

**Gosberton House Academy and WTT**  
**Behaviour Policy**

'A People Place'

Gosberton House Academy is an emotionally literate Academy where the well-being of all this Academy community is promoted.

**STATEMENT**

The interests of children, their families, and staff are best met where children learn within a calm, safe, and secure environment. Within GHA and the Outreach Service, we aim to promote and reward good behaviour, encourage responsible citizenship and the values of mutual respect and understanding.

Children are supported to take responsibility for their own actions by realising that they have choices about the way to behave. Our aim is to support children to make choices by showing consideration and respect for others and acting in a safe and responsible manner. Within school and where possible through Outreach staff link this work to the Convention of Children's Rights by making the children aware of their rights and responsibilities.

Through this Behaviour Policy we aim to promote/provide;

**For Pupils**

- A safe, caring, supportive, orderly and stimulating learning environment
- All children within the Academy have a right to be fairly treated (Article 2 of the Convention of Children's Rights).
- Listened to by staff - All children within the Academy have a right to express their thoughts through speaking, writing or drawing (Article 13 of the Convention of Children's Rights)
- Sensitivity shown to their needs
- Opportunities to have their needs identified and met appropriately (Article 3 - The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.)
- Positive role models in staff, parents, peers and the wider Academy community
- Pupils have a responsibility to act with respect for others and their environment ( Article 29 - Encourage children to respect other people, cultures and the environment Convention of Children's Rights).
- Good pupil behaviour underpins the raising standards of achievement and increasing social inclusion.
- Difference between 'I Need' and 'I Want'. The difference between a Right and Responsibility.

The core principles identified within the Convention of Children's Rights are followed at all times. These are FREDA Fairness and Freedom/Respect/Equality/Dignity/Autonomy.

#### **For Staff**

- A work environment that is caring respectful and safe.
- Appropriate guidance and support from Senior Leadership Team.
- Appropriate guidance and support from Governing Bodies
- Access to appropriate training
- All Academy staff have a responsibility to act with respect for others and their environment
- Co-operation and support from parents and the community

#### **For Parents and Carers**

- Respect and support
- The opportunity for involvement in the social and educational development of their child.
- Supportive contact with Academy staff via email/face to face /meetings/phone calls/letters
- Communication from Academy via Home/Academy Communication book
- Feel welcome and know that their children are safe, well taught, cared for during the Academy day.

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#### **For Governors**

- Relevant information about their duties relating to behavioural issues.
- Access to appropriate resources to support the effective management of pupil behaviour

#### **Academy Leadership**

The Principal and Leadership Team within GHA are responsible for the day-to-day running of the Academy and Outreach. All staff work as a team to support children in their care.

Communication between all staff is promoted through the use of:

Staff noticeboard

Whole Academy Inset days

Staff meeting

Weekly diary sheets distributed to all staff

Team meetings

MITA

BLUESKY journal entries

As part of staff and team meetings, concerns linked to child/children behaviour would be discussed. This focuses on celebrating successes and exploring any concerns.

Staff are supported by members of the Strategic Leadership Team.

### Environment management, learning and teaching

- Staff to take every possible opportunity to praise good behaviour both verbally and non verbally and when appropriate praise pupils' who model expected behaviours.
- Communication to be at a level which is understood by the pupil and enables them to express themselves in an individual way. Consider how best to support pupils understanding and when necessary seek guidance from Speech and Language Therapist.
- Focused learning: make tasks achievable; ensure clarity and consistency of expectations and communication re: Teaching and Learning Policy.
- Promote positive relationships between all members of the Academy both pupils and staff.
- Use whole Academy based Reward Systems.
- the setting of appropriate, individual targets for behaviour
- equality of educational opportunity
- ongoing routines for learning and behaviour, in the classroom and around the Academy
- the celebration of achievement in learning and behaviour
- a system of positive rewards and sanctions
- positive handling [ where trained]
- the positive involvement of parents/carers
- due attention to the self-esteem of all members of the Academy community
  - entering the classroom
  - putting bags and coats away tidily
  - seating arrangements
  - explaining the learning objective (cip) and the tasks to be carried out
  - equipment needed
  - visual cueing
  - giving out work

- listening to the teacher
- listening to other pupils
- Active learning
- Bloom's taxonomy - questions and answers
- co-operative work
- stopping work
- using the plenary session to revisit and evaluate learning goals
- explaining homework
- leaving the room to go to the toilet
- clearing up
- leaving the classroom

### **Breaktime Supervision and Out of Class Behaviour**

- Children should always be supervised into and out of the classroom area before Academy, at breaktime, at lunchtime and at the end of the Academy day.
- Children should be reminded of how to move around, enter and leave the Academy building in a safe and sensible manner.
- During morning and lunch breaks, teaching staff will be on duty on a rota basis. The duty teacher will be responsible for deciding if it is indoor or outdoor play, dependant on weather conditions.
- If children are kept in at break or lunchtimes, an adult will remain with the child/children. No child will be left unsupervised.
- Children are encouraged to bring a piece of fruit savoury snack or biscuit for morning breaktime. Chocolate bars and sweets are not suitable.

### **Staff roles within the classroom**

All staff at GHA are committed to:

- Treat all of the pupils as responsible and valued human beings
- Establish positive norms of behaviour --- *This is how we behave in here*
- Concentrate on the work in hand
- Praise and encourage those who are working well-reward with stickers, smiley faces, send to other adults for praise etc.

- Use eye to eye contact or a hand gesture to express disapproval
- Have a quiet word with the pupil that their behaviour is inappropriate
- to learn good habits e.g. saying 'arms folded please' rather than 'stop fiddling'
- Avoid saying 'no'; use 'stop'
- Manage time
- Try to maintain a sense of humour - learning is fun!
- Within the classroom all members of staff focus their time on supporting pupils to learn.
- Staff follow 'Quiet Time' routines directed by lead person.
- Whilst the lead member of staff is talking to the class other staff try not to speak.

#### DON'T

- Start until the pupils are ready
- Talk above background noise
- Shout
- Make sarcastic or hurtful comments about the pupils
- Allow pupils to sit where they want to sit
- Finish the lesson in a rush without summarising what has been covered
- Unrelated conversations between staff do not take place during the lessons
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#### Monitoring behaviour (see Positive Handling Policy)

- Staff use a proactive approach to supporting children to make helpful behavioral choices.
- Language used by staff is consistent and positive.
- Pupils are supported through the use of phrases such as 'Please make a Helpful choice'.
- Staff support children to recognize that any unhelpful choices they make do have consequences.

### Seating plans

- Optimise the use of classroom space - ensure that children do not feel crowded; are not distracted by peer activities; do not have to ask peers to move in order to collect equipment etc.
- Some children benefit from the use of a personalized workstation
- Seating plans are carefully arranged.
- A left handed and a right handed person are not asked to work at the same desk.
- Social and emotion issues are concerned whilst planning seating.

### Learning styles

The curriculum should provide opportunities for pupils to develop self esteem, confidence and understanding of theirs and others emotions.

### Resources

- have the work well prepared, including specially differentiated materials
- Kinesthetic active learning is promoted.
- Remember Tell me and I'll forget, show me and I'll remember, involve me and I'll learn.

### Environmental issues

- SPELL learning environment
- We take account the sensory needs of all pupils (reference Sensory Policy)
- Make sure that the room is well organised, attractive, stimulating and laid out as you want it and that the materials and equipment are ready for use
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### Rewards and sanctions

All staff can reward pupils by:

- encouraging
- smiling and nodding
- a positive tone of voice
- being near to the pupil
- praise
- praise on work, record sheets or target behaviour sheets
- smiley faces - leading to treats
- work first then choices ethos

It should be noted that rewards are more likely to be effective if:

- they are given immediately
- it is clear what they are for
- individual targets are agreed/understood between teacher and pupil (IEP/IBP) and reviewed regularly

### **Celebrating and rewarding achievements**

Staff will reward and celebrate achievement by:

- making the pupil aware of success throughout the lesson
- talking about successes at the end of the lesson
- making positive comments on the pupil's work
- awarding stickers for the work
- awarding smiley faces
- Older children may decide they would like to 'bank' their smiley face sheets. At the end of each term they are able to select their own reward toys.
- awarding certificates -Smiley Face Assembly
- work to be displayed on the Special Work Board
- choosing pupils to show work during the end of day achievements assembly
- asking the pupil to show work to a visitor or another member of staff
- pointing out achievement to the rest of the group
- taking work home to parents/carers
- charts on the wall
- work displayed
- digital photographs or videos
- children are encouraged to review their own work
- at lunchtimes -awarding stickers and/or certificates

The rewards systems are used consistently throughout the Academy.

School Council - During these meetings staff support the children to express their the views about both rewards/celebrations/keeping safe/behaviour.

Children are encouraged to recognize and celebrate their own successes. They self-evaluate their own work and achievement.

Following an unhelpful choice children are supported to self-reflect on their actions and the possible consequences.

All Academy systems are reviewed regularly. Staff and pupils make contributions to these systems.

### **Sanctions**

In general, a sanction is a positive response to inappropriate behaviour. They can be used to reinforce the pupils' behaviour targets in their Individual Behavioural Plans. Consequences should be made as positive as possible.

Sanctions should be:

- immediate
- related to the behavioural targets of the pupil
- focused on the behaviour, not on the child as a person
- perceived as fair
- give the opportunity for putting things right (reparation)

### **A hierarchy for sanctions**

- A "look" - eye contact in a disapproving manner ☹/visual cue card e.g. 'sad face'
- A gesture - meaning "please don't do that again" - often the STOP signal 🙅
- Proximity control
- Drawing attention to the behaviour and asking the pupil to stop it
- A request "please make a helpful choice by ....."
- A request to - "stop - ....."
- A warning - "Please ....." - "or I will have to ---"

*Next time I will try to remember to make helpful choices by,*

*How are you going to put things right?*

### **Whatever form of sanction is used:**

- It should be in proportion to the incident

- It should be clearly understood by the pupils and his or her parents/carers - and seen as fair and reasonable
- Appropriate to the level of understanding of the individual
- Be perceived as a sanction by the individual concerned
- It should be as "antiseptic" as possible
- It should not increase the status of the pupil within the peer group
- They will be monitored by a member of the Senior Leadership Team and Governors.
- All incidents must be recorded in the *Incident Book*.
- Consequences which could be used following an incident of unacceptable behaviour.
  - Delayed departure home
  - Fixed term exclusion
  - Permanent exclusion

Exclusion will only take place when all other support mechanisms have failed and will only occur when a serious breach of discipline has taken place. This may include:- • Physical assault against pupil • Physical assault against adult/staff • Verbal abuse/threatening behaviour against pupil • Verbal abuse/threatening behaviour against adult/staff • Bullying • Racist Abuse • Sexual Misconduct • Drug and Alcohol related • Damage • Theft • Persistent disruptive behaviour • Carrying an offensive weapon e.g. knife • An object used offensively e.g. stabbing with a compass • Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the School Principal is able to take this decision and in all cases discussions with parents, staff, other agencies will take place and in the case of a possible permanent exclusion discussions with Local Governing Body.

NOTE: Physical restraint is a strategy for positive handling strategy it is NOT a sanction or punishment

(see Positive Handling policy)

Staff observing the child making helpful choices and acknowledging it in some tangible way. This might mean a smile or a gesture or an acknowledgement of these behavioural choices.

child/young person's positive behaviour.

Staff explore personalized motivators of individual children.

Self-monitoring

Afterwards:

- **the slate should be wiped clean**
  - **pupils welcomed back**
  - **a fresh start made by all concerned**
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- A request to leave the activity/situation/class/group
  - The pupil is escorted from the group
  - Time away from the group - (see guidelines below) [remaining within the room; outside of the room]

### **Targets for behaviour**

Adults will define inappropriate behaviour in terms of what the pupil has been observed doing: Once behaviour has been described in these terms, it is easier to set targets. A Behavioural Support Plan [IBP] will be devised with the support of a member of the SLT if a pupil's behaviour necessitates this level of intervention. IBPs will be reviewed thrice yearly and more regularly if necessary. IBPs must be shared by all professionals and the parents/carers and individual involved.

- Pupils should be supported with the unacceptable nature of their behaviour and sanctions can then be imposed in order to enable them to accept the behaviour as unreasonable and unacceptable.

Possibilities for "putting things right" should be negotiated according to each pupil's behaviour targets within their IBPs or guidance outlined in the Positive Handling Plan. They might include:

- Apologising
- Spend time with a member of staff exploring what lead up to the incident and finding alternative ways of dealing with the situation.
- making up lost work in free time
- repairing damage caused

Whatever other considerations apply, remember that sanctions imposed too long after an incident, or for too long, simply reinforce resentment and the pupils' feelings of rejection. After a while, ongoing sanctions do not mean anything. Personalise the sanction to the individual i.e. some pupils may be unconcerned about missing breaktime

See Positive Handling Policy for information about withdrawal/time alone.

**For withdrawal and 'time alone' from the activity to be effective:**

- the teaching or activity group must be seen as a more desirable place to be than the place to which the pupil is withdrawn.
- it must be as "antiseptic" as possible - not in anger or in haste
- there should not be an audience
- it should be for the shortest possible time
- it should be complete in itself
- Withdrawal from part or all of a specified activities - e.g. break, swimming etc. - reasons given

**Procedure for time away from an activity**

1. The undesirability of the behaviour will be discussed with the pupil and he or she will be requested to stop

---"This is what you are doing"

---"It is disturbing the others"

---"Please stop"

2. If the undesirable behaviour continues, the pupil will be warned that, if he or she does not stop he will have to leave the activity

---"You are still not coping. If you continue to disturb the group you will have to go out"

3. If the pupil continues to behave unacceptably, he/she should be asked to leave the room. If the child does not respond appropriately a member of the teaching team or SLT should be informed.

4. When the pupil is able to talk about his or her behaviour with the teacher or member of the support staff concerned.

The following should be discussed/visually represented

- What the inappropriate behaviour was

- What the appropriate behaviour should have been
- How things can be put right

How he or she will behave in future .....

### **Staff development and support**

#### **Staff training**

GHA is an emotionally literate Academy where staff use positive calm and green language to support the children. Staff are frequently offered additional training to support their ability to deal with difficult situations and understand the complex nature of our children.

Training includes:

Autism specific training - SPELL  
 Emotional Literacy workshops and support  
 Sensory sensitivities courses  
 Occupation Therapy  
 ASD/ADHD course  
 Positive Behavioural support  
 Bloom's taxonomy workshops  
 NAS inset training  
 Team Teach

#### **Pupil support systems:**

Visual cue cards are used around school showing expectations

All classes display

'Academy Rules'

'Childrens Right'

Class Charter linked to Rights Respecting Award

'How to get help?'

Information about expectations displayed on pupil information board.

Cue cards to support behaviour are used with the Academy environment.

Child friendly targets from pupil's EHCPs are used within the classroom.

### **Liaison with parents and other agencies**

#### **Liaison with parents**

Telephone contact home/letters home

Parents/carers are often only involved at crisis point. They will be involved earlier, rather than later on in proceedings. Children hate and react against "complaints" to parents/carers, and parents/carers do not like to be made to feel responsible for inappropriate behaviour in Academy. Nothing is to be gained from alienating parents.

- Each child has a home/school communication book.
- Parental letters
- Parents are welcome to ring or email school to discuss an issues/concerns.
- Academy ring parents to discuss any concerns.
- Parents evening .
- Open afternoons in each class
- Workshops linked to improving behaviour
- GHA works with other professionals to support pupils and their families.
- Healthy Minds Earlybirds and Earlybird Plus workshops.

### **Managing pupil transition [ see Transitions Policy]**

Pupil transition is not only between Academics and/or between years, but for some students this can be a major issue, and can have a detrimental effect on behaviour even when transition is between lessons or from one activity to another.

Children are supported by visual timetables

Some children would be supported by first - then routines

Some children would use photographs

Children who absent themselves

Do not chase children who attempt to leave lessons/school building. Inform a member of staff that the child has left the activity and - if possible follow the child at a safe distance. Some children with an ASD would regard an adult running towards them as a game.

Revised and revisited April 2018

