



ROYSTON SCHOOLS ACADEMY TRUST



Grenaway School

Behaviour Policy

Reviewed by:	Curriculum & Achievement	16 th November 2016
Ratified by:	Full Governors or committee	7 th December 2016
Next Review:		November 2018
Statutory Document:	Y	
Update on Website:	Y	
Additional Comments:		

Good behaviour is vital for effective learning and achievement. It is our belief that:

- If you give children responsibility they learn to act responsibly.
- If you give children trust they learn to act in a trustworthy way.
- If you give children respect, they in turn will show respect for others.
- If you treat children fairly, they will value and appreciate the school and its aims.

As a school we aim to set a climate of self-respect, self-discipline and self-esteem.

We also believe that good behaviour is closely linked with:

- good relationships with mutual respect between teachers and pupils;
- teachers' high expectations of pupils' academic and social abilities;
- curriculum and teaching methods well matched to pupils' needs; and
- the nurturing of pupils' growing maturity and self-esteem.

What part do you play in ensuring there is good behaviour at Greneway?

Governors, staff, parents and pupils all share responsibility for good behaviour at Greneway. Children need parental / carer encouragement and support to participate fully and positively in their day-to-day school work. The governors play a key part in influencing the general atmosphere and philosophy of the school and its standing in the Royston community. Teachers have a responsibility for ensuring that classrooms are calm and purposeful places where children will want to learn. Greneway pupils have a responsibility to follow rules and procedures. We all share a responsibility to encourage respect for others through the example we set.

1 School Values, Moral Code and Code of Conduct

It is our view that all staff and parents / carers should have a clear view of the values which we believe the children should learn. We should share a clear sense of what is important, what will be valued and what will not be tolerated. We take a proactive approach to equality and valuing every individual through SEAL/PSHE and Citizenship sessions, the assembly programme and across the curriculum. Where incidents arise we address these using our consequence system. This view is reflected in the school's Moral Code that has been developed through close working with other schools in the Royston Academy Trust. Key to the successful implementation of the Moral Code is the style and atmosphere of the school itself and the example set by all staff within it. ***If we live the moral code, then it is more likely that the children will too!***

Our values are reflected in the School Vision and Aims that are published in our prospectus.

2 Equality and Discrimination

We believe strongly in the equal rights of all members of the school community, and will actively challenge any form of discrimination.

The following is taken from the Greneway School Equality Scheme:

At The Greneway School we aim to promote equality, tackle any forms of discrimination and cultivate harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. The school is committed to ensuring equality of opportunity for staff, pupils and all those receiving our services. We take seriously our contribution to community cohesion and firmly believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit here.

In 2010 the government introduced The Equality Act to replace all existing equality legislation in England, Scotland and Wales. The new Act provides a single, consolidated source of discrimination law, covering all the previous types of discrimination. It extends provision in relation

to disability discrimination, and introduces new protection for gender reassignment, pregnancy and maternity.

Under the Equality Act 2010 discrimination is prohibited on the grounds of nine protected characteristics:

- Race
- Religion or belief
- Sex
- Sexual orientation
- Disability
- Gender reassignment
- Pregnancy and maternity
- Age
- Marital or civil partnership status

The Act allows certain exemptions to the provisions for schools, for example in relation to single-sex schools and schools with a religious character.

All maintained schools, including Academies, are defined as public bodies under the Equality Act because they carry out functions of a public nature. As such, schools are required to comply with the single public sector equality duty in relation to all their duties and powers. This applies to pupils, employees, partners, contractors and others who access services provided by the school or at the school.

The Act introduces a public sector equality duty which consists of a general equality duty, and specific duties which are designed to help public bodies meet the general equality duty.

General Equality Duty

To comply with the three aims of the general equality duty, schools must have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

In relation to marriage and civil partnership status, only the first aim applies.

See item 7 for where incidents involving discrimination are to be formally recorded.

3 Code of Conduct

The school's Code of Conduct is printed in pupils' Learning Journals and all Greneway staff share responsibility for emphasising and reinforcing its importance. The Code of Conduct is founded in key aspects of Citizenship: an attitude that demonstrates self-discipline, an organised approach to work, a respect and care for the feelings of others and a sincere desire to serve the community of school and beyond. It is a code for all members of the school community, not just pupils.

4 The Home-School-Pupil Agreement

The Home-School-Pupil Agreement which is circulated to all parents and included in the Learning Journal sets out clearly the expectations of all parties involved in an individual child's education - the school, parents/carers and pupil. Like the Code of Conduct, the Home-School-Pupil

Agreement underpins the actions of teachers, parents / carers and pupils and should be a regular reference point, particularly in establishing standards of behaviour. It was developed after consulting pupils, parents / carers and governors.

Signed agreements are kept on file by the headteacher.

5 Achievements, Praise and Rewards; Behaviour and Consequences

General expectations for pupils' preparation for and attitude in lessons are summarised in 5 steps as 'Ready to Learn'. Posters of these expectations are displayed in all Form Rooms across all 4 year groups, and regularly reinforced in assemblies.

Praise and rewards are essential means in developing pupils' positive attitudes to school and to learning, and provide strong incentives for all children to behave well.

We believe that by commending and rewarding pupils' successes and emphasising their potential, our pupils will achieve more, be better motivated and behave better.

(a) Achievement points

Pupils' achievement points are recorded using Lesson Monitor.

A point is awarded under the following headings:

- Excellent effort
- Outstanding Learning
- Outstanding OSL
- Terrific citizenship
- Tremendous help
- Representing school/house/form in and activity
- Regular club attendance
- Assembly participation
- Positive contribution
- Olympic value demonstrated

Form teachers receive a weekly report (running Friday – Thursday) covering:

- Achievement points totals
- Breakdown of achievements by date, lesson and achievement type.

Weekly feedback is given to each Form Group by the Form Teacher covering the following aspects:

- Achievement points totals for each aspect of achievement
- Pupils who have achieved the top 3 achievement point scores within the Form Group are announced and awarded a sticker for their Learning Journal.

Pupils are encouraged to regularly update the Achievement section of their Learning Journals. This can include aspects of achievements within lessons and Out of School Learning.

(b) Praise

We seek to praise all children in ways that are sensitive and honest.

In school, all staff will:

- seek to increase the awareness of the Form Teacher, Curriculum Leader, Year Leader of Learning, Deputy Head and Headteacher when a pupil merits praise;
- look for opportunities to praise the efforts of individuals, a class or group at an appropriate time and in an appropriate way; and

- encourage peer praise.

Parents / Carers are also encouraged to comment positively on achievements and progress. To achieve this, the school aims to provide parents / carers with as much information as possible about their child's achievements in school so that they, too, have the opportunity to add their own praise. The Learning Journal provides a useful and important method of communicating information on pupil achievement.

(c) Rewards

Rewards in school are given through:

- oral praise - comments directly to the child about academic achievement, effort or attitudes which are praiseworthy;
- written comments on work;
- displays of work;
- public commendations and presentations in assemblies;
- private commendations (particularly for pupils who do not wish to be praised openly);
- opportunities for greater responsibility;
- specific privileges for example in the use of school facilities;
- letters home;
- opportunities to share "things which are good" and in which individuals and groups can take pride;
- entries in the school diary or exercise books;
- specific certificates awarded in assemblies;
- the termly celebratory assembly; and
- the annual presentations evening.

(d) Behaviour and Consequences

Where consequences are necessary, the following general rules should be observed:

- all staff will always follow up poor behaviour;
- all actions have a consequence;
- teachers should avoid the punishment of whole groups for the activities of individuals unless there are exceptional circumstances;
- ringleaders should be picked out where appropriate;
- conversely, individuals should not be made scapegoats for the activity of a class or group;
- consequences must be fair but must escalate to reflect the number of offences;
- teachers should be consistent in their application of punishments;
- pupils must not be humiliated; and
- consequences should be in proportion to the offence and to previous behaviour if improvement is not shown;
- all consequences should lead to a positive outcome to allow the pupil to make improvements in the future.

Whenever or wherever a child proves to be uncooperative, disruptive or fails to respect the school's Code of Conduct, the form teacher should **always** be informed and where there is need for reinforcement, additional support will be given by the Curriculum Leader, Year Leaders of Learning, Assistant Headteachers, Deputy Headteacher and/or Headteacher.

Lesson Monitor is used to record behaviour incidents occurring in lessons and around school. Form teachers receive a weekly report giving total numbers of behaviour incidents, and details of behaviour type.

Parents / carers are informed if a pupil receives 2 or more behaviour comments per week, via a sticker in the Learning Journal. Should this be repeated during a half term period, Form Teachers will make contact with parents / carers to discuss. Year Leaders of Learning can be involved if the situation does not improve.
The individual context and the unique circumstances of every child will be taken into account when considering appropriate consequences.

Punishments that are humiliating or degrading will not be used.

6 Intervention Strategies

Where pupils require more support in managing their behaviour, a range of outside agencies are available:

North Hertfordshire Education Support Centre: Behaviour Outreach Team
Drama Therapist
School Nurse
CAMHS
Staff Mentor

E-CAFs and Pastoral Support Plans, including reduced timetables where appropriate, can be put into place as required.

7 Reporting Behaviour Incidents

Serious incidents of poor behaviour giving cause for concern are to be reported on a Behaviour Incident Report Form.

Incidents involving any form of discrimination are to be reported on a Bullying & Discrimination Incident Report Form. All records of pupil interviews and accounts given will be attached to this form.