



GRESTONE ACADEMY

PART OF THE HAMSTEAD HALL ACADEMY TRUST

Perseverance • Respect • Independence • Diversity • Excellence



Grestone Academy Behaviour Policy 2017-2018

PRIDE

Perseverance, Respect, Independence, Diversity, Excellence.

Perseverance in all we do, **Respect** for others and our environment,

Developing **Independence** as we grow.

Celebrating **Diversity** together,

Achieving **Excellence!**

Aims of the policy

The aim of this policy is to develop good behaviour through independent choice, which is rooted in respect for others. It should create a climate where children learn together in a safe and nurturing environment. Every member of the school community should feel valued and respected. Every person should be treated fairly and well. The policy is rooted in the principle of the rule of law and justice.

The policy has two main strands:

- developing and rewarding positive behaviour
- understanding that negative behaviour has an impact on the whole school community and that sanctions need to be in place to tackle negative behaviour should it take place

Developing and rewarding positive behaviour

Grestone has many ways of rewarding positive behaviour, these range from a smile and thanks from a member of staff, to awarding points within our behaviour management system, to giving out certificates and pupils attending reward trips.

We acknowledge that class teachers may want to use particular tools to motivate pupils within their class but that the academy needs a consistent approach to rewards. Rewards will therefore feed into the class stars system.

- Pupils gain points in a variety of ways for behaviour which is valued within the academy. Teachers feed ideas into the system through Key Stage meetings so that encouragement for key behaviours is provided. For example, as the academy values reading then points are awarded for reading each day and filling in a reading diary and bringing it to school. Points are awarded for good manners and been helpful to pupils new to the school. The system is adaptable and how it is used is dependent on the age of the pupils.
- There are bronze, silver, gold and platinum certificates and badges for stars gained and these certificates and badges are presented in the weekly reward assembly.
- PRIDE certificates are awarded each week during celebration assemblies. Two pupils per class are chosen for showing qualities of perseverance, respect, independence, celebrating diversity and excellence.
- Behaviour ambassadors are selected by class teachers. This will be based on consistently outstanding behaviour and being a role model for others. Behaviour ambassadors will be recognised throughout the school and will be chosen for roles of responsibility within the academy.

- Head pupils (2) and house captains will be selected at the start of Year 6 these positions will be nominated by teachers at the end of Year 5 and selected after interview with SLT during the first two weeks of the new academic year.
- The academy acknowledges the importance of orderly movement around school and therefore lining up points will be awarded to classes each week and a reward given for the best class each week.

Sanctions for poor and unacceptable behaviour

The academy acknowledges that children at times will not behave as expected. Part of our duty is to support young people in understanding that rules and conventions need to be followed in order to exist in a harmonious environment. Children need to understand that for society to operate successfully there needs to be a set of rules and conventions and if these are not adhered to sanctions will be imposed. Children must at all times be treated fairly and with respect. They must understand that once a sanction has been fulfilled they will be given a fresh start and forgiven for their misdemeanour. The academy has a culture where by we learn from our mistakes.

- The traffic light system is to be used as an instrument to provide consequences and reward. Pupils can move up and down the traffic light throughout the school day, based on their behaviour and achievement.
- Warnings should be given for persistent disruptive behaviour, that prevents other pupils from learning, or that causes pupils to become distracted repeatedly.
- Pupils can redeem themselves by focusing on their work, completing tasks and displaying improved standards of behaviour. If a pupil demonstrates a change in their attitude and behaviour for a whole lesson, they can be moved up the traffic light from red to green 1 step at a time.
- If a child does not respond to these warnings, they can be moved into the red zone. During the time in red zone further poor behaviour will result in a child missing a lunch time play and having to attend detention in Woody's nest.
- The use of detention in Woody's nest is for either persistent low level poor behaviour in class or for more serious incidents of poor behaviour. The use of the negative points recording on the electronic system will indicate which behaviours would result in a teacher deeming that the sanction of Woody's nest would be appropriate in order to ensure consistency of approach.
- .If a child has to attend Woody's nest the Assistant Head of School responsible for the key stage must be informed. Parents must also be contacted to inform them that significant poor behaviour has been demonstrated by their child and a lunchtime detention is required.
- SLT or the pastoral manager will undertake Woody's nest duty. Pupils eat lunch at the start of lunchtime and then attend Woody's nest for the rest of the lunch break. It is hoped that attending Woody's nest will ensure the child's behaviour improves. If a child is making repeated visits to Woody's nest within a short time frame this indicates the sanction is having no impact. At this stage the pastoral manager will instigate an Individual Behaviour Plan.

Escalation points:

Individual Behaviour Plans (IBP) allows the academy to monitor a pupil's behaviour, give clear targets for improvement and involve parents/carers. They should result in a pupil conforming to academy behaviour expectations. Initially IBP should last for 4 weeks. If behaviour has improved the IBP can be withdrawn and pupils will continue to use the academy behaviour system. A record will be kept of IBP to monitor pupils repeatedly needing this level of support.

If during the 4 week period behaviour does not improve the academy have options to consider further support and exclusion from school.

Exclusion from school

The academy views exclusion as a last resort. It will only be used in circumstances where there has been significant unacceptable behaviour or when support has been given but the pupil has not responded in improving their behaviour to an acceptable level. The academy will follow the procedures set out by the Local Authority.

Woody the wise owl:

Woody is the school behaviour mascot in keeping with Grestone Academy's animal theme.



What is wrong?

Options you have?

Only you can make it right.

Decide what you have to do.

Your choice, make a good decision.

Woody can be used as a child friendly visual reminder of school expectations and rules. Information can be given to pupils using Woody as a visual aid on posters around school to communicate instructions and words of encouragement.



**Woody says
walk don't
run**

**Woody says
don't be
a bully**

**Woody says
did you get
a gold star
today?**