



The Glapton Academy

A L.E.A.D. Academy

Behaviour Implementation Policy

April 2019

## The Behaviour System

We believe that every pupil can choose to behave well and, in our school, the vast majority do so every day. We have high expectations of pupils' behaviour and have a clear framework in place to ensure that our standards remain high.

Our behaviour system involves the use of six school rules; a class behaviour record; paired classes; the collection of 'Dojo Points'; regular positive behaviour weeks and spot rewards such as *Chance Cards*, and *Marvellous Manners Awards*.

We also hold a *Thank You Club* to simply say THANK YOU to the children who keep to the rules every day over a decided period of time.

## School Rules

We have Six Rules that must be followed at all times and in all places.

1. I will follow instructions the 1<sup>st</sup> time I am asked
2. I will look at, and listen to the person who is talking without interrupting.
3. I will be where I am supposed to be at all times
4. I will show respect and care for my school and everyone in it
5. I will move around school quietly and sensibly
6. I will only use kind, sensible and truthful words

The school rules apply at all times and in all places during the school day:

- In lessons, at playtimes and at going home time.
- With teachers, pupils, support staff and midday staff and visitors.
- During normal school hours as well as during clubs and after school activities.

## High Expectations

In addition to our rules we would like to make it very clear that at Glapton Academy we will not tolerate:

- Bullying in any form whatsoever
- Racism, whether by word, action or attitude
- Sexism, whether by word, action or attitude
- Discrimination due to race, sexuality, religion or gender
- Fighting or deliberately hurting others
- Swearing or bad language
- Refusal to co-operate
- Disrespect

These behaviours will usually be recorded as a 'Recorded Incident' and will be dealt with by senior staff or our ELSA.

## Rewards

Most of our children follow the rules incredibly well, all day, every day. In recognition of this we offer a range of incentives and rewards. In order that rewards are highly valued by pupils and their parents/carers and to make clear that our expectations are very high, we only reward achievements for being excellent when indeed they are excellent and not just what should have been generally expected of pupils anyway.

We use the ClassDojo system to record our rewards.

## Reward Points

Pupils each have a ClassDojo account and can earn positive points during the week, each week a class "Dojo Master" is celebrated and is rewarded with a special cushion to sit on for the remainder of the week. The reward points are then reset. (F2 may reset points at the end of each day.) Points will be given for:

- Reaching the Thankyou Board 4 points
- Reaching the Fantastic Board 2 points
- Chance card 2 points
- Marvellous Manners card 2 points
- Headteacher sticker 4 points

Teachers can also additionally reward children for:

- Growth Mindset - 1 point
- Perseverance - 1 point
- Flying high - 1 point  
(awarded for effort in intervention by TA max 1 per day)
- Teamwork - 1 point
- Focus - 1 point
- Homework - 1 point
- Super effort - 1 point

Each child starts the day afresh. If a child follows the school rules then they reach the Thankyou board at the end of the day. This is worth 4 reward points in recognition of the child's effort throughout the day. Time is taken to celebrate each child who has reached the board by following the school rules all day.

## Thank You Club

- Children who have reached the fantastic board over a decided period of time attend the THANK YOU Club as a form of thank you. The club reward is usually an extended playtime with all the equipment out but alternative activities may be used.
- The behaviour data will run a report to identify these children
- The remaining children continue with normal class activities, PSHE sessions or specific work on positive behaviour (as appropriate) and should never be made to feel excluded or punished.

## Other Rewards

- **Fantastic Board:** When a child displays particularly good learning behaviour such as: effort, teamwork, reflection, positive attitude or ambition, then they will be moved up from the starter board to the Fantastic board. And earn 2 additional points.
- **Celebration Assembly:** Celebration Assembly is used to give special awards and recognition to pupils who have made particular progress, either socially or academically.
- **Behaviour Cards:** Extra special work or exceptional behaviour could also earn a Chance Card or a Marvellous Manners Award. All the Chance and Manners Cards earned go forward into the regular prize draw. Any child receiving a card will be awarded a Chance Card or Marvellous Manners Dojo award worth 2 points.
- **Headteacher Awards:** Work can also be sent to the Head Teacher for a HT sticker and 4 Dojo points.
- **Golden Broom:** Mr Cassidy will award the tidiest classroom the Golden Broom award each week. The class will gain 5 minutes extra playtime.

Staff members also reward good behaviour and acknowledge significant progress made by individuals using additional strategies. (i.e. verbal praise for individuals and groups, stickers, stamps and written comments on work, table points, 'Star of the Week', badges, sharing achievements and work with the class, other classes or other members of staff).

## Lunchtime Behaviour Rewards

**Best lunchtime Line of the Month** earns 5 minutes extra playtime for the class, to be taken at an appropriate time and staffed by the class teacher. This is announced in Celebration Assembly.

**Lunchtime Chance Cards:** If a pupil is being particularly helpful or is seen playing nicely at lunchtime or playtime, then they are given Chance card. All the Lunchtime Chance Cards earned go forward into the regular prize draw.

**Buddies:** Buddies should encourage positive play at break times. Each class has elected buddies and they should approach anyone looking like they might need a friend and invite them to play.

Buddies' photographs are displayed in the hall so that they can be easily identified by all pupils.

Regular buddy meetings are held with our ELSA to encourage the buddies to invite other children to take part in collective games and activities at break times.

**Golden Table:** The MDM will pick a group of 11 children to have lunch with the Headteacher each month to celebrate their positive behaviour choices. These children will be on first sitting and sit at a special table.

This will alternate between KS1 and KS2.

# Sanctions

Staff display the 'Class Starter Board' and 'Think & Change Now!' boards in a prominent position in each classroom. Each new day is a fresh start and all children should be removed from thought boards at the end of the day. (In EYFS children may be removed after each session.)

If a pupil chooses to misbehave, consequences will follow, becoming progressively more serious.

1. A clear verbal warning is given; pointing out which rule has been broken and the pupil is positively reminded of what is expected.

**For the majority of pupils, this is usually all that is needed.**

2. If the behaviour continues, the pupil's name moved onto the 'Think' board. The teacher will confirm which rule has been broken.
3. If the behaviour continues, the pupil's name is moved to the 'Change Now!' board. The teacher will confirm which rule has been broken again, and the pupil will move to sit on their own.
4. If the behaviour continues, the child will move to work in the paired classroom for the remainder of that session.

Minimum attention is to be given to any child who has been sent to a paired class and this must be emphasised with the pupils in the receiving class. They must be sent with work to complete.

5. If the behaviour continues, or the pupil disrupts the paired class, the receiving teacher will inform the child's class teacher who will issue a Recorded Incident and the child will miss their next break.
6. If the child continues to disturb others, the child will be sent to the Head Teacher or Deputy Head Teacher.

If a pupil seriously assaults another child or is physically or verbally abusive to a member of staff, a Recorded Incident Form must be completed and sent to the head teacher or DHT in the HT's absence. They will decide what action is necessary. The senior member of staff will decide if parents/carers are informed of the incident and action to be taken. If a pupil receives

3 Recorded Incident Forms within a half term, their parents/carers will be informed as a matter of course. All Recorded Incident reports are received by the Head teacher and are reviewed each fortnight. In extreme cases of misbehaviour, this may include exclusion from school.

**If a child has hurt or upset someone they will also need to apologise and make a reassurance that it will not happen again.**

There are a very small number of pupils who choose to misbehave. For some of these pupils, the school behaviour policy is insufficient. Therefore, we have identified additional strategies that may be used with particular pupils. These strategies are detailed within the pupil's Individual Behaviour Plan (IBP) or Pastoral Support Programme (PSP). These children will be identified through one of the following; behaviour data, serious incident forms, and teacher referral.

A PSP is drawn up if we feel that a pupil is at risk of disaffection or exclusion and would include input from the SENDco. If a PSP needs to be drawn up, there will be a meeting between the class teacher, parent/carer, pupil and HT and/or SENDco .

The Head, Deputy and SENDco are able to support/advise class teachers about behaviour modification strategies specific to particular pupils.

## Lunchtime Behaviour Sanctions

Lunchtime behaviour has an adapted series of sanctions as it is a distinct and shorter period of time. These sanctions are used progressively if the behaviour persists.

1. A verbal warning will be given calmly and staff must explain which rule has been broken and remind the child of the expected behaviour.
2. The child's name will be recorded on the incident board with the rule number
3. A cross will be marked next to the rule number and a second reminder given
4. The child will be moved in the dining hall or playground to a position of isolation.
5. If the child continues to misbehave a detention will be issued for the next play and recorded on the board with a D.

If there is a serious incident during lunchtime the Head teacher or DHT will be informed and decide the appropriate action.

## Recording and Monitoring

It is the responsibility of the class teacher to ensure rewards are all recorded on Class Dojo.

Teachers arrange for the completion of the weekly class Behaviour Record which records children who have been placed on the Think or Change Now! boards, moved to a paired class or have received a serious incident. These are transferred to the school behaviour data base. These incidents may be monitored in a separate or additional way.

Data is collected by class teachers and given to the Head Teacher for further analysis. Behaviour information is then monitored and analysed by the SLT.

## Detentions

- Detentions are held over playtimes. If a child receives a detention, it will start on the nearest available playtime. During the detention, the pupils should be encouraged to reflect upon their behaviour, the need for school rules and the impact upon everyone if they make the wrong choices.
- Detentions are graduated for different age groups or individuals at the discretion of senior staff.
- Detentions are held outside the HT Office. It is the responsibility of all staff to follow up any Reported Incident forms in their register every day to see if any of their pupils have a detention for that day. They must then ensure the child goes to the HT Office for that playtime.
- Detentions can be issued by Senior Mid-Day Supervisor if a result of a lunchtime incident (see section on lunchtime) or by the HT/DHT.
- If a pupil receives **three** detentions in one term, Letter 1 is sent home to inform parents/carers that the pupil has misbehaved repeatedly and to ask for their support at home.
- If a pupil receives a further detention that term, Letter 2 home is sent home. This is to inform parents/carers and to invite them in to a meeting with the class teacher (plus HT if appropriate) in order to plan how home and school can work together to solve any behavioural problems.
- If a pupil receives another detention in one term, Letter 3 is sent home asking parents/carers to come to school for a meeting with the Head Teacher to discuss possible options. This may include:
  - asking for parental support at home and/or school
  - reducing the time that the pupil spends at school (e.g. morning or afternoon sessions only)
  - Daily contact (in person or by telephone) with home
  - Lunchtime exclusion
  - Exclusion

# Keeping Parents Informed

Regular communication between home and school is a vital part of all of our children's development.

We aim to share good news and achievements as well as any concerns we may have regarding behaviour.

Parents/carers are informed of pupil's good behaviour through receipt of certificates, invitations to a termly Assembly (from Sept 19) and informally through discussions with parents/carers before or after school and via stickers worn by pupils.

## Reward Display

Display

Teacher action

**Thank you to all still on  
starter Board**  
For keeping the School Rules  
all day

(4 Dojo Points)

Pupil rewarded and thanked for keeping  
to the rules during the day

**Fantastic Board**

**Fantastic Learning or  
Behaviour**

(2 Dojo Points)

**Class Starter Board**

All names start here.

Class Team Name

All pupil names start here each day

## Sanction Display

Display

Teacher action

**Rules Poster**

Verbal reminder – child reminded of rule that they should follow

Child cannot reach the fantastic board today

Confirmation of rule broken for second time – name moved to “Think”

**Change Now!**

Moved within class

Confirmation of rule broken for third time – moved within class - name moved to “Change Now!”

Confirmation of rule broken for fourth time – move to paired class

## OUR SANCTIONS

Sanctions are staged. When a rule is broken the teacher will start at stage one and move through the stages every time it or another rule is broken after that.

1. You will be given a verbal warning and told which rule you have not followed and behaviour that is expected.

2. Your name will be written on the "Think" board.

3. Your name will be written on the "Change Now!" board and you will move to sit on your own.

4. You will move to your paired class to work for the remainder of the session.

5. If you do not settle then you will receive an RI form and miss your next break.

5. If you continue to disturb others, you will be sent to the Head Teacher or Deputy Head Teacher

6. If there is a serious incident, the Head Teacher or DHT will be notified. She will decide what action is appropriate and necessary. A Recorded Incident Form will be completed resulting in Detention