



Behaviour Management Policy

Communicating Love; Inspiring our
Community to Flourish

2023-2024

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Context

Introduction

St. Gabriel's CofE Academy constantly strives to be a safe and happy environment where all can teach and learn in a calm and supportive atmosphere which is underpinned by our Christian ethos. All members of our school community are expected to live our vision and values and take responsibility for making our school a happy place within which to grow.

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school. This policy is also applied across the school's extended services, for Nursery and Wrap around provision.

Principles of our Positive Behaviour Policy

Good behaviour is essential for effective teaching and learning to take place. We all believe that pupils and staff have the right to work in an environment that is safe, friendly, calm and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. Learning experiences should be planned with pupil engagement at the forefront of teachers' minds; engaging lessons promote good behaviour. The best results, in terms of promoting good behaviour, arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. However, a Positive Behaviour Policy cannot be solely based on praise and reward, consequences and sanctions are an important part of the approach and are used to help children understand the difference between right and wrong within the understanding that we are all fallible human beings.

Purpose

The purpose of this policy is to provide direction and consistency in behaviour management throughout the school and extended services and to promote partnership between children, parents and teachers; ensuring the best possible outcomes for our children are secured.

Approach to Managing Behaviour

As a school community we utilise a positive approach to managing behaviour; placing communication at the heart of our practice as we believe positive language encourages appropriate behaviour and reinforces it. The language we use should allow children to take responsibility for their behaviour.

We do all we can to:

Keep calm; reduce tension
Listen; respect
Reject the unwanted behaviour not the person
Work to agreed procedures
Be consistent

We do all we can to avoid:

Humiliating
Shouting
Over reacting
Blanket punishments
Sarcasm

Values

At the heart of our approach to managing behaviour, are our school values; believing that children behave best when they understand why behaving well matters. We teach our children these values to support their moral development and to prepare them for life in Modern Britain.

Love	Community	Respect	Growth	Integrity
Forgiveness	Family	Humility	Hope	Honesty
Compassion	Friendship	Dignity	Support/Challenge	Wisdom
Kindness	Service	Equality	Courage/Responsibility	Trust
Peace	Generosity	Thankfulness	Resilience	Justice

At St Gabriel's CofE Academy we live our values:

Our relationships are built on love and forgiveness; we learn and live in community with each other, serving one another generously; we humbly treat everyone with equal respect; we courageously strive to grow in every way with a hope for our future; we maintain our integrity, building trust through honesty.

Through this modelled behaviour, children learn how to exist together in a respectful and loving way; without engaging in bullying behaviours.

Rules

Our school rules enable children to understand clearly what living our values looks like; what to do and what not to do. These provide a framework within which to place boundaries around children's behaviours.

Love	Community	Respect	Growth	Integrity
Do show love. <i>Don't let hands, feet or words hurt.</i>	Do look after our school and its people. <i>Don't spoil our school community.</i>	Do value other people as much as yourself. <i>Don't ignore, look down on or upset.</i>	Do give your all. <i>Don't do less than your best.</i>	Do be honest in what you think, say and do. <i>Don't hide the truth.</i>

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Planning for the needs of individual pupils, planning for active involvement of pupils in their own learning and planning learning experiences and topics which match the pupils' interests all help to avoid the disaffection which can lie at the root of some poor behaviour. Marking and record keeping is used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others.

Classroom Management

Relationships between teacher and children, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Equality and Fairness

At St. Gabriel's CofE Academy, all pupils, parents and staff are treated equally, with respect and in a just and fair manner. The school promotes equality of opportunity for all of the protected characteristics, i.e. age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, language, marriage and civil partnership, and pregnancy and maternity (see Equality Policy and Objectives).

Strategies for Managing Behaviour

Reinforcing Behaviours which show our values

At St. Gabriel's CofE Academy, all children begin each day with a positive start, being welcomed into their classroom. Teachers and other members of staff actively look for behaviours which demonstrate our values: great listening; being kind; trying hard with learning; amongst others. Staff will reward these desirable behaviours with a point of praise recorded in ways suitable for each class. For consistently excellent or exceptional behaviours, children are awarded a 'gold' standard. Children who reach the 'gold' standard will have their parents informed via our communication channels.

If a child consistently demonstrates our school values or behaves exceptionally, they may be sent to the Headteacher to discuss which value they have demonstrated and receive a reward or a sticker, certificate or note.

Every week, we celebrate in class assemblies where achievements, effort and examples of going above and beyond our rules are celebrated within our wider community.

In addition to these formal ways of recognising desired behaviours, all members of our school community are expected to employ a range of positive strategies including:

- Verbal praise
- Non-verbal affirmation (smile, nod, thumbs up)
- Sharing great behaviour within the community, in front of other staff

Strategies for Resolving Behaviours which don't Show our Values

If a child is exhibiting behaviours which do not demonstrate our values, staff will remind children of the expectations and value being sought. Children are also taught about the consequences for actions taken. The school recognises children will make mistakes and poor choices, working with them to understand these can be opportunities to learn and grow.

If the behaviour is not meeting expectations the following stages are then employed by staff.

Stage 1 – Warning – verbal warning given by staff –

A clear instruction; this _____ is what I am looking for, if _____ happens again/ continues you will move to orange.

Stage 2 -

Move to orange.

Further clear instruction; this _____ is what I am looking for, this is the second time _____ has been shown/has happened/ you have chosen to/ if _____ happens again/ continues you will move to red. *If behaviour then improves, a quiet word with the member of staff at the end of the lesson/session must be undertaken to reinforce expectations.*

Stage 3 -

Move to Red.

You have continued to show ____ so now you will go and speak to ____ about this choice. *Time out of class to discuss with senior leaders – children to deescalate and reflect on school values. A short period of Reflection time will be undertaken with a member of the Senior Leadership team who will recap the expectations of the school values and encourage children to take responsibility for their actions. The actions and consequences will be discussed. The pupil will complete any missed work during the following break period.*

Stage 3s are recorded on information software.

Where a child has moved through the stages for low-level behaviours, parents will not usually be informed. However in more serious cases (for example a child has gone straight to red for hitting) the child's family will be notified at the earliest convenience. Appropriate consequences can be discussed with the child, family, staff and senior leader depending on circumstance.

The Senior Leadership Team will review all recorded stage 3s on a weekly basis to discuss strategy and support.

Repeating Behaviours

During weekly meetings, the Senior Leadership Team review incidents of behaviour analysing potential patterns. 'Linked Pupils' are also reviewed to prevent victimisation of individuals, enabling the school to address any incidents of bullying quickly and/or to address interactions which might lead to bullying. Where patterns of behaviour or reoccurring incidents occur, parents will be asked to meet with class teachers and / or senior leaders to discuss plans for improvement. We seek to work in partnership with families with a united approach to addressing undesired behaviours. In these circumstances, senior leaders will plan ways forward on a case by case basis working within the unique context of each family to secure positive outcomes.

There are occasions where a child's behaviour warrants a stage 3 automatically and will not go through the stages process. Incidents such as:

- Evidence of bullying
- Deliberate breakages or damaging property
- Swearing/discriminatory/racist/homophobic/sexist language
- Very disrespectful behaviour towards staff or the community

Stage three protocols will be followed in such instances.

Further information and links

Parental involvement

At St Gabriel's we aim to be open and communicative with our parents and families. We welcome attendance at class assemblies each week, we commit to sharing positive behaviour through communication channels each week and will be open to feedback.

We seek parental involvement and support in a conversation and joint planning for stage 3 behaviour, working together for positive outcomes.

Positive Handling –

In order to keep children, young people, families, staff and services safe, there may be occasional circumstances in which children's behaviour is so challenging that there is no alternative other than to use physical intervention.

However, the use of physical intervention in managing challenging behaviour should **only** be used when absolutely necessary, should be reasonable and proportionate, and should always be in the best interests of children and young people. At St Gabriel's we follow the Warwickshire Safeguarding Children Board's guidance on the use of force and physical intervention. Staff in the school are Team Teach trained.

(See positive handling policy)

Curriculum Links

Our school values which underpin positive behaviour are explicitly taught through our PSHE curriculum. Meaningful and incidental links are sought through core and

foundation subjects, e.g. growth in maths or integrity in PE, and opportunities to reinforce positive behaviour is encouraged for all staff and pupils throughout the day.

Assemblies

Our daily assemblies and acts of worship promote our values through teaching, reflection and response. Celebration assemblies help develop a positive culture and sense of community.

Suspensions and permanent exclusions

Suspensions (fixed-term exclusions) may be a considered response to a serious breach or persistent breaches of the school's behaviour policy; or on occasions where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In all such cases St Gabriel's CofE Academy will follow the guidance: (*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2023*) and will work with families through the process.

Behaviour and safety viewpoints and review

St Gabriel's seeks the views of key stakeholders: parents, pupils and staff to gain insight into our behaviour, safety and promoting welfare practices. The school reviews behaviour and safety as part of the self-evaluation and school improvement process, with internal scrutiny from senior leaders and governors and both statutory and non-statutory external scrutiny. This forms the basis for review and planning for improvement.

Policy Links

[Preventing Bullying Policy](#)

[Safeguarding and Child Protection Policy](#)