

# The GLC Behaviour Policy [Primary]

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## GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops the competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

## Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

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# The GLC Behaviour Policy [Primary]

## Section 1: Introduction: Aims and Purpose

The GLC Behaviour Policy sets out strategies to ensure a calm, supportive environment that supports the GLC's Mission Statement and is conducive to pupil learning, including those with SEND, so that everyone feels like they can belong and high expectations are maintained for all pupils.

Quality first teaching remains the highest priority for all staff. Staff should have the highest expectations, constantly insisting that pupils 'improve upon their best' and take pride in themselves and their work. It is expected that all staff will try their best to 'make the weather' in each lesson and across the academy by teaching in a way that demonstrates their passion for teaching and learning actively fostering strong relationships, engagement, participation and independence by pupils. Pupils should be rewarded in accordance to the Behaviour Policy and successes praised and celebrated on a consistent basis. Staff, parents and pupils will work together to ensure pupils understand and can uphold the GLC values and take responsibility for their actions and decisions, understanding the impact this can have on their lives and those around them. The academy will continue to focus on celebrating the pupils who consistently adhere to the GLC Values and who personify the attitudes and expectations of the academy. Those who fail to meet these standards will be subject to a range of consequences outlined later in this policy with the aim to modify unacceptable behaviours and attitudes and ensure that the high standard of teaching and learning across the academy is not compromised and our mission, motto and values are adhered to.

This policy has been written in line with the legal duties under the Equality Act 2010, in respect of safeguarding and of pupils with special education needs and disability.

Supporting policies:

- GLC Teaching for Learning Policy
- GLC Positive Handling Policy
- GLC Suspensions and Permanent Exclusions Policy
- GLC Attendance Policy
- GLC Anti-Bullying Policy
- GLC Complaints Policy
- GLC Curriculum Policy
- GLC Safeguarding Policy
- GLC SEN and Disability Policy
- GLC Searching, Screening and Confiscation Policy

### 1.1 Aims

At every GLC academy, we aim to create a safe, well-ordered, disciplined learning environment which will:

- Enable and encourage our pupils to develop as active and thriving citizens within a diverse, truly fair and equal community: To realise their full potential and develop their self-esteem;
- Develop each individual, taking into account specific needs, aspirations and talents, within a context of equality of opportunity for all;
- Create a positive culture that promotes our mission and GLC Values, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- Ensure a whole-academy approach to maintaining high standards of behaviour that reflect the GLC Values and provide a consistent approach to behaviour management;
- Outline the expectations and consequences of behaviour;

- Define what we consider to be unacceptable behaviour, including bullying and discrimination;
- Demand from all members of the GLC a sense of fairness, integrity, tolerance, and respect for others and for the environment;
- Develop a sense of togetherness characterised by our shared motto, mission and values and an enthusiasm for learning;
- Celebrate success across the full range of worthwhile endeavours.

### **1.2 Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education [DfE] on:

- Behaviour in schools: Advice for headteachers and school staff 2024;
- Searching, screening and confiscation: Advice for schools 2023;
- The Equality Act 2010;
- Keeping Children Safe in Education;
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023;
- Use of reasonable force in schools;
- Supporting pupils with medical conditions at school ;
- Special Educational Needs and Disability [SEND) Code of Practice.

### **1.3 The GLC Motto, Mission and Values**

At the Gateway Learning Community, we believe that ‘making the weather’ and a positive learning environment gives pupils the best possible chances of achieving high outcomes and to consistently ‘improve upon our best’ in a diverse, truly fair and equal community.

## OUR GLC CORE VALUES

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

### Responsibility

We own our behaviour and actions. We recognise that we play a fundamental role in shaping our lives, the lives of others and every aspect of the world. We understand the importance of 'making the weather.'



### Resilience

We tackle challenges head-on. We approach people and situations with confidence and a positive mindset. We learn from our setbacks and failures.



### Compassion

We care for ourselves and each other. We contribute to making the world a better place. We treat others with kindness, respect and dignity.



### Aspiration

We aim high and work hard to fulfil our potential. We believe everybody can achieve something great and realise the importance of 'improving upon our best.'



**1.4 To ensure this policy has impact and achieves the aims, the GLC insists that all stakeholders adhere to the following rights and responsibilities on site, off site and including on-line.**

**Each GLC academy asserts its right to:**

- Make clear the GLC's statutory power to discipline pupils;
- Enforce the GLC's Behaviour Policy – including rules and disciplinary measures;
- Not tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself appropriately, the GLC reserves the right to ban them from the premises and if necessary, report them to external agencies, including the police, if appropriate.

**Each GLC academy is responsible for:**

- Communicating clear measures to support good order, respect and discipline;
- Ensuring that the GLC's Behaviour Policy does not discriminate against any pupil;
- Providing appropriate training for all GLC staff (including SEN and disability and mental health), and identifying where further support is needed. This includes a clear induction for new staff regarding the academy's culture to ensure they understand its rules and routines, and how best to support all pupils to reach their potential;
- Building positive relationships with parents /carers and pupils, working together to celebrate positives and address behaviour that does not meet expectations;
- Ensuring that the academy environment encourages positive behaviour;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils;
- Ensuring that the behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted;
- Playing an active part in the life of the GLC and their academy including acting as ambassadors;
- Supporting the admission and transition of pupils with parents, pupils and other agencies.

**Every staff member at a GLC academy is responsible for:**

- Creating a calm and safe environment for pupils;
- Ensuring the teaching and learning policy is implemented and the highest expectations are set for pupils in lessons and around the academy;
- Establishing and maintaining clear boundaries of acceptable staff and pupil behaviour;
- Implementing the behaviour policy consistently;  
Modelling expected behaviour and positive relationships;
- Ensuring a considered approach considering the needs to the pupil;
- Recording behaviour incidents promptly using the agreed system.
- Playing an active part in the life of the GLC and their academy including acting as ambassadors;

**Every young person who attends a GLC academy has the right to:**

- Be taught in environments that are safe, conducive to learning and free from disruption;
- Expect appropriate action from their GLC academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment;
- Complain to the appropriate member of staff if they believe that they have been subject to its disciplinary authority unreasonably.



**Every young person who attends a GLC academy is responsible for:**

- Adhering to and promoting the GLC motto, mission and values;
- Following instructions by GLC staff, obeying GLC rules and accepting consequences in an appropriate way;
- Being in school, on time and equipped for learning;
- Doing classwork and home learning to at least the expected standard, attending additional learning periods if not making expected progress;
- Using electronic devices appropriately including ensuring what is accessed, posted and received is acceptable and follows the GLC motto, mission and values;
- Playing an active part in the life of the GLC and their academy including acting as ambassadors.

**Every parent / carer who has a child at a GLC academy has the right to:**

- Be kept informed about their child's progress, including issues relating to their behaviour [subject to any GDPR restrictions [please see the GDPR Data Protection Policy];
- Expect their children to be safe, secure and respected in the GLC;
- Have the opportunity to play an active part in the life of the GLC and their academy including, acting as ambassadors;
- Have any complaint they make about their child taken seriously by their GLC academy and investigated/resolved as necessary;
- Be supported with strategies and through referral to external agencies in order to manage their child's behaviour as necessary.

**Every parent / carer who has a child at a GLC academy is responsible for:**

- Respecting and supporting the GLC's Behaviour Policy, motto, mission and values;
- Informing the academy of any change in circumstances which may impact on their child's progress and/or behaviour and actively engaging with the support offered;
- Playing an active part in the life of the GLC and their academy including acting as ambassadors by always setting the best example possible for impressionable young people;
- Discussing any behavioural concerns with the appropriate member of staff promptly and take the necessary action at home to support their child in making positive choices;
- Ensuring their child is in school, on time and equipped for learning;
- Ensuring their child does their home learning to the expected standard, attends additional learning periods if they are not making expected progress;
- Attending meetings with the Head of School or other academy staff, if requested, to discuss their child's progress, attendance and/or behaviour;
- Adhering to the terms of any Parenting Contract, Support plan, the GLC Home-Academy Contract or order relating to their child's behaviour.
- Ensuring their child uses their electronic devices appropriately including actively monitoring what their child is accessing, posting and receiving.

**1.5 Pupils with Special Education Needs and/ or Disability [SEND]**

The GLC recognises that pupils' behaviour may be impacted by a special educational need or disability [SEND].

When incidents of a breach of GLC values arises, we will consider them in relation to a pupil's SEND, although we recognise that not every breach of expectations will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of breach of the GLC values will be made on a case-by-case basis.

When dealing with breaches of GLC values from pupils with SEND, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices [Equality Act 2010];
- Using our best endeavours to meet the needs of pupils with SEND [Children and Families Act 2014];
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers of breach the GLC values, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. This may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long;
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- Training for staff in understanding conditions such as autism and inclusive approaches including trauma/attachment awareness;
- Use of separation spaces (sensory zones or nurturing rooms) where pupils can regulate their emotions during a moment of sensory overload.

### **Pupils with an Education, Health and Care Plan [EHCP]**

The provisions set out in the EHC plan must be secured and the academy will co-operate with the local authority and other bodies.

If the school has a significant concern, for instance risk of suspension or permanent exclusion, about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

### **1.6 Creating good order in the classroom [teachers' responsibilities]**

All staff are responsible for upholding the motto, mission and values of the GLC. There is a programme of professional development throughout the academic year that incorporates behaviour management training for existing and new staff. In order to create effective learning and working environments, all staff are expected to fully and consistently support the Teaching and Learning and Behaviour Policies in their day-to-day working to ensure good behaviour for learning. As such, we expect that all teachers and cover supervisors:

- Will create a learning environment that fosters positive relationships;
- Will meet the teachers' standards and embed the teaching and learning policy;
- Will have consistently high expectations of all groups of all pupils in every lesson;
- Ensure that all pupils have the opportunity to reflect positively about their behaviour and influence outcomes;
- Ensure that the Learning Zone system is implemented fairly, consistently and without bias;
- Determine within the framework of this policy, at what point to intervene with pupils who are not meeting expectations, moving them through the learning zones;

- Understand individual learner's needs and demonstrate a thorough understanding of the learning process including appropriate support and scaffolds;
- Will be informed by assessment information about what learners know and what needs to be done to achieve further improvements. [Please see the GLC Teaching for Learning Policy (Primary) for further details];
- Actively search for pupils making the right decision demonstrating positive behaviours in the class, to praise as good role models;
- Ensure that all incidents are reported promptly using the agreed systems;
- Plan for any possible disruption in advance. This has a number of benefits, including: anticipating any barriers that may be faced; being more confident and prepared in how to minimise barriers and giving time to adapt and reflect where needed.
- Use recommended approaches, taking into account recent research and best practice so as to avoid:
  - addressing a child across the room. Speak to them quietly and directly avoiding whole class attention.
  - 'threatening' a consequence or sanction that you cannot carry out;
  - giving sanctions for a whole class for the offence of one or a few;
  - any form of corporal punishment. Members of staff are forbidden to strike a pupil in **any** circumstances and must avoid physical intervention unless a pupil is in danger of injuring themselves or others or are damaging property;
- In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from: hurting themselves or others, or damaging property. [See Positive Handling Policy for further details].
- Not use any form of corporal punishment. Members of staff are forbidden to strike a pupil in any circumstances.
- Seek further support and advice from phase leads, inclusion staff, senior leaders and the SENDCo where appropriate.

### 1.7 Creating good order in the classroom [equipment]

So that lessons can start promptly and positively, and learning time can be maximised in every lesson, pupils are expected to attend school each day with the correct equipment. Every pupil should have, as a minimum, the basic equipment which includes:

- Reading book and journal
- Academy bag
- Laptop and charger
- PE Kit

Teachers and LSAs will check, each day, that every pupil has the correct equipment and will liaise with parents as necessary to ensure full compliance.

### 1.8 Creating good order around the academy

To establish a conducive learning environment and maximise pupils' educational experiences, it is essential to maintain proper order both within the academy and outside of classrooms. To achieve this, all pupils are expected to:

- **Walk on the left:** All pupils are expected to walk on the left of corridors and stairwells.
- **Respectful Conduct:** Pupils are expected to display respectful behaviour towards their peers, and staff members at all times.
- **Timely Transitions:** Pupils should make efficient transitions between classes, utilising the allotted time effectively and avoiding unnecessary delays.

- **Environmental Care:** Pupils should actively contribute to maintaining a clean and tidy environment by disposing of their rubbish in bins and reporting any concerns to the appropriate member of staff.

By adhering to this, pupils contribute to a harmonious, responsible and productive learning environment, fostering a positive atmosphere for all members of the academy community.

NB Outside of the academic day, pupils are allowed to remain on the academy site only for the following activities:

- Additional study in allocated areas;
- Academy extra-curricular clubs;
- Academy events if participating or invited to watch;
- Under the specific direction of a member of staff;
- Detentions;
- Attending the Library;
- Other sanctioned activities.

The GLC will not take responsibility for any unauthorised access to academy site.

## 1.9 GLC Competencies

# OUR GLC COMPETENCIES

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

## Communication

The ability to express thoughts and feelings confidently in a range of media and forms.



## Curiosity

The ability to ask questions and explore how the world works better.



## Critical Thinking

The ability to generate new ideas and to apply them in practice.



## Creativity

The ability to analyse information and ideas and to form reasoned arguments and judgements.





## OUR GLC CORE VALUES

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

### Responsibility

We own our behaviour and actions. We recognise that we play a fundamental role in shaping our lives, the lives of others and every aspect of the world. We understand the importance of 'making the weather.'



### Resilience

We tackle challenges head-on. We approach people and situations with confidence and a positive mindset. We learn from our setbacks and failures.



### Compassion

We care for ourselves and each other. We contribute to making the world a better place. We treat others with kindness, respect and dignity.



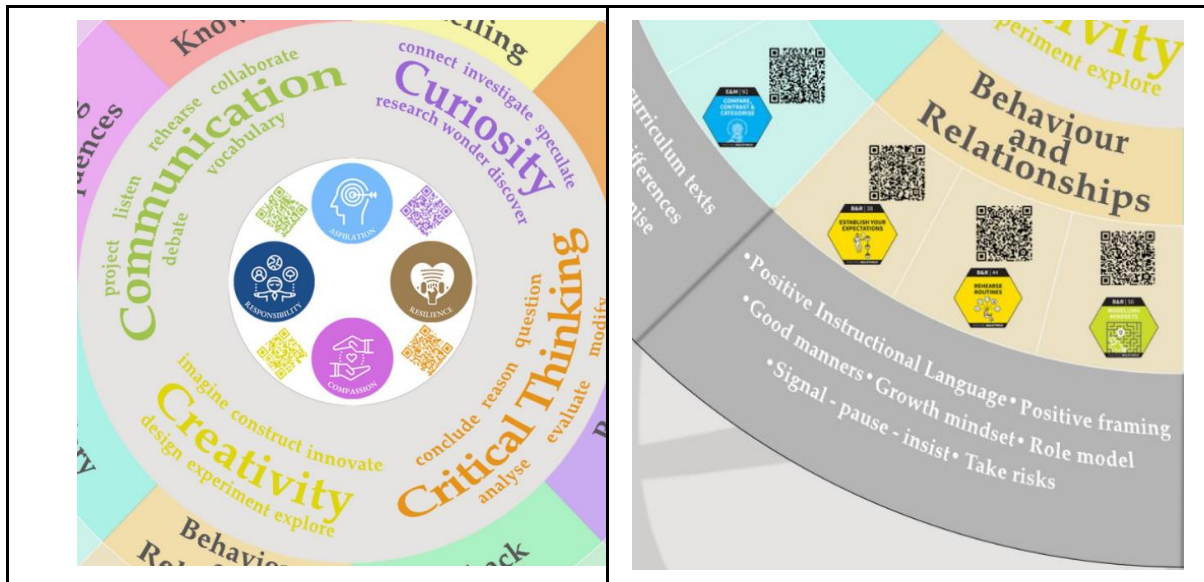
### Aspiration

We aim high and work hard to fulfil our potential. We believe everybody can achieve something great and realise the importance of 'improving upon our best.'



## The GLC Teaching and Learning Pedagogy Wheel Extract:

At the centre of the GLC Teaching and Learning Pedagogy wheel are our Trust core values and learning competencies as these underpin the learning environment and culture we want to create. See Appendix 3. The 'Behaviour and Relationships' section contains the Teaching Walkthrus [Establish expectations, Rehearse routines and Modelling mindsets] which will enable teacher to create a positive environment that is well structured with clear routines.



### 1.10 Positive interactions and the 5:1 ratio

Throughout the day, pupils and staff share a number of interactions; research supports that having five positive interactions to every one negative interaction best supports and sustains pupil and staff relationships.

### 1.11 Silent Signals

All adults in GLC primary academies will use silent signals as the main strategy for gaining the pupils' attention and for key transitions. The main signals used are:

- A raised hand indicates that pupils should stop what they are doing and quietly listen to the adult;
- A silent finger count '1,2,3' prompts a smooth transition from the carpet to seats and back again.
- MTYT [My Turn Your Turn] when rehearsing new vocabulary.
- TTYP [Talk To Your Partner]

If a pupil is failing to demonstrate effective learning behaviours, staff will call their name to attract their attention. Staff will use the silent signal and say 'Thanks', or imply it with a nod and a smile [remember to expect compliance and avoid staring].

### 1.12 Definitions

**Breaches of the GLC Motto, Mission and Values** are defined as:

- Disruption in lessons, in corridors between lessons, at break, lunchtime, before and after school [including on site, off site and on line];
- Non-completion of classwork, homework and additional learning periods;
- Not adhering to the GLC values [including on site, off site and on line];
- Incorrect uniform/ missing equipment.

- Possession of specific banned items. These are fizzy/energy drinks, large quantities of sweet/'junk' food.
- Use of mobile phones and other electronic devices including air pods, this includes accessing and/or posting inappropriate content on line. This also includes recording staff and/or pupils without permission. Pupils use of mobile phones is prohibited at all places and times on the academy site. Mobile phones should never be used, seen or heard at the academy.

**Serious breaches of the GLC Motto, Mission and Values** are defined as:

- Repeated breach of expectations [as documented above];
- Any form of bullying [including on site, off site and on line];
- Sexual violence, such as rape, assault by penetration, or sexual assault [intentional sexual touching without consent] [including on site and off site];
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes, online sexual harassment, such as unwanted sexual comments and messages [including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content [including on site, off site and on line];
- Racist, sexist, homophobic or discriminatory behaviour [including on site, off site and on line];
- Vandalism, theft, fighting, smoking [including on site, off site and on line];
- Possession of any prohibited items. These are: knives and weapons; alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person [including the pupil] [including on site, off site and on line];
- Possession of specific banned items. These are e-cigarettes and vapes.



## Section 2: Rewards

### 2.1 Rewards and praise

At the GLC we identify and praise pupils who demonstrate good learning behaviour and our core values through a system of rewards that recognises success and promotes positive behaviour and engagement. Good practice suggests that there should be 4 positive comments for every negative comment.

**See Appendix 4 for more details regarding each academy's scheme of rewards.**

### 2.2 General Praise

All adults will use 'praise phrases' to engage and reward good learning behaviour which in turn will help other pupils to appreciate and recognise expected behaviours. All adults should use the core values to frame interactions and communicate praise to parents/carers through a phone call or dojo message.

### 2.3 Rewards Systems

Each GLC primary academy will devise its own reward system [please see Annexes 1-4 in appendix 4 [for full details] based on the following structure

Class Based Rewards may include:

- Verbal praise from adults
- Awarding competency, core value and Star Zone rewards
- 'Tickled pink' marking

Academy Based Rewards may include:

- Presentation of certificates
- Display of exemplary work
- Pupil of the Week [linked to core values]
- Star of the Week [linked to academic progress]
- Star of the Year
- Reading Hall of Fame

Communicating success with parents may include:

- Inviting parents to attend a presentation assembly;
- A letter, certificate, phone call or dojo message home

GLC-wide rewards:

- Annually the GLC holds an awards ceremony to recognise a range of achievements both personal and academic
- Badges for holding a pupil leadership responsibility
- The GLC also organises a termly competition between all academies in the group to encourage good attendance.

## Section 3: Consequences for breaching the Motto, Mission or Core Values

### 3.1 Consequences

When responding to breaches of the values, staff will respond fairly, promptly and assertively to the policy. The first priority will be to ensure the safety of pupils and staff and to restore a calm environment in which all pupils can learn and the GLC mission can be achieved. The consequences will include, deterrence, protection and improvement.

Where there are breaches of the GLC Values, the academy will adopt an escalation procedure as illustrated below. **Note:** *In all incidents, adults will take the context of the pupil's individual circumstances into account as well as their individual needs [including those with SEN and disability] before applying a consequence and make reasonable adjustments at each stage of the consequences.*

### 3.2 Consequences and strategies to support improved behaviour

Teachers and other adults will support pupils to reflect on their behaviour and make positive changes. Where pupils show difficulties in demonstrating our core values, teachers and other adults will prompt the pupil[s] to adapt their behaviour and acknowledge positive changes as they occur. However, at times a sanction may need to be applied to enforce the principle that: every child has the right to be safe and to learn. The Learning Zones reward and outline effective learning behaviours and the sequence of escalation to support pupils to address poor behaviour and the support given following a sanction.

### 3.3 The GLC Learning Zones

The Learning Zones poster is displayed in every GLC primary classroom and will be a key resource for maintaining pupils' understanding of the GLC's expectations. Every pupil will have a name sticker or photograph that will start each day in the heart of the target: the learning zone. Teachers will require pupils to move their names or photographs to the different band on the target according to their learning behaviour. The key aim is that the pupil will demonstrate learning behaviours that enable them to stay in the learning zone, exceed expectations or to take responsibility for and address any behaviour that does not meet expectations which will enable them to return to the Learning Zone. Combining explicit direction and feedback with verbal and visual aids is key to teaching pupils effective learning behaviours. The graduated use of zones and additional staff give the space and support needed for pupils to self-reflect on their learning and behaviour, and find solutions to regulate and re-engage.

### 3.4 Learning Zone

The learning zone is the optimum state for effective learning where pupils are fully engaged, motivated, co-operative and adhering fully to the GLC core values and competencies. If a pupil is not being successful in the Learning Zone, they will receive a verbal/non-verbal signal as a warning by the teacher and they will employ a range of engagement strategies [See Appendix 3].

### 3.5 Think Zone

The teacher will ask them to move their name or photograph to the Think Zone in the first instance and ask them to consider the consequences for their choices. Think Zone is a low-level intervention that should not stop the flow of learning, to give an opportunity for a pupil to reflect on a behaviour that is not consistent with the core values and great learning behaviours. Pupils will be given a reminder with explicit feedback on how to return to the learning zone, using consistent positive instructional language. Pupil's names are not to be moved negatively, and pupils are always given support to re-engage with their learning. Strategies might include:

- A quiet word with an individual pupil to help them think about an aspect of the core values and/or great learning behaviours that they are in breach of.
- Providing a pupil with a resource such as a number square which will help to focus their learning.
- Asking a pupil, a direct question to engage them in learning.
- Asking an additional adult to remind them of the expected conduct and to monitor their behaviour.

### **3.6 Yellow Zone**

If the negative learning behaviour continues, and the pupil does not respond to the reminders and direct instructions given, the teacher will ask them to move their name or photograph to the Yellow Zone. This will mean the pupil will be sent to the partner class, with class-based work, to reflect on their behaviour and offered firm direction, support and strategies to return to the Learning Zone. The incident will be recorded on CPOMS and monitored by the inclusion team. When the pupil returns to their classroom, they will be welcomed back, given a fresh start and be supported with their learning.

### **3.7 Positive Behaviour Chart**

A positive behaviour chart will be put in place when a pupil has been referred to the yellow zone several times without success. Provision will be adapted where needed [including the use of emotion coaching and restorative practice as appropriate]. Key staff will agree measurable and achievable targets with the pupil and will discuss strategies for success. They will also meet with parents/carers and complete a regulation plan and/or pupil support plan. The class teacher will provide comments against the targets throughout the day. The chart will be checked throughout the day by allocated staff-who will discuss the chart, praise progress as appropriate and decide upon a sanction or reasonable adjustments, where necessary

### **3.8 Red Zone**

Repeated visits to yellow zone [two in a day] or a serious breach of the GLC values [including hurting another pupil] will result in the pupil being 'moved' to red zone. The class teacher will call for a Red Zone to be completed and a member of inclusion or SLT will provide support. The pupil will then be collected from their class and taken to a designated space to complete a Red Zone for a time that is dependent upon their age, stage and circumstances. Parents/carers will be informed as soon as it is convenient.

Each class has a method to call for assistance if it is required in the classroom. During the time in Red Zone staff will work with the pupil/s to support their regulation and ability to return to their learning.

- On return to the classroom, positive action must be taken to support the pupil's return to the Learning Zone. The teacher or LSA is to greet the pupil and give them the time or resources needed to access the learning
- The incident will be recorded on CPOMS.
- Use of Red Zone is monitored by the inclusion team and the Deputy Head.
- Additional factors are taken into account before deciding on the next course of action [for example, if there are additional needs then a support plan may already be in place]
- At each visit to the Red Zone key staff will consider whether the pupil will need to make up lost learning time during break time, lunchtime or after school.

Red Zone data is collected each half term by the inclusion lead and shared with staff, SLT and directors.



**To stay in the Learning Zone,  
I need to...**

...use effective learning skills and strategies

**THE  
LEARNING  
ZONE**

**To step up,  
I need to...**

...exceed expectations

**THINK  
ZONE**

**To step up,  
I need to...**

...take greater responsibility for my actions  
...make better choices  
...ask for help  
...use support

**YELLOW  
ZONE**

**To step up,  
I need to...**

...take greater responsibility for my actions  
...make better choices  
...ask for help  
...use support

**RED  
ZONE**

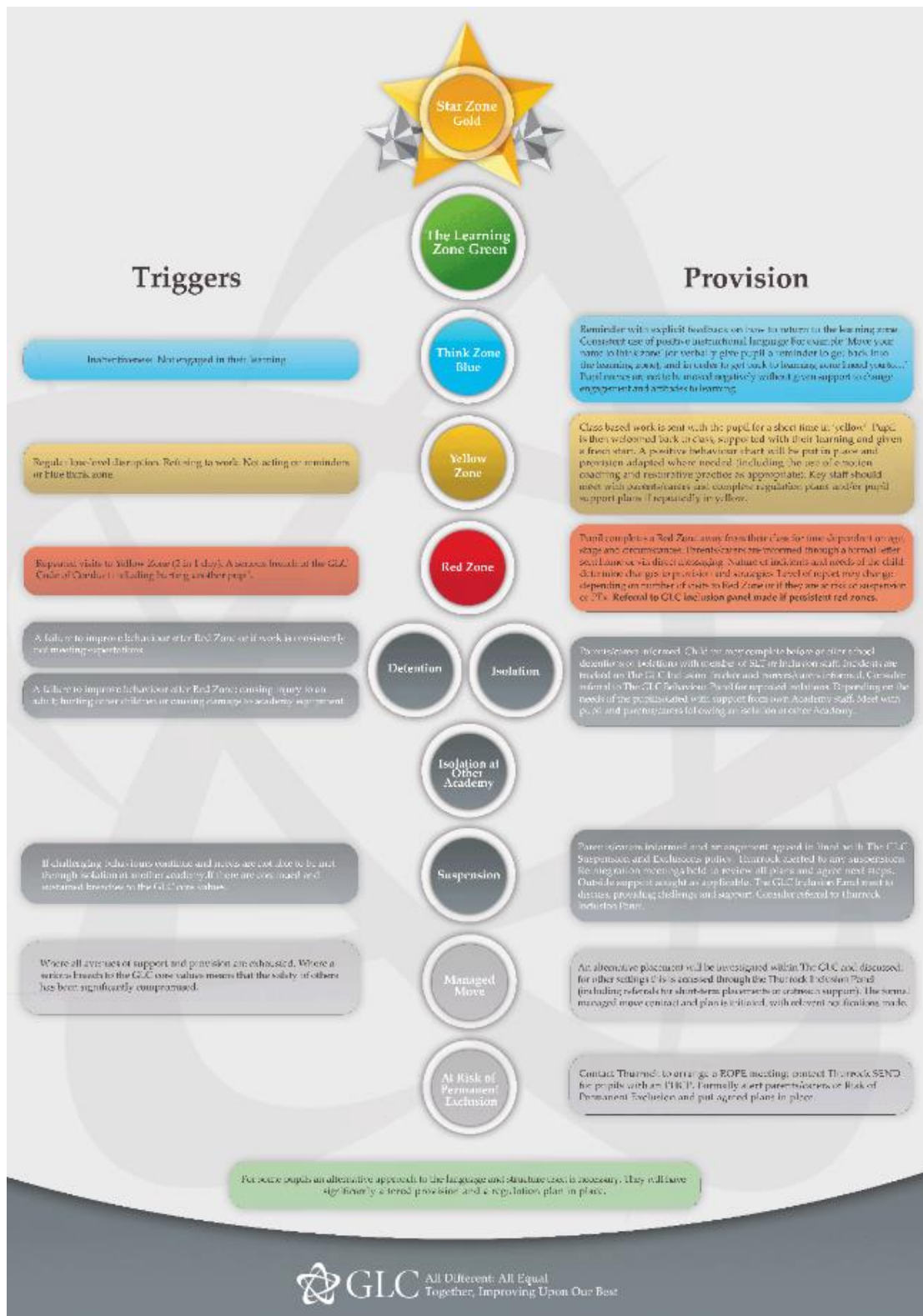
**To step up,  
I need to...**

...take greater responsibility for my actions  
...make correct choices  
...ask for help  
...use support



GLC Herringham Primary Academy  
All Different: All Equal: Together, Improving Upon Our Best

The possible triggers and resulting provisions when pupils move between the learning zones are shown below:





### **3.9 Support Plans**

Where pupils have significant difficulties in regulating their emotions and behaviours [despite following the strategies above], we need to put mechanisms in place to teach them how to deal with their emotions in more appropriate ways. This is detailed in a pupil support plan, called a regulation plan, which shows the procedures and adjustments that will be made to support the pupil's needs.

The plan also outlines key targets for improvement and the support that will be necessary to give the pupil the best possible chance of success. Additionally, the consequences that will be imposed should the behaviour targets not be achieved will also be made explicit. The plan is made in collaboration with the pupil and parents/carers to ensure that we have captured their views and thoughts about how to be more successful. Parents/carers will be asked to support the plan with measures enacted at home. There will be a clear time limit to the plan with regular monitoring meetings with parents agreed in advance of the launch.

### **3.10 Detentions**

The GLC will exercise the right to detain pupils in break or lunch without any notice, normally for the completion of work, or to allow for discussion. This should not be punitive in intent. It is the ideal opportunity for the teacher to spend a moment with a pupil, away from the class, to discuss an incident calmly. The aim of a detention is to support a pupil to reflect upon the choices they make and to encourage them to make better choices in the future. Detentions after the school day [that are longer than 10 minutes] will be subject to a notice period of 24 hours. Parents have made a commitment to supporting the academy in this matter by signing the Academy / Home Agreement. Should parents/carers not agree to a detention the next step in the process will be put into place.

### **3.11 Isolation within the academy**

Where a pupil is not responding to the in-school strategies [such as a detention or support plan], or has been involved in an isolated serious incident, a time-limited session of isolation will be arranged. This is typically covered by the inclusion team or SLT, where the pupil will have assigned work and a programme of support given.

### **3.12 Isolation at another academy**

Where a pupil is not responding to the in-school strategies [such as a detention or support plan] a placement [usually for between one and five days] may be sought at another GLC academy to avoid further incidents and/or a fixed-term exclusion. The existing academy supports the pupil by sending a known member of staff to the hosting academy, where the pupil has assigned work and a programme of support given.

### **3.13 GLC Inclusion Panel**

The GLC Inclusion Panel meets once a half term to review learning zone data [including exclusions] and discuss specific pupils that have been referred. Each academy is represented on the panel, in addition to the Trust Lead for SEND and Inclusion. Provisions, needs and strategies are reviewed and refined to support the pupil and their academy in accessing school successfully.

### **3.14 GLC Behaviour Panel**

The GLC Behaviour Panel is comprised of the CEO, Head or Deputy Head and where possible, GLC governors and/or directors who meet with a pupil and their parents if the pupil is demonstrating a potential for exclusion. It is designed to provide another strategy to help the pupil to address their behaviour. The panel will decide on one or more strategies such as mentoring or observation and will monitor the pupil's progress. Further

meetings will be convened to review progress and discuss further actions; there will be agreed timeframes and contracts signed.

### **3.15 Suspensions [previously termed fixed-term exclusions] and Permanent Exclusions**

Exclusions can either be for a fixed term or in extreme cases, permanent. Only the Head of School can issue a suspension. Only a subcommittee of the GLC Board of Directors can permanently exclude a pupil from a GLC academy [Please see the GLC Exclusions Policy]. The GLC follows the statutory guidance issued by the DfE in relation to exclusions from school:

Where very serious breaches occur, the Head of School may issue a suspension

Such behaviour may include [NB this list is not exhaustive]:

- Dangerous behaviour which will cause harm to self or others;
- Verbal/physical abuse towards another person;
- Damage to property or equipment;
- Theft;
- Persistent bullying;
- Behaviour that seriously disrupts the day to day running of the school and the learning of others.

Threats of suspension or permanent exclusions should never be used by any member of staff. A decision to exclude a pupil will only be taken:

- In response to serious breaches of the GLC's Behaviour and Relationships Policy;
- If allowing the pupil to remain in the school would seriously harm the learning or welfare of the pupil, other pupils or staff;
- In cases where there has been a major breach of normal expectations of conduct [and/or a breach of the criminal law].

Where a suspension is issued, a letter will be given to the parent or guardian explaining the reasons for the exclusion. Parents may appeal in writing to the Pupil Discipline Committee of the GLC.

A pupil that is given a suspension is required to attend an interview with a parent/carer upon their return. They may be required to attend a programme or make amends for their actions by carrying out an appropriate task. The pupil will be expected to make a formal apology to the person or persons most affected by their behaviour.

Any child who accumulates a total of 15 days of **fixed term exclusions** in one academic term will be requested to appear with their parent or guardian before the **GLC's Pupil Discipline Panel**. A total of 45 days of fixed-term exclusion in any one academic year may lead to a permanent exclusion [Please see the GLC Exclusions Policy].

However, the GLC has the right to permanently exclude a pupil for a single serious incident, or if their persistently disruptive behaviour is preventing other pupils from learning and is having a significant impact on good order.

### **3.16 Managed Move**

Where a pupil's behaviour has not improved over time and is significantly impacting on the learning of other pupils at their academy, the GLC will make a request to the Thurrock Inclusion Panel that it considers if a managed move would be appropriate. If appropriate, a pupil will attend the school for a trial period and if

successful, will then transfer to this new school on a full-time basis. The inclusion panel meets each half term and has representatives from each GLC academy.

### **3.17 Behaviour which does not meet expectations outside the classroom, on the playground at playtime and/or lunchtime**

If the GLC core values are being breached outside of the classroom [for example, in the playground], adults will consider which core values are being compromised and use the strategy that will have optimum effect for that child in that situation. Whenever possible, a calm, low impact strategy will be used to induce compliance and reduce confrontation.

If the core values are breached at playtime, a verbal reminder will be given to the pupil about the consequences of choices. If the breach of the core values persists, the pupil will be asked to:

- Go to the 'Think Zone'
- Go to the reflection zone
- Stay with the adult, if the breach of the core values persists.

If the breach continues beyond this, or for more serious incidents, the pupil will be referred to inclusion staff or SLT who will address the issue at lunchtime to avoid wasting learning time. In Yellow Zone, which is staffed by teachers and inclusion staff, pupils will be supported to reflect on what has happened and together discuss how they could have better responded. The core values and competencies will be used to frame the discussion, with appropriate consequences for the yellow zone referral put in place. The consequences may include further time in the Yellow Zone and/or an opportunity to make amends. Reflection sheets may be used to support the process, and allow for inclusion teams to monitor and intervene where needed to address and reduce incidents. Monitoring processes will also include reviewing where a pupil/s may be having repeated difficulties in managing expectations at these times, with a support plan put in place. Parents will be informed of serious behaviour that day either by letter or phone dependent upon the situation [e.g. stone throwing, serious fighting]. Records will be kept of meetings with parents and a letter sent.

### **3.18 Monitoring Arrangements**

As indicated above, academies will collect data on the behaviour incidents that have resulted in:

- Yellow zone and red zone referrals where a pupil is removed from the classroom;
- Attendance figures, based on pupil characteristics;
- Use of isolations, on-site and off-site;
- Suspensions [fixed-term exclusions] and permanent exclusions;
- Managed moves;
- Searches, screenings or confiscations.

Surveys will also be undertaken on a regular basis to gauge perceptions of staff, pupils, governors and other stakeholders on the school behaviour culture. The data will be analysed and presented at governing body meetings and The GLC inclusion panel on a termly basis in order to identify possible factors that may be contributing to the behaviour, system problems or failure to provide adequate support.

Data will be analysed from a variety of perspectives including:

- At academy and across The GLC;
- At age group;
- At the level of individual members of staff;
- By time of day/week/term;



- By protected characteristic.

The academies and The GLC will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

**The GLC reserves the right to take action to keep its staff, pupils and parents/carers safe.**

### 3.19 Confiscation of property

The DFE Guidance Behaviour and Discipline in Schools highlights two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) **The general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property, so long as it is reasonable in the circumstance; and
- 2) **Power to search without consent** for prohibited items including:
  - Knives and weapons;
  - Alcohol;
  - Illegal drugs;
  - Stolen items;
  - Tobacco and cigarette papers;
  - Vapes and E-Cigarettes;
  - Fireworks;
  - Pornographic images;
  - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

If a pupil is in possession of any prohibited items or there is strong evidence to indicate that they are distributing any of the items above, this could result in a suspension or permanent exclusion. Please refer to the GLC Exclusions policy for further information.

The criteria for confiscation used at the GLC are [the following is not exhaustive]:

- An item that poses a threat. For example, a multi-tool item which may contain some form of blade or a laser pen is being used to distract or possibly harm other pupils or staff;
- An item that poses a threat to good order for learning. For example, a person using a personal music player or a mobile phone in class or around the school without permission;
- An item that poses a health or safety threat. For example, a pupil wearing a large ornate ring in PE may represent a safety threat to other pupils;
- An item that pupils are found to be selling/trading in school. For example, sweets and energy drinks.

### 3.20 Confiscated items

Staff must confiscate the following if found in the possession of a young person:

- Any weapons or items which could be used as weapons;
- Illegal drugs; and alcohol or tobacco products.

All staff have the power to confiscate other items of property [for example, mobile phones, jewellery that is not permitted as outlined in the uniform policy] which ensures that staff and pupils feel safe and secure and the environment is calm, supportive and conducive to learning.

#### Confiscated items

- Knives, controlled drugs, harmful substances and other offensive weapons will be handed to the police or disposed of;
- Tobacco, cigarette papers, fireworks, and alcohol items will be destroyed under orders from the Head of School;
- Pornography [dependent on the nature and details [including on electronic devices] will be handed to the police or destroyed;
- Stolen Items [dependent on the nature and details] will be handed to the police, the owner, retained or disposed of;
- Fizzy drinks/energy drinks will be disposed of;
- Other items will normally be returned to the young person at the end of the day. However, if the pupil does not display the appropriate behaviour or if it is a repeat offence, a parent will need to collect the item;
- Confiscated items which have not been collected after six months will be disposed of under direction of the Head of School.

The GLC Academies general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

NB. Any pupil who refuses to be searched could be suspended or permanently excluded. If necessary, the academy will refer the matter to the police and other appropriate agencies.

For further details, please see the Searching, Screening and Confiscation policy.

## Section 4: Specific Behaviour Issues

### 4.1 Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Please refer to the Anti Bullying policy at the GLC for further information.

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against.

If a pupil incites others to fight or bully or is engaged in bullying [including on line] Pupils will be isolated and take part in a restorative justice process that, in some circumstances [particularly for racist incidents] will be referred to the police or other appropriate agencies.

Pupils may be referred to off-site provision if deemed necessary. Please note that repeat incidents or in severe circumstances could result in the pupil being suspended or permanently excluded.

### 4.2 Mobile phone usage

Year 5 and 6 pupils are permitted to bring mobile phones to and from school, but must hand these in at the beginning of the day and collect them before leaving. This exception to our ban on mobile phones is as a consequence of these year groups being allowed to walk home from school, provided that they have parents/carers permission. The academies accept no responsibility or liability for the phones. Should a mobile phone be found on a pupil's possession it will be confiscated and the parent/carer requested to collect it.

### 4.3 Behaviour related to drinks brought into a GLC academy

At the GLC, all pupils are encouraged to carry a bottle of water with them which they are allowed to drink during lessons [except for those where there may be a safety concern: ICT and Science for example]. Pupils are not allowed to bring fizzy/energy drinks such as Coke, Prime, Lucozade, and Red Bull to any GLC academy. If they do, these will be confiscated and not returned to the pupil.

### 4.4 Punctuality

Where a pupil is late to school, pupils will be supported to make up for their lost learning time. Parental discussion will take place if a pupil is persistently late. If this fails to improve the pupil's punctuality, more serious consequences could be taken in line with the escalation procedure.

### 4.5 Malicious allegations against staff or pupils

The GLC takes its role of safeguarding staff very seriously, where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the academy will deal with such acts in the strongest possible manner. Unless there are exceptional mitigating circumstances, acts of this nature may result in one or a number of the following sanctions: isolation, a formal apology to the member of staff, a managed move, an exclusion from the academy, either suspension [fixed term exclusion] or permanent.

Where a pupil makes an allegation against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy. Unless there are exceptional mitigating circumstances, acts of this nature may result in one or a number of the following sanctions: isolation, a formal apology to the member of staff, a managed move, an exclusion from the academy, either suspension [fixed term exclusion] or permanent.

The Head of School will also consider the pastoral needs of staff or pupils accused of misconduct and of the pupil who has made the accusation.

Please refer to the GLC Safeguarding and Child Protection Policy for more information on responding to allegations of abuse.

#### **4.6 Gang related Activity**

For purposes of this policy a "gang" is any group of two or more persons or associates, friends or members of a family with a **defined** leadership and internal organization that identifies with or claims control over territory in a community and engages, either individually or collectively, in illegal, and possibly violent, behaviour. "Gang related activity" includes but is not limited to the prohibited conduct as set out below

Prohibitions - No pupil on or about academy property or at any school activity shall:

- Wear, possess, use, distribute, display, or sell any clothing, jewellery, badge, symbol, sign or other items that evidences or reflects membership in or affiliation with any gang;
- Engage in any act, either verbal or non-verbal [including on social networking sites], including gestures, handshakes, showing membership or affiliation with any gang;
- Engage in any act in furtherance of the interests of any gang or gang activity, including, but not limited to:
  - soliciting membership in, or affiliation with, any gang;
  - soliciting any person to pay for "protection," or threatening any person, explicitly or implicitly, with violence or with any other illegal or prohibited act;
  - painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols or signs, on school property;
  - engaging in violence, extortion, or any other illegal act or other violation of school policy;
  - soliciting any person to engage in any type of violence against any other person.

Teachers and other adults also have the power to discipline pupils for misbehaving outside of the school premises. Membership or affiliation with a "gang" outside of the academy could have repercussions for the orderly running of the GLC, or poses a threat to another pupil or member of the public or could adversely affect the reputation of the GLC and their academy. Unless there are exceptional mitigating circumstances "gang related activity" may result in one or a number of the following sanctions: isolation, community service, activate participation in a supportive pastoral plan, managed move, an exclusion from the academy, either fixed term or permanent.

#### **4.7 Behaviour relating to Hate Crime**

'A hate crime is any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.'

At the GLC, Hate Crime is taken very seriously. Parents will be informed of the incident and, where appropriate, the pupil will be referred on to an internal/ external educational programme. If the incident is of a more serious nature or there is a repeated incident, isolation, a suspension or permanent exclusion may be the consequence, the police and relevant authorities would also be contacted.

#### **4.8 Sexual Conduct**

Pupils that are found to be involved in illegal, or what the academy deems to be inappropriate, sexual conduct, which also includes the criminal act of 'upskirting' and/or sexual harassment will be referred for the

appropriate support as well as their parents being informed. The academy will consider what consequences and internal support will be necessary on a case-by-case basis. If a pupil commits sexual assault, the police and other relevant agencies will be informed immediately. If inappropriate sexual conduct in relation to a pupil is reported to the academy by an external agency, the academy will review all of the information available to them and put in place appropriate measures. Unless there are exceptional mitigating circumstances, acts of this nature may result in isolation, a suspension or permanent exclusion.

#### **4.9 Drugs and Alcohol**

If a pupil or pupils bring drugs or alcohol onto the site of a GLC academy or they are under the influence of alcohol and/or drugs, a member of the SLT team will refer to the GLC Drugs Policy for guidance.

##### **Drugs**

- If there is evidence, or a strong suspicion, that drugs have been brought onto a GLC site, the pupil will be searched and the Police will be informed immediately;
- If a pupil is found in possession of drugs on a GLC site, the drugs will be confiscated and locked in the academy safe until the police collect, parents and the relevant authorities will be informed;
- Any pupil caught with or is strongly suspected to be in possession/ using drugs will be referred to the relevant external agencies.
- A pupil is liable for a permanent exclusion if there is evidence that they are in a possession of or dealing drugs at a GLC site;

##### **Alcohol**

- If there is evidence, or a strong suspicion, that alcohol have been brought onto a GLC site, the pupil will be searched;
- If a pupil is found in possession of alcohol on a GLC site, the alcohol will be confiscated and destroyed;
- Communication home will occur; the pupil will be isolated and could be referred to an outside agency.
- A repeat case will result in a further call home; a meeting with parents and a series of consequences will be put in place including but not exclusive of isolation, detentions, community service, a ban from certain areas on the academy site, suspension or permanent exclusion.

#### **4.10 Violence and Aggression**

The GLC will not tolerate acts of physical violence and aggression on or off the academy site. Any such acts will be dealt with in the strongest possible manner by the academy. Unless there are exceptional mitigating circumstances, acts of this nature may result in isolation, a suspension or permanent exclusion. The consequence will reflect the level of aggression used and if the incident was premeditated.

- Following any such act, the academy will consider the implementation of a Restorative Justice programme to enable a resolution to the conflict;
- The GLC supports national attempts to eradicate criminal offences, involving the carrying and use of weapons. Any person found to be in possession of an offensive weapon on any GLC site, or makes a threat to use an offensive weapon, will be reported to the Police. The academy will enforce the highest level of consequences available under current legislation.

#### **4.11 If a pupil swears directly at a member of staff**

Depending on the circumstance, a referral will be made to SET and the pupil will be isolated for the remainder of the day. A phone call will be made to the parent/carer to explain the situation. A restorative justice meeting will be convened before the pupil returns to normal lessons. Please note repeated incidents or a serious incident could result in the pupil getting suspended or permanently excluded.

**4.12 If a pupil misuses academy IT equipment and personal electronic devices**

They may lose their IT privileges such as internet access for a specified period of time and have their use of computers and other equipment closely monitored. They may also be isolated for a period of time, suspended or excluded depending on the situation. In some circumstances a referral may be completed to social services, police or other appropriate agencies depending on the nature of the situation.

## Section 5: Training & Monitoring

### 5.1 The powers to use reasonable force

The legal provisions regarding school discipline provides members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the academy.

The physical intervention used will be proportionate and necessary and would only become necessary when other de-escalation techniques have been employed to diffuse any poor behaviour. Any incident which requires a physical intervention will be recorded on the day of the incident and reported to parents.

Safer handling training is completed by identified staff every two years.

Please see the GLC Positive Handling Policy and Searching, Screening and Confiscation Policy for further details.

### 5.2 Monitoring Arrangements

Data will be analysed from a variety of perspectives including:

- At academy and across The GLC;
- At year group;
- At the level of individual members of staff;
- By time of day/week/term;
- By protected characteristic.

The Academies and The GLC will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

## Appendix 1 - Home/Academy Contract

All members of the Gateway Learning Community commit to working together to support the GLC mission and to uphold the GLC values at all times [including on line]:

### Each GLC academy is responsible for:

- Communicating clear measures to support good order, respect and discipline;
- Ensuring that the GLC's Behaviour Policy does not discriminate against any pupil;
- Providing appropriate training for all GLC staff [including SEN and disability and mental health], and identifying where further support is needed. This includes a clear induction for new staff regarding the academy's culture to ensure they understand its rules and routines, and how best to support all pupils to reach their potential;
- Building positive relationships with parents /carers and pupils, working together to celebrate positives and address behaviour that does not meet expectations;
- Ensuring that the academy environment encourages positive behaviour;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them. Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils;
- Ensuring that the behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted;
- Playing an active part in the life of the GLC and their academy including acting as ambassadors;
- Supporting the admission and transition of pupils with parents, pupils and other agencies.

### Every young person who attends a GLC academy is responsible for:

- Adhering to and promoting the GLC motto, mission and values;
- Following instructions by GLC staff, obeying GLC rules and accepting consequences in an appropriate way;
- Being in school, on time and equipped for learning;
- Doing classwork and home learning to at least the expected standard, attending additional learning periods if not making expected progress;
- Using electronic devices appropriately including ensuring what is accessed, posted and received is acceptable and follows the GLC motto, mission and values;
- Playing an active part in the life of the GLC and their academy including acting as ambassadors.

### Every parent / carer who has a child at a GLC academy is responsible for:

- Respecting and supporting the GLC's Behaviour Policy, motto, mission and values;
- Informing the academy of any change in circumstances which may impact on their child's progress and/or behaviour and actively engaging with the support offered;
- Playing an active part in the life of the GLC and their academy including acting as ambassadors by always setting the best example possible for impressionable young people;
- Discussing any behavioural concerns with the appropriate member of staff promptly and take the necessary action at home to support their child in making positive choices;
- Ensuring their child is in school, on time and equipped for learning;
- Ensuring their child does their home learning to the expected standard, attends additional learning periods if they are not making expected progress;
- Attending meetings with the Head of School or other academy staff, if requested, to discuss their child's progress, attendance and/or behaviour;
- Adhering to the terms of any Parenting Contract, Support plan, the GLC Home-Academy Contract or order relating to their child's behaviour.



- Ensuring their child uses their electronic devices appropriately including actively monitoring what their child is accessing, posting and receiving.

## Appendix 2 - Support for staff in creating a positive classroom climate

1. **Develop and reinforce classroom rules** that clearly support safe and respectful behaviour. Having classroom rules helps you create a predictable, safe learning environment for your pupils. Rules give your pupils clear boundaries and opportunities to practice self-regulation and make good choices. When pupils feel safe and respected both emotionally and physically, they are able to focus better on learning.
2. **Promote positive peer relationships.** You want to create an environment where your pupils support and are kind to one another. Some ways you can do this are:
  - Notice and reinforce casual positive interactions between pupils on a daily basis.
  - Deliberately plan relationship-building activities and games that encourage positive interactions. These can be long-term projects, or short and simple games designed for pupils to get to know each other better.
  - Pay attention to the social dynamics of your classroom. Do some pupils have trouble making friends? Do some pupils have trouble getting along with others? Who has a lot of friends? Who has few friends? Interviewing your pupils one-on-one can help you identify pupils that have stronger or weaker social connections. This can inform your seating arrangements, guide your grouping and pairing decisions, and assist you in helping pupils form new networks of friends.
  - Have class meetings. Class meetings provide a safe environment in which pupils can discuss with you and each other topics that are important to them. You and your pupils can get to know each other better and build relationships through open discussions on subjects like: Following Rules, How to Get Help, Including Others at Recess, Solving Playground Problems, etc. This helps create a positive classroom climate built on trust and respect.
3. **Nurture positive relationships with all pupils.** You need to let your pupils know that you not only care about their progress in the classroom, you also care about them as human beings. Some ways you can do this are:
  - Greet your pupils by name every time they walk in the door. This lets them know that you notice and care that they are there.
  - Smile! A smile goes a long way and sets the tone for the day.
  - Use warm, inclusive behaviours with your face, body, and words each day. Smile! Ask, "How are you feeling?" Look at your pupils. Notice and reinforce their positive behaviours with encouraging words.
  - Ask your pupils personal questions that will help you get to know them and what's happening in their lives outside of school. "How was your soccer game last night?" "Is your grandma feeling better?"
  - Notice changes in pupils' physical and emotional behaviours. Changes may indicate a pupil needs additional emotional support. Provide or find support for that pupil as needed.
  - Spend and keep track of individual time with each one of your pupils over a set duration [such as each month].
  - To support the building, maintaining and repairing of successful and positive learning relationships across the school using a restorative mindset

- Use the rewards system to maintain positive behaviours and 'catch the pupils doing the right thing'.

**4. Clear communication:**

- Use humour, tech, or other strategies to relate to the pupil. That extra effort will go a long way in relating to pupils. This strategy can be used to present traditionally "mundane" information, like classroom rules and regulations.

**5. Trust:**

- Let your pupils make decisions [to a certain extent!]. For example, project ideas or whole class rewards, let pupils have a say. Fewer decisions for you to make and fun for pupils to feel like they helped create their environment.

## **Appendix 3 - Some strategies for dealing with less than good behaviour**

The following strategies are designed to give some guidance regarding the management of behaviour:

### **1. Use of Body Language**

Body language is an integral part of human communication. The way we sit, stand and move all convey messages about our feelings. It is important for teachers to consider what messages their own body language is conveying to pupils. They start to pick up on messages from the instant we approach and enter the classroom. Although we might not feel it, we must always try to convey to them that we feel confident, relaxed, pleased to see them and enthusiastic about the lesson. Pupils are more likely to arrive to your lesson in a positive mood if they know they will be greeted by a smile and a relaxed 'hi', rather than aggressive stance, look of fear/dread or silent sigh of 'Oh drat. You're here'.

### **2. Positive Body Language**

- Smiling.
- Relaxed muscles / stance.
- Respecting pupils' personal space.
- Open-palmed hand directions.

### **3. Negative Body Language**

- Frowning / staring with a menacing expression.
- Tense muscles / stance.
- Invading pupils' personal space / towering over a pupil.
- Wagging / pointing / jabbing finger.

### **4. Use of Voice**

What we actually say to pupils is greatly affected by how we say it. Using a calm, confident voice is essential to convey to pupils that we are in fact, calm and confident [Even though we may not feel it]. A pleading tone will imply that we don't expect them to co-operate, that we have no confidence in our abilities. If we have confidence in ourselves, our pupils are most likely to have confidence in us. Directions 'yelled' or 'spat' at children will be construed as aggressive orders. They are more likely to lead to confrontations than co-operation. Shouting directly at children serves no other purpose than to aggravate situations and encourage them to shout back. A 'quiet word' with a pupil [sometimes conducted away from peers] reduces the class audience. The pupil will not have the opportunity to impress their peers with 'clever' answers, so very often won't bother using them.

### **5. Tactical Ignoring**

The purpose of most negative behaviours is to attract attention. To pupils who display these behaviours, our attention, albeit negative, still acts as a reward – proof to the pupil that they have been noticed. *Obviously, seriously negative or dangerous behaviour cannot be ignored – but some minor behaviour can be – tactically.* Tactical ignoring is not about 'letting pupils get away with it'. It is about not rewarding with attention. It can help create the ethos that teachers are only interested when pupils are on task – that they don't have the time or inclination to react to 'silliness'.

To make ignoring 'tactical', teachers need to:

- Continually scan the room, this serves 2 purposes:
- Letting us monitor disruption without actually looking at the disrupter.

- Reassuring the rest of the class that we have a sense of what is going on.
- Know how long to ignore before they say / do something.
- Know beforehand what alternative approach to take if tactical ignoring is unsuccessful.
- Acknowledge positive changes in pupil behaviour.

## 6. Name, Pause and Direction

Particularly during stressful points of our lessons, it is easy to find ourselves 'snapping' directions ..... '*SIT DOWN*', '*COME HERE*'. When we do, pupils invariably don't comply immediately. We become impatient and repeat the direction in a more menacing tone. If they still do not comply we can find ourselves practically spitting / shouting at the child.

It is better to use the 'Name, Pause and Direction' strategy .....

- Call the child's NAME.
- PAUSE until they give you their full attention [You may need to repeat their name several times. Do not give your direction until you have established eye contact].
- Use a calm, confident voice to give a clear, simple direction.
- EXPECT COMPLIANCE. Avoid staring – rather get straight back to what you were doing, perhaps allowing a degree of take up time.

It can be helpful to say 'Thanks' immediately after this direction. This conveys to the child that you are so sure they will comply that you are prepared to thank them in advance.

## 7. What Not Why

WHY questions are less effective than WHAT questions. WHY questions encourage unnecessary disputes. For example:

- Teacher: *'Why are you talking?'*
- John: *'I'm not'*
- Teacher: *'Yes you are'*
- John: *'I'm not. I was just .....*

WHAT questions encourage pupil reflection and place responsibility for some sort of feedback from the child? For example:

- *WHAT are you doing?*
- *WHAT should you be doing?*
- *WHAT did I ask you to do?*

Invariably some pupils will respond with 'Nothing!', or 'I don't know!'

'Nothing' should be replied to with a statement of what they are doing, followed quickly by questioning what they should be doing. For example:

- Teacher: *'John [pause]. What are you doing?'*
- John: *'Nothing.'*
- Teacher: *'Actually you're talking to Dave. What should you be doing?'*

If the pupil claims not to know what to do, direct them. For example:

- John: *'Dunno'*

- Teacher: *'I want you to copy the text from the board, thanks.'*

- [Simple direction. Expect compliance].

If the pupil argues, reassert the direction or give a simple, clear choice.

## 8. When / Then

'WHEN you have ... THEN you can ...' is a far more positive approach than 'NO you CAN'T ... because you HAVEN'T ...'. It is a strategy especially useful to direct impatient pupils [the child who wants to start another activity / task before finishing the first].

It encourages their understanding of the order of events and places control of the outcome in their hands. For example:

- Science – *Carrie wants to do the second practical before having cleared up the first.*

- Carrie: *'Sir, I need some more litmus paper.'*

### Negative response

- Teacher: *'No. You're not having any. I told you what you had to do. Sit back down.'*

### Positive response

- Teacher: *'When you've cleared up after the last experiment, THEN I'll give you*

*- Some more. Come back when your desk is tidy, thanks' [Expect compliance].*

If a child starts to argue, repeat the same sentence calmly. If they persist, offer them simple, clear choice.

## 9. Re-stating via the Rules

'Don't call out', 'Stop Running', 'No Throwing'. These are all orders that focus the child on negative behaviour – what they are doing wrong.

Re-stating or reminding via the rules is a way of encouraging pupils to focus on what they should be doing right. Keeping it in the positive. For example:

- Tina throws a rubber to a friend.

### Negative Response

- Teacher: *'Don't throw things around the room.'*

### Positive Response

- Teacher: *'Tina [to gain attention, use the child's name first]. You know the rule for passing equipment.*

This should be said with established eye contact. Spoken briefly, clearly, expectantly. So expectantly you will turn away as soon as you have restated the [fair] rule. Don't let the pupil become involved in a discussion about it with you. If they try to start, keep repeating the statement.

## 10. Primary and Secondary Behaviour

- Primary Behaviour = The initial behaviour that leads to your intervention

- Secondary Behaviour = the behaviours that result because of the intervention [sulking, stomping, muttering under breath].

When children display secondary behaviours, it is easy to find ourselves thinking 'I'm not going to let them get away with that attitude. I'm the boss and I'm going to make sure they know it.'

Although sometimes hard to restrain, this approach rapidly results in confrontations. It is far more constructive to remain focused on the primary behaviour. If they do moan / sulk, it is usually best to use tactical ignoring and just repeat the initial statement [they usually get bored of waiting for a response and stop their secondary behaviour without direction]. For example:

- Carol is out of her seat. You ask her to sit down, several times. Eventually she does, but in a real strop. She slams her bag on the table and drops into her seat, arms firmly crossed.

#### Negative Response

- Teacher: *'Right! I'm not having that – get out of my class – now. I said now!'*

#### Positive Response

- Ignore secondary behaviour and comment on improvements.
- Teacher: *'Well done for getting settled. Do you need any help making a start?'*

### **11. Partial Agreement**

Acknowledging a child's point of view, regardless of whether we agree with it, can save unnecessary disputes. For example:

Jackie is talking when she should be writing.

#### Negative Response

- Teacher: *'Stop talking and get on with your work.'*
- Jackie: *'I'm not the only one.'*
- Teacher: *'Everyone else is getting their work done.'*
- Jackie: *'Wendy's talking [she points]. Why don't you tell her to stop?'*
- Teacher: *'I asked you.'*
- Jackie: *'That's not fair ...'*

#### Positive Response

- Teacher: *'Jackie [pause]. On with your work, thanks.'*
- Jackie: *'I'm not the only one talking.'*
- Teacher: *'Maybe you're not but could you get on with your work thanks.'*

#### Examples of other 'Partial Agreement' responses

- 'I wasn't' *'Maybe you weren't but could you ...'*
- 'I didn't do it' *'Ok, but I'm asking you to ...'*
- 'This is boring' *'Perhaps it is but you have an exam on it'*
- 'Mr Smith lets us ...' *'Maybe he does, but I'd like you to ...'*

### **12. Giving Children Choices**

If previous strategies [simple directions, re-stating the rule, partial agreement, etc.] have not worked, children need to be given clear choices, focusing on their behaviour and the likely consequences. Choices are far more effective than threats as they allow the pupils some feeling of control. For example:

- Teacher: *'You can either work quietly here, you know the rule, or I'll have to ask one of you to work over there'*

If a child argues or does not respond, repeat the choice. If they still do not comply – apply the consequence – reminding them that they had been given a choice. For example:

- Teacher: *'Barry [pause]. Take your books over there. I gave you both a choice.'*

It is important to always apply the consequences, or children will start to think that we aren't serious. We might decide to give them the opportunity of 'working – off' their consequence if their behaviour improves. If the child does not co-operate at this stage, it may be necessary to remove them from the classroom and speak to them privately.

### **13. Distinguishing Between Person and Behaviour**

When dealing with disruptive pupils it is essential to focus on comments on their behaviour, not them as a person. For example:

- Mandy keeps calling out during your explanation.

#### Negative Response

- Teacher: *'I'm fed up with you – you're always calling out. Stop it now or I'll send you out'.*

Comments like 'I'm fed up with you', 'you're an idiot', 'you're a trouble maker', should be strictly avoided. The pupil will feel personally attacked and become confrontational. Instead focus on what they are doing – what behaviour they need to change and why.

#### Positive 'Distinguishing' response

- Teacher: *'Mandy [pause]. You're calling out. I need the whole class quiet so that you can all hear me explain, thanks.'* [Expecting compliance].

If the pupil does not respond, repeat, pause, and then offer a simple clear choice.

### **14. Avoiding Teacher / Pupil Disputes**

Children can push our patience to the limit. Whatever we may be feeling inside though, it is essential that we maintain a calm exterior and do not become involved in unnecessary disputes. To help avoid disputes, we must be aware of how we use our body and voice. An aggressive approach [moving into the child's personal space, towering over them, raising our voice] is likely to lead to confrontation.

Disputes are more likely to be resolved successfully for both teacher and pupil if ...

- They are not carried out publicly.
- Respect is shown toward the pupil.
- The teacher does not use dominant / threatening behaviour.
- A compromise can sometimes be offered.

If we are too angry to speak rationally, it is better to cool off by explaining that we're too uptight and follow up later. It is ok to show your temper, but not to lose it. When children are too angry or uptight, use time-out as a means to cool off and follow up at a later time.

*Remember: There are very rarely any 'winners' in pupil / teacher confrontations. There is often too much at stake for some pupils to back down [particularly in front of their peers] and even if a teacher feels they have 'won', the pupil will invariably try to re-establish the confrontation at a later stage.*



### 15. Isolating Disruptors

At times, it may be necessary to isolate disruptors from the classroom. This can be difficult – especially if they are already ‘wound-up’. For example:

- *A typical reaction to being directed out of a room is ‘You can’t make me.’*

In fact, there is no point disputing this. They are right. We can’t.

#### Negative Response

- *Teacher: ‘It’s my classroom – get out now!’*

#### Positive Response

- *Agree with them but be clear as to the consequence if they don’t.*
- *Teacher: ‘That’s right Keith, I can’t make you, but if you don’t I’ll have to ask you to stay back and explain to me why you can’t work by our class rules’.*
- *‘I’ll have to ask you ...’ is better than ‘I’ll make you’ or ‘I’ll send you.’*

Most children will comply if the teacher decisively communicates the direction in a non-aggressive way. In extreme cases [when space allows] one option is to remove the rest of the class and leave the disrupter in their seat. Usually if this is suggested the pupil will agree to leave. If they don’t, instigate an orderly class move. ALWAYS, ALWAYS save time to speak to the isolated pupil. Don’t leave problems unresolved or they are likely to repeat in a following lesson. Allow them to express their view. Where appropriate, try to achieve some sort of compromise. Pupils respond much better to teachers if they view them as reasonable / fair.

## Appendix 4 - Rewards Policy

### Annex 1: Herringham Primary Academy

Reward and type	Purpose	Frequency	How it is celebrated	Systems and Organisation
<b>Excellence in subjects</b>	To recognise pupils skills, talents and achievements across the curriculum.	½ termly	The child's name and reason for the award are printed on certificates that are presented in celebration assembly. Awards are also published on the website.	Collected in class award book on the last Wednesday of the half term.
<b>Super Star</b>	To celebrate the child in each class who has achieved the most star zones during a half term	½ termly	Children receive a Super Star badge and super star card in assembly. The awards are published on the website.	Collected in class award book on the last Wednesday of the half term.
<b>House point cup</b>	To encourage team spirit and healthy competition. To recognise the house with the highest house point total from the term	Termly	Trophy awarded in assembly	Points collected and collated via class Dojo
<b>Class attendance</b>	To celebrate those classes whose attendance is above target.	weekly	The percentage attendance for all classes above target is read out in assembly and displayed on the attendance board. The class with the best weekly attendance receive a certificate to be displayed on their classroom door, they hold the trophy for the week and the attendance is published in the weekly newsletter.	Attendance officer provides the data and certificate weekly which is put in the assembly folder, Pupil leadership complete the class attendance labels for display in the hall.
<b>Termly attendance awards</b>	To celebrate pupils who achieve 100% attendance and those whose attendance is above target.	Termly	All children receive a certificate and have their name published in the attendance hall of fame. Children with 100% attendance also receive a badge.	Attendance officer produces all the certificates
<b>School and GLC attendance challenges.</b>	To improve and celebrate good attendance across our academies	Termly	These rewards vary and can include small financial incentives and prizes.	Coordinated by school and GLC attendance teams.
<b>Sports Day Trophy</b>	To encourage team spirit and healthy competition. To recognise the house with the highest total from the event	Annually	Awarded at the end of sports day, paraded by House captains. Engraved and displayed in the trophy cabinet in main entrance.	Staff add points throughout event and trophy awarded on the day. Engraved following the event and displayed in trophy cabinet.
<b>Character, Courtesy and Conduct award</b>	To recognise those pupils who exemplify the schools values and code of conduct.	Annually	Awarded in end of year assembly. Trophy engraved with pupil names and displayed in the trophy cabinet in main entrance. Pupils receive a certificate.	Nominations from staff and consideration by the leadership team



Reward and type	Purpose	Frequency	How it is celebrated	Systems and Organisation
<b>Sports Personality Award</b>	To recognise those pupils who have represented their school with passion and magnanimity.	Annually	Awarded in end of year assembly.	Nominations from staff and consideration by the leadership team
<b>Adam Hatley Award for resilience</b>	To recognise those pupils who have shown resilience to overcome difficulties and barriers to learning.	Annually	Awarded in end of year assembly.	Nominations from staff and consideration by the leadership team
<b>Valedictorian</b>	To recognise the year 6 pupil who best represents their year group and the school	Annually	Awarded in year 6 leavers assembly. Head of School speech. The chosen pupil makes a speech. The pupil receives a certificate.	Nominations from staff and consideration by the leadership team

Annex 2: Gateway Primary Free School

What?	How is it achieved?	Responsible for implementation?
Reading token for the vending machine	100 Dojos (reset half-termly) Leadership role regularly attended for the half-term 1 x Most improved reading progress 1 x consistently reading 1 x most improved reading	To be shared in end of term assembly.  Teachers to add to admin list who will write certificates
100% club	Termly reward 100% club- bronze, silver, gold	<a href="#">‘100% Club’ Strategy:</a>
Hot chocolate Friday	Weekly expectation/ those who do it all the time: No lates/ no unauthorised absence Reads 5 days a week and completed reading journal task Completes homework expectation for year group In learning zone all the time (no reds/ yellows) including lunchtime Correct uniform- including PE kit	Teachers to add to admin list who will add to assembly slides
Writer of the week/ presentation ( <i>alternating with mathematician of the week</i> )	Star in the book & certificates	Teachers to add to admin list who will write certificates
Mathematician of week ( <i>alternating with writer of the week</i> )	Certificates	Teachers to add to admin list who will write certificates
Stickers	Core values and competencies	Daily- all staff including MDAs and LSA's and admin
Class Dojo Positive Points	By demonstrating a Core Value in practice in the classroom or around the school. Points (positive only) to be displayed and reset every half term. 100 Dojo points - rewarded with a reading token for the vending machine.	Class teachers, LSAs to give the points in the moment wherever possible, or as soon as possible after the session if out on an intervention (ideally an ipad or laptop should be used to give this immediate reward.  Inclusion team to monitor.
WPM badges	In line with year group criteria	3rd teacher- half-termly after assessment
Phonics badges	Children achieve set 1 sounds	RWI lead

	Children achieve set 2 sounds Children achieve set 3 sounds Children have moved off RWI	
Core Values Certificates	Weekly nomination - certificate goes home, linked to core value in focus that week	Class teacher - certificates given out in class assembly
MTC badges	As they achieve 25	Class teacher
Spelling shed- trophy and crunchie	Top 10 half-termly get bee badge	KS2 assembly (for Y2 up)

### **100% Strategy:**

This will be promoted throughout the half-term with the prize available signposted via photos of the reward on the posters. This will also be added to the EMW slides for daily promotion to the children. Staff are to share the excitement with pupils and link them being in with being in the 100% club.

This strategy is linked to the Core Values: responsibility- pupils being responsible for their own learning; aspiration- pupils aiming high for themselves and valuing their self-study; resilience- understanding that hard work will lead to success.

How children will be eligible:

- are always in school on time
- are in school 100% of the time that they are able
- read at least 5 days a week
- complete their reading journal activity every week
- complete their allocated homework every week
- are always in the 'Learning Zone' or 'Star Zones' during lessons and break times
- always wear the correct uniform and PE kit

These criteria will be signposted via pupil-friendly posters produced centrally.

### **Badges:**

In addition to the reward time, children who are in the 100% club will receive a badge for achieving a half-term [e.g. 1 half-term, regardless of whether achieving in Autumn 1, Spring 1 or Summer 2 would allow the child to achieve Bronze].

1 half-term = bronze




2 half-terms = silver





3 half-terms = gold




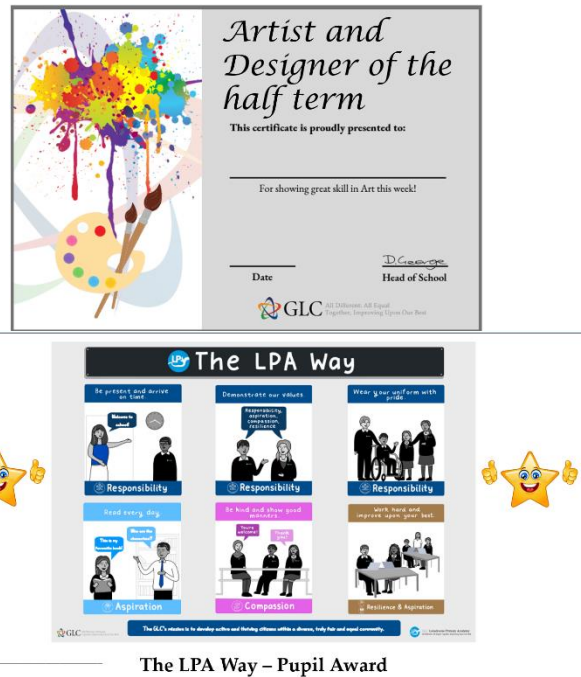
Annex 3: Lansdowne

**Rewards & Incentives at Lansdowne Primary Academy**

<b><u>Reward</u></b>	<b><u>Description of reward</u></b>
<p>Star of the week certificates [2 per class per week in Friday achievement assembly]</p> 	<p>The star of the week is given every Friday during achievement assemblies to children who have worked hard throughout the week. This could be related to effort or achievement. Two certificates per class, per week will be awarded in each year group.</p>
<p>Core value postcards [1 per class per week in Friday assemblies]</p> 	<p>The Core Value postcards are awarded to children for demonstrating one of our Core Values. Our Core Values are: Aspiration, Compassion, Responsibility and Resilience. These certificates are awarded one per week, per class during our Friday assemblies in each year group.</p>
<p>Core Value stickers awards</p> 	<p>Core value sticker awards are given throughout the school day when pupils are recognised for demonstrating one of our core values. This can include during lessons, at lunchtimes and after school events.</p>
<p>Learning competency sticker awards</p> 	<p>Learning competency award stickers are awarded to children who show our Learning Competencies [Communication, Curiosity, Critical thinking and Creativity] throughout the school day, in or out of class. When awarding these, staff are clear as to why they are being given to the pupil. If your child receives one of these, please ask/talk to your child about the reason.</p>

	<p>The 4 competencies will equip pupils who leave school to engage in the personal, cultural, economic and social challenges they will inevitably face in their lives.</p>
<p>Star zone stickers</p> 	<p>Star zone sticker rewards are given to children who move up into the Star zone from the Learning Zone from our Learning Zone posters within class. This may be for great participation, consistent hard work/effort and consistent adhering to our Learning competencies.</p>
<p>Dojos</p>  <p><b>ClassDojo</b></p>	<p>Dojo rewards are given electronically to individual pupils throughout the day for various reasons, such as: hard work, effort, concentration, group work, individual work and many more. These are linked to our Core values and Learning Competencies.</p>
<p>RWI certificates</p> 	<p>RWI certificates are issued once per half term for pupils who complete their RWI colour band, therefore moving up to the next colour band.</p>
<p>Times table Rockstars and Numbots certificates</p> 	<p>Times table Rockstars and Numbots certificates are presented in class, at teachers discretion, when pupils spend an average score of 10 minutes per day across the week.</p>
<p>Attendance - Golden Ticket</p>	<p>The Golden Ticket is an attendance reward. The golden ticket is given to the class that</p>



	<p>has the highest attendance for the week during Friday's celebration assembly. Not only does the class receive a certificate, they also receive a £10 voucher. The class and teacher can decide whether to spend the voucher on resources, or to continue to save the money in order to buy something else for the class, towards the end of the year.</p>
<p>Celebration assemblies - various celebrations and awards</p> 	<p>Celebration assemblies are held each term. There are a combination of awards given including:</p> <ul style="list-style-type: none"> <li>• Subject specific certificates with badges</li> <li>• The LPA way award [3 per class] for demonstrating the key elements of the LPA way. The pupils selected for this will also take part in a rewards afternoon [chosen by chn via a democratic vote]</li> <li>• 100% attendance certificates</li> <li>• Most improved attendance certificates</li> <li>• Choir performance</li> <li>• Other pupil related celebrations and performances</li> </ul>

## Lansdowne Primary Academy

### Rewards - additional information

- Emotional feedback is the most effective form of reward; smiles, thanks and gestures such as thumbs up
- Stickers and rewards are not effective in the long term unless they are linked to emotional feedback and explicitly explained as to why they are receiving the reward
- Once given, rewards should never be taken away – if children subsequently make a poor choice then an appropriate sanction will follow as outlined in this policy
- Rewards must be given out fairly and not used as 'bribes'

## **House System**

- At Lansdowne Primary Academy every child is a key member of one of our four houses that were voted in by the pupils democratically: Nelson Mandela House, Marcus Rashford House, Malorie Blackman House and Nick Vujicic House
- Siblings are always grouped into the same house
- Children remain in the same house throughout their time here

## **House Competitions**

As part of the Personal Development plan, inter-house competitions will be arranged throughout the year including sporting events, quizzes etc. The winning house will be celebrated in assemblies. Points will be added to sports day points in order to determine the winner of the end of year house cup.






## **Personal Approach**







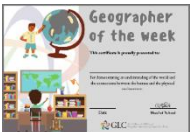
We believe that good behaviour is dependent on the positive relationships that our staff create with the children at Lansdowne Primary Academy. Teachers must ensure that our shared philosophy outlined in this policy is consistently reflected in their practice. However, teachers are encouraged to add a little of their own flair and creativity in developing incentives and in order to motivate and engage their children. Within our phases, teachers use a range of additional incentives and rewards including:

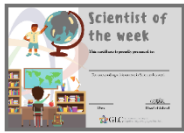




- Phone calls home for good behaviour
- Personal messages to parents via dojo to share good work
- Reward trips e.g. [Southend] to help focus after SATs
- Prizes as incentives for reading and blogging
- Pizza party for additional incentives [eg: completing holiday homework]
- Easter Eggs given for attending Easter School
- Free choice/golden time
- Vouchers for choice [eg: linked to attendance or various competitions]

Annex 4: Tilbury Pioneer

**Rewards at Tilbury Pioneer Academy 2023-2024**

<b><u>Reward</u></b>	<b><u>Description of reward</u></b>
<p>Star of the week certificates</p> 	<p>The star of the week certificate is awarded one per class every Friday during achievement assemblies. These are awarded to children who have consistently demonstrated the GLCs that week.</p>
<p>Core value postcards</p> 	<p>The Core Value postcards are awarded to children for demonstrating one of the GLCs Core Values. Our Core Values are: Aspiration, Compassion, Responsibility and Resilience.</p> <p>Certificates are awarded every week during our Friday assemblies in each year group.</p>
<p>Core value sticker awards</p> 	<p>Core value award stickers are awarded to children who show our Core values [Compassion, Resilience, Responsibility and Aspiration] throughout the school day, in or out of class. When awarding these, staff are clear as to why they are being given to the student.</p>
<p>Learning competency sticker awards</p> 	<p>Learning competency award stickers are awarded to children who show our Learning Competencies [Communication, Curiosity, Critical thinking and Creativity] throughout the school day, in or out of class. When awarding these, staff are clear as to why they are being given to the student.</p>
<p>Star zone stickers</p> 	<p>Star zone sticker rewards are given to children who move up into the Star zone from the Learning Zone from our Learning Zone posters within class. This may be for great participation, consistent hard work/effort and consistent adhering to our Learning competencies.</p>

<p>Dojos Awards and Certificates</p> 	<p>Dojo rewards are given electronically to individual pupils throughout the day for various reasons, such as: hard work, effort, concentration, group work, individual work and many more. These are also linked to our Core values and Learning Competencies. Award certificates are given to those that earn 100, 200,300, 400 and 500 points.</p>
<p>Most Improved Phonics</p> 	<p>A most improved RWI certificate is given weekly to pupils who make progress within their RWI.</p>
<p>Mathematician of the week KS 1 KS2</p> 	<p>The mathematician of the week certificate is awarded one per class every Friday during achievement assemblies. These are awarded to children who have consistently demonstrated superb mathematical skills during that week.</p>
<p>Writer of the week</p> 	<p>The writer of the week certificate is awarded one per class every Friday during achievement assemblies. These are awarded to children who have consistently demonstrated superb writing skills during that week.</p>
<p>Reader of the week</p> 	<p>The reader of the week certificate is awarded one per class every Friday during achievement assemblies. These are awarded to children who have consistently demonstrated a high quality outcome in their reading journal as well as having read every day during that week.</p>
<p>Historian of the week</p> 	<p>The historian of the week certificate is awarded one per class every Friday during achievement assemblies. These are awarded to children who have consistently demonstrated superb historical skills during that week.</p>
<p>Geographer of the week</p> 	<p>The geographer of the week certificate is awarded one per class every Friday during achievement assemblies. These are awarded to children who have consistently demonstrated superb geographical skills during that week.</p>

<p>Scientist of the week</p> 	<p>The scientist of the week certificate is awarded one per class every Friday during achievement assemblies. These are awarded to children who have consistently demonstrated superb scientific skills during that week.</p>
<p>Moment of kindness</p> 	<p>The moment of certificate is awarded to a child that has been spotted showing exceptional kindness towards anyone within the GLC community that week.</p>
<p>Times table Rockstars and Numbots certificates</p> 	<p>Times table Rockstars and Numbots certificates are presented in class, for those students with the most improved speed and accuracy</p>
<p>Attendance - Cheque</p>	<p>The £10 Cheque is an attendance reward. It is awarded to the class that has the highest attendance for the week during Friday's celebration assembly. The class and teacher can decide whether to spend the voucher on resources, or to continue to save the money in order to buy something else for the class, towards the end of the year.</p>
<p>Read all Week Award</p> 	<p>I have read all week stickers are awarded to children who read five times per week.</p>
<p>Always Award</p> 	<p>This award is given to one child per class half termly for always being: ready to learn, looking smart, coming to school on time and trying their best.</p>