions and, where appropriate, given the opportunity to modify their behaviour. Using the academy's values as the starting point, pupils will be challenged on how they would have felt if they had been on the receiving end of the behaviour in question, encouraging them to feel empathy. The pupil will be given the opportunity to make amends, whilst being reminded that it is their behaviour, not themselves, that is unacceptable.
- 17. Classroom problems should be dealt with, whenever possible, within the classroom. If concerns relate to the standard of academic performance then that should equally be dealt with.
- 18. It may be the case with some pupils that further action is needed. Removal of privileges is a very effective strategy for supporting behaviour, and this strategy will be used where ever appropriate.

Guidance for issuing sanctions

- 19. When it is appropriate to issue a sanction, the following guidelines should be observed:

- a. Sanctions affecting a whole group for the actions of individuals within that group should be avoided
 - b. Quiet, personal, explicit reprimands are preferable to general criticism of whole groups
 - c. Sanctions should be proportionate to the offence
 - d. Sanctions or words which are humiliating or degrading must not be used. Comments should be confined to discussion of the behaviour, rather than the individual
 - e. Staff will take the earliest possible opportunity to praise and reward a child who has positively modified their behaviour, demonstrating forgiveness and compassion
20. At all times poor behavior should be dealt with fairly, proportionately and compassionately.
21. Where poor behaviour persists, parents should be contacted to discuss ways of helping the pupil to improve his/her behaviour. In some instances, it might be appropriate for the academy to develop an 'individual behaviour programme' which will help the pupil to learn appropriate behaviours for learning and social interaction. This will always be done in conjunction with parents.
22. Parental Involvement

Exclusions

23. When sanctions have failed to bring about the desired change in behaviour, an internal exclusion, away from the class may be used by an academy to make clear that behaviour must change and that the flow of lessons and learning will not be allowed to be effected.
24. It is the desire of each academy to reintegrate pupils as soon as is practicable. Where pupils are placed in internal exclusion, parents will be informed.
25. Where there is a need to use external exclusions, the Trust will follow the guidance issued by Gloucester Local Authority.

Links to other Policies

Early Years Foundation Stage Policy
Home School Agreement
Safeguarding Policy and procedures (inc.dealing with allegations against staff)
SEN Policy