



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

**Behaviour Policy**

# Approval

<b>Signed by CEO and Federation Principal on behalf of the Board of Directors</b>	Dr. Martin Young
<b>Date of approval</b>	September 2016
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**Our Policy is based on the 3 principles of Rights, Rules and Responsibilities. Above all we show Respect for ourselves and towards each other and all members of The Godolphin Junior Academy community are expected to display this quality at all times.**

## **Introduction**

The Godolphin Junior Academy believes in providing a safe, secure and caring learning environment for all of our pupils. In order for every member of our school to feel happy, valued and reach their full potential we believe in promoting the highest standards of behaviour and discipline. We believe this can be easily achieved through the pupils' own self-discipline where the pupils are encouraged by example and positive attitudes towards good behaviour, self responsibility and recognition of their achievements. The school identifies all children as individuals and has left some flexibility within this policy to apply a personalised approach to the childrens' specific behavioural needs.

## **Positive Behaviour Management**

The aim of positive behaviour management is to promote self-discipline, good behaviour and respect amongst our pupils. We teach and encourage our pupils to behave in a manner which we firmly believe makes our school a welcoming and thriving community. This includes encouraging the children to act with respect and consideration towards others whatever their ability, gender, culture or race. We also encourage the children to try their best at everything they do.

It is our commitment as the Academy to support the consistent implementation of the behaviour policy with praise, rewards and explicit consequences. We believe that with this behaviour framework the pupils will have access to a positive and calm learning environment and grow to be thoughtful, independent and responsible adults.

Below is the framework that supports the behaviour policy, and sets out what the school is trying to achieve. We aim to:

- Raise pupils confidence and self-esteem through reward and positive feedback
- Maintain, encourage and promote good behaviour
- Teach children to respect themselves, others and the Academy
- Help pupils to develop independent thought, self-discipline, and responsibility for their own actions
- Engage with parents, carers and other agencies to ensure there is a consistent approach to the pupils behaviour management
- Ensure pupils regularly attend the Academy
- Recognise the rights and responsibilities of all members of the Academy community
- Promoting a proactive and reflective approach to behaviour management

We develop and teach positive behaviours through the:

- 1. School Ethos**
- 2. Curriculum**
- 3. Rewards**
- 4. Sanctions**

## **5. Support System**

### **1. School Ethos**

The school ethos encompasses the principles within this policy. The ethos and the principles are addressed daily in Academy life through assemblies, PSCHE, sporting activities and school clubs.

### **2. Curriculum**

The principles of the policy are directly addressed in our PSCHE curriculum and through cross curricular aspects of teaching and learning such as learning in groups, team activities and sporting events.

Marking and record keeping are used both as a supportive activity, providing feed-back to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and that progress matters.

### **3. Rewards**

Good behaviour, work and citizenship are celebrated by a range of awards systems.

#### **3.1 Dojos**

Dojos are awarded by teachers to individual pupils as recognition that a child had done something well. It could be that a teacher appreciates that a pupil has tried particularly hard with a piece of work either in terms of content or presentation. Dojos can also be awarded for behaviour.

Lunchtime controllers are encouraged to make use of this system by awarding dojos to pupils for good behaviour at lunchtime in order to provide continuity.

At the end of term assemblies, pupils who have reached varying numbers of dojos during that term are presented with a 'Gold', 'Silver' or 'Bronze' certificate for their success file, indicating that they are a Super Dojo winner.

For a full explanation of what Dojos are and how they are awarded please see below Appendix 1.

#### **3.2 Team Points**

Children are allocated to one of the four school teams. Special weeks and Sports Day engender team points which are totalled over the year. This helps to encourage pupils to work together as a team and achieve something together.

#### **3.3 Awards**

Certificates for full attendance are also presented termly. Pupils who achieve full attendance for the whole year are presented with an enamel badge bearing the school's crest. Pupils can only be expected to achieve their full potential if they are good attenders and it is important that we encourage the pupils to do so.

Class attendance is encouraged by certificates for full attendance or a good try; these are given out at the weekly assembly along with a trophy to the class with the highest attendance in each year group.

### **3.4 Celebration Stickers**

These are given to pupils by the Principal as a reward for excellent pieces of work. This enables a pupil to share their triumph with their family before placing it in their success files.

### **3.5 Godolphin Postcards**

Godolphin Postcards are also sent home through the post when pupils have made improvements in any area allowing parents to celebrate success with their child at home.

### **3.6 Success Files**

Pupils are encouraged to record their success and place certificates, best pieces of work etc in a personal file which they can be proud of.

### **3.7 Incentives**

Where appropriate, reward cards are used for some pupils to encourage and help them to improve personal and / or academic achievements. Success is rewarded in daily or weekly 'Golden Time'. Incentive trips are also offered for each year group.

Golden Time is awarded to a class or individual for good work. The class or individual will be given a range of options to choose how they spend their Golden Time.

Golden Book and Display Table- Outstanding pieces of work (any ability) are displayed on the Golden Table and outstanding pieces of writing are entered into the Golden Book. This allows visitors and other members of the school community to see the work our pupils are most proud of.

The Academy newsletter and Website- Pupils who win sporting events and other school competitions will be mentioned on the school newsletter and added to the website.

## **Provision and Support**

All members of the School Community are aware that there are positive and negative consequences to our behaviour choices.

Pupils finding it difficult to respect and comply with school rules will be supported with a range of strategies to help them manage and change their behaviour.

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.

Where behavior issues arise, teachers should first discuss with team colleagues/Behaviour Lead to agree initial strategies for support. If there is an escalation of concern it is expected that actions will follow the strategies laid out in the **Behaviour Stages**.

If a pupil continues to demonstrate significant behavior 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.

## **Sanctions**

### **Description of Stages 1-5**

The purpose of the system is not to punish the pupils, but to bring about a change in their behaviour, so that it is important that pupils are clear on what is and what is not acceptable behaviour.

### **Stage 1: Warnings**

1. If a pupil demonstrates unacceptable low level disruptive behaviour such as; calling out, fiddling, swinging on chair, distracting others etc., they should receive a warning.
  - a. The first time a pupil does something unacceptable the teacher should say: "Stop doing that because..."
  - b. The second time a pupil does something unacceptable the teacher should say: "If you do that again I will give you a warning."
  - c. The third time a pupil misbehaves a warning should be written down.
2. There is an opportunity for the pupils to make amends and rectify the situation by demonstrating changes in their behaviour. If the pupil demonstrates enough of a positive change in their behaviour then they are given the opportunity to 'buy back' their warning. The person giving the sanction should explain to the pupil what changes they must make to their behaviour in order to 'buy back' a warning. The type of behaviour required to 'buy back' a warning will depend on the original behaviour that caused the sanction and the abilities of the child. Examples of buying back warnings might be:
  - a. Not getting into trouble again at lunch times for the rest of the week
  - b. Not getting out of your seat again in class for the rest of the day
3. Warnings should be recorded in the class behaviour log. When appropriate, individual support and guidance can be given in the home school link book.

**Behaviour Watch** –Behaviour Watch is used as an additional strategy for those pupils who have behaviour challenges and require visual reminders. If they receive a warning as described above, their name should be added to the class 'Behaviour Watch' chart.

## **Uniform and PE Kits**

As with all the uniform, pupils should wear appropriate uniform and look smart. At the beginning of each term kit should be checked and all items should be named. A warning should be given if a child does not attend the Academy in full school uniform or bring a complete PE kit for a lesson. This can be bought back by being correctly dressed for the rest of the week or bringing the proper kit the following lesson. The whole Year Group should check kit at the beginning of the lesson, and the names of those who have not brought their kit, even if they are doing games in a kit borrowed from school, entered in a book. Pupils who have borrowed school kit must return it.

A register should be kept of pupils who are not in appropriate kit. If there are two instances of not bringing P.E. kit the pupil should be referred to the Behaviour Team.

## **Home Learning**

Persistent lack of home learning being completed and handed in will result in a withdrawal. The Godolphin Junior Academy considers 3 or more incomplete or forgotten pieces of homework as persistent. Homework is given to help consolidate or develop the pupils' learning and is considered to be an important aspect of education. Any persistent challenges of pupils not completing homework should be discussed with year group leaders.

### **Stage 2: Withdrawal**

1. If a pupil continues to make poor choices and receives three written warnings within a week, they should be sent to withdrawal. All instances of withdrawal should be recorded in the Class Withdrawal book.
2. There are some instances of behaviour which will result in an automatic withdrawal. For example:
  - a. Swearing
  - b. Bullying
  - c. Extorting money
  - d. Fighting
  - e. Stealing
  - f. Leaving the school premises without permission
  - g. Racist or other prejudicial comments
  - h. Lying
  - i. Being disrespectful towards adults
3. A withdrawal results in the pupil being withdrawn from either break or lunch time for counselling by a member of the SLT or Behaviour Team and a letter being sent home explaining the pupil's poor behaviour.
4. Pupils who are regularly displaying negative choices may be required to attend Spectrum Club with Miss Todd. Spectrum Club provides pupils with the opportunity to learn self-discipline. The club is run each lunch time and a pupil will attend until the Behaviour Team or a member of SLT decides it is no longer required.
5. Four withdrawals in each half-term results in an exclusion. Depending on the behaviour of the pupil, the exclusion may be from class or a fixed term period at home.
6. Pupils start each new half term without any warnings or withdrawals.

### **Stage 3: Internal Isolation**

1. If a pupil receives four withdrawals in any half-term or displays serious unacceptable behaviour then a period of internal isolation may be given. Internal Isolation is where a pupil spends a fixed period of time away from their classroom. They will be given their work and will spend their school day either in another classroom or with the Behaviour Lead/SLT.
2. The period of time spent out of class is determined by the behaviour of the pupil. It is decided by the Behaviour Lead and SLT. The period decided is the MAXIMUM amount of time the pupil will spend out of class (subject to any further poor behaviour.) The time can be reduced by the presentation and care that goes in to their work, a positive attitude towards learning and demonstrating remorse.

3. When a pupil faces Internal Isolation the parents are invited to a meeting with the Behaviour Lead, a member of the SLT and an Academy Council Member. This meeting is an opportunity to discuss the way forward for the pupils learning.

#### **Stage 4: Fixed Term Exclusion**

1. Further bad behaviour whilst in Internal Isolation or where there has been very serious unacceptable behaviour will lead to a fixed term exclusion from school. 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.
2. 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 authorised absence.
3. The re-admission interview will be attended by the Principal (or member of the SLT), member of the Academy Council, the parents and the pupil.
4. In certain circumstances, a Fixed Term Exclusion can lead to a Permanent Exclusion (see below.)

#### **Stage 5: 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.

## **Appendix 1:**

### **Dojos- What they are and how they are awarded?**

Below is the structure for awarding Dojo's, who and how many can be allocated.

10 points- This amount of points can only be awarded by the SLT. It will awarded for excellence in all aspects of school life including outstanding work and behaviour.

5 points- Any member of staff can award this amount of points for good quality or good improvement on school work. It can also be awarded for very good behaviour, or team work etc.

4,3,2,1- Any member of staff can award these amount of points. They will be awarded for good work, good behaviour and other displays of a good approach to school life.

**Log in details:**

**To be added**

<https://www.classdojo.com/en-GB>