

Graham James Primary Academy



Behaviour Policy

Agreed by Governors: July 1st 2019

Next Review Date: July 2021

(Early review triggered June 2020 - Covid-19 Addendum - Passed by Governors)

UPDATE - in line with new Government guidance September 2020/2021 ('Guidance for full opening: schools')



GRAHAM JAMES PRIMARY ACADEMY



Behaviour Policy

1 Aims and objectives

It is a primary aim of our Academy that every member of the Academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Academy's behaviour policy is therefore designed to support the way in which all members of the Academy can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The Academy has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the Academy community in aiming to allow everyone to work together in an effective and considerate way.

In each classroom/ learning space, a Golden Rules poster will be on display with the aim being that all children understand what is expected of them, inside and outside of the Academy and to give them a visual reminder of what they do to make Graham James Primary Academy a happy, safe and positive place to learn. Should inappropriate behaviour occur, the Golden Rules can be used as a discussion point between staff and children.

Graham James Primary Academy Golden Rules:

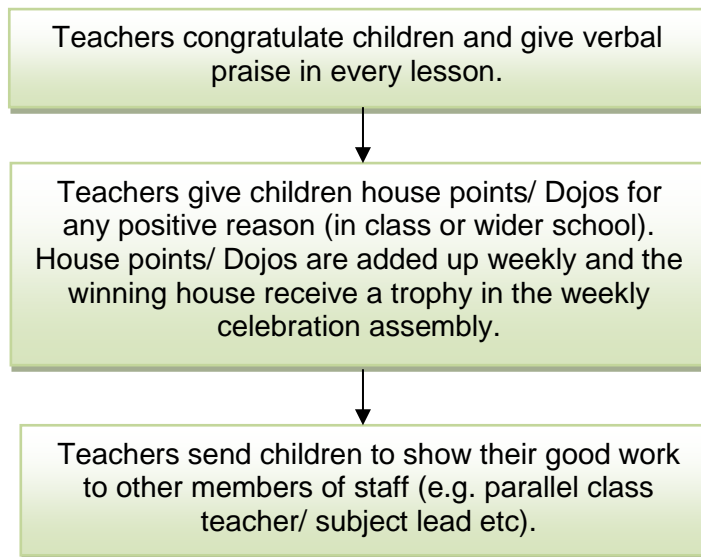
1. We walk sensibly around the school and line up correctly
2. We are kind and polite to each other
3. We always try our best
4. We look after our school and the equipment
5. We do not play fight
6. We listen to each other and follow instructions

The Academy rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards

At Graham James we praise and reward children for good behaviour in a variety of ways which are consistent across the academy. However, individual classes have their own system of incentives and rewards (e.g. low level praise via stickers etc).

Informal rewards:



Golden Time/ Class reward

Each class will have an internal reward system – this could be completed in many different ways! All of the children will contribute towards Golden Time/ Rewards Time.

‘GOLDEN TIME/ REWARDS TIME IS A PRIVILEGE – NOT A RIGHT’

Formal rewards:

The Academy acknowledges all the efforts and achievements of children, both in and out of the Academy. At Graham James we have 2 formal in school awards, these are Head Teacher Gold Awards and S.T.E.P Awards (See the boxes below for further information). Achievements at a formal level are celebrated weekly in a Celebration Assembly, as are achievements outside of the academy e.g. swimming certificates/ music grading.

Head Teachers Gold award

We distribute rewards to children for good work by the way of Head Teacher’s Gold Awards. These are given when a teacher feels a child has worked especially well on a piece of class or homework. The child receives a certificate from the Head Teacher and a Gold Award sticker on the piece of work. The child’s name is then put on the Role of Honour and displayed in the Academy Reception. Their name is then read out in the weekly Celebration Assembly.

S.T.E.P award

To acknowledge acts of kindness and good behaviour the Academy has STEP Awards. This stands for **S**orry, **T**hank-you, **E**xcuse me, **P**lease. These are given when a member of staff feels a child has shown particularly good manners, behaviour, helpfulness or kindness. The child receives a certificate from the Head Teacher and their name is put onto the Role of Honour and read out in the weekly Celebration Assembly.

3 Sanctions

The Academy employs a number of sanctions to enforce the Academy rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Expectations:	Sanction/s if expectation not met (progressive):
<p>We expect children to listen carefully to instructions and others</p>	<p>A warning will be given</p> <p>The child will be moved nearer to the teacher or to sit on their own</p> <p>Time out – sent to another class for time out (usually no more than 10 minutes)</p> <p>Repeated failure to listen will escalate to a break/ lunch time sanction and/ or loss of Golden time</p> <p>Referral to member of the senior leadership team (Assistant Headteacher – Deputy Headteacher – Head Teacher) - loss of break and or lunch time likely.</p>
<p>We expect children to be focused on their learning and not to disrupt the learning of others (including refusal to complete work)</p>	<p>A warning will be given</p> <p>The child will be moved nearer to the teacher or to sit on their own</p> <p>Time out – sent to another class for time out (usually no more than 10 minutes – However, longer may be necessary in order for the child to calm down)</p> <p>Repeated failure to listen will escalate to a break/ lunch time sanction and/ or loss of Golden time</p> <p>IF disruptive behaviour is impacting on learning once previous steps have been followed/ or it becomes a safety risk then immediate referral to member of the senior leadership team (Assistant Headteacher – Deputy Headteacher – Head Teacher) – loss of break and or lunch time likely.</p>
<p>We expect children to try their best in all activities.</p>	<p>If they do not do so, we may ask them to redo a task in their break / lunch time.</p>
<p>We expect all children to be safe and not endanger themselves or others – safety is paramount in all situations.</p>	<p>If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.</p>

	Time out - Referral to member of the senior leadership team (Assistant Headteacher – Deputy Headteacher – Head Teacher) - loss of break and or lunch time likely.
We expect children to not swear, make threats, hurt (fighting) or bully any other member of Graham James Primary Academy.	<p>Immediate loss of break and lunch that day</p> <p>Investigation to be completed by class teacher (if needed – including witnesses)</p> <p>Further sanctions will be put in place once incident discussed with member of the SLT (up to 5 days lost lunch and breaks) and a parental meeting will be arranged in order to discuss the situation, with a view to improving the behaviour of the child.</p>

The class teacher discusses the Academy rules with each class on a regular basis. In addition to the Academy rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom (promoting Democracy). In this way, every child in the Academy knows the standard of behaviour that we expect in our Academy and also understand the Rule of Law for the school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time/ class discussion time. Pupils have opportunities to discuss issues of behaviour and whether they feel safe in their Buddy Assemblies.

The Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend Academy free from fear.

Use of reasonable force

Teachers in our Academy do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or others. All members of school staff have a legal power to use reasonable force. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a child behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a child from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

When using reasonable force, there is a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

The Head Teacher and authorised school staff may use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Force **cannot** be used to search for items banned under the school rules.

When applying the 'Use of reasonable force', the actions that we take are in line with government guidelines which can be viewed by clicking on the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Playtime and Lunchtime Provision:

At Graham James Primary Academy, we expect our children to have high standards of behaviour during the breaks from learning. At morning break time, the play areas are staffed with class teachers and learning support assistants. At lunchtimes the play areas are staffed with Midday Assistants.

While supervising, staff are encouraged to engage in play with the children in the playground. Each class has a designated lunch Midday Assistant and will patrol the play area during the lunch break as well as overseeing them in the dining area during their allocated time slot for that day.

If there are any instances of inappropriate behaviour during lunch, the Midday Assistants will record the incident in the class lunchtime behaviour book and this information will be passed to the class teacher/ LSA during the end of lunch handover. If a child appears in the book on a regular basis, the teacher may arrange a parental meeting to discuss the matter further.

Midday's will be able to give out praise stickers linked to acts of positive behaviour, kindness and citizenship – the sticker can be transferred as a house point at the end of lunchtime, when children return to their classroom.

Midday assistants will give children a warning if they are not following school rules, if the behaviour does not improve then the child/ren will be placed in a 5 minute time out on the playground (outside class 4 – visible and supervised). If the behaviour continues, instructions not followed or is of a serious nature (endangering the safety of themselves and/ or others) then the children will be placed in time out for a minimum of 10 minutes – however, this could be more if deemed necessary.

The role of the class teacher

It is the responsibility of class teachers to ensure that the Academy rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our Academy have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner following the guidance under the heading 'Sanctions' earlier in this policy. However, if

misbehaviour continues, the class teacher will seek help and advice from the SENCO, Assistant Head, Deputy Head or Head Teacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-Academy policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the Academy behaviour policy consistently throughout the Academy, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the Academy.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken only after the Academy governors have been notified.

The role of Parents

The Academy collaborates actively with parents, so that children receive consistent messages about how to behave at home and at the Academy.

We explain the Academy rules in the Academy prospectus, and we expect parents to read them and support them.

We expect parents to support their child's learning, and to cooperate with the Academy, as set out in the home–School agreement. We try to build a supportive dialogue between the home and the Academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the Academy has had to use reasonable sanctions to address a pupil's behaviour, we expect parents to support the actions of the Academy. If parents have any concerns about the way that their pupil has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Assistant Headteacher who will investigate further and if necessary involve the Deputy Headteacher and possibly the Head Teacher. If this has not addressed the concerns parents should write to the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Head Teacher has the day-to-day authority to implement the Academy's policy on behaviour and discipline, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We are an inclusive school and will work hard to develop strategies to include all children. We do not wish to exclude any child from the Academy, but sometimes this may be necessary. However, in extreme cases, the Academy will use exclusions to maintain the health and safety of all our community. This is in a small minority of cases and is used either in the case of extreme events or persistent misbehaviour when the child has not responded to other strategies.

Internal Exclusion

This is within the Academy and means removing a child from their class to another class, the SENCO, Assistant Headteacher for that key stage, the Deputy Head or the Head Teacher. This allows a child to reflect upon their recent behaviour. Internal exclusion will be at the discretion of the SLT and will be in response to a culmination of behaviour incidents or an extreme serious single incident. An urgent parental meeting (at the earliest convenience) will be arranged to discuss the internal exclusion. This is not to be confused with a low level time out.

A Fixed Term Exclusion

This is considerably more severe than an internal exclusion, where a child is asked to stay at home for an agreed period of time. Only the Head Teacher can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been made. A re-integration meeting with the Head Teacher will be held with the child and parent/ carer before the pupil returns. The purpose of the meeting is to work in partnership with the Academy and families, in order to assist the pupil with their improvement. Behaviour targets will be set for the child and agreed with the parent/ carer.

The Head Teacher will exclude a child for the following reasons (This is not an exhaustive list and there may be other situations where the Head Teacher makes the judgement that exclusion is an appropriate sanction):

- A serious violent act towards other children
- A serious violent act towards a member of staff
- For posing a serious threat to others
- Consistently disrupting learning, despite interventions put in place
- Consistently ignoring instructions by adults and therefore making it impossible to return to class
- Repeated acts of aggression towards other children
- Repetead acts of bullying towards another child/ren
- Theft
- Damage to property
- Indecent behaviour
- Leaving the school building without permission

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DCSF regulations allow the Head Teacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the

Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The Academy informs the parents how to make any such appeal.

The Head Teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee which is made up of at least 3 Governing Body members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the Governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the Academy premises for the duration of the lunchtime period. This will be treated as a fixed term exclusion and parents will have the same right to gain information and to appeal.

School trips

If a child's behaviour before a trip is consistently unacceptable, they will not be accepted on a school trip. The Academy reserves the right at any time to withdraw any child from a trip if they are involved in any behaviour which we deem does not live up to our Academy code of conduct.

Drug- and alcohol-related incidents

It is the policy of this Academy that no child should bring any drug, legal or illegal, to the Academy. If a child needs medication during the Academy day, the parent or guardian should notify the Academy and ask permission for the medication to be brought in and administered by the Parent. This could be kept in the Academy office for safekeeping. Emergency medicines and those that are ongoing can be kept and administered in the Academy in line with the policy for Medicines in Academy.

The Academy will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into Academy for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home (advice may be taken from the Local authority on the grounds of safeguarding the child/ren).

It is forbidden for anyone, adult or child, to bring onto the Academy premises illegal drugs. Any child who is found to have brought to Academy any type of illegal substance will be punished by a fixed-term exclusion. The child will not be readmitted to the Academy until a parent or guardian of the child has visited the Academy and discussed the seriousness of the incident with the Head Teacher. If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into the Academy, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the Academy. The police and social services will also be informed.

Any drug or alcohol related incidents will be reported to the local authority for advice/ support.

Monitoring and review

The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Academy keeps a variety of records concerning incidents of misbehaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the front office.

The Head Teacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of fixed term and permanent exclusions, and to ensure that the Academy policy is administered fairly and consistently.

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Mrs Petra Back

Mr Richard Turner

Mr Bradley Lane

Head Teacher

Deputy Headteacher

Chair of Governors

Appendix A

Behaviour Policy 2020 Covid-19 Addendum

At Graham James Primary Academy, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy and Child protection/ safeguarding policy. These adjustments are set out below:

Arrivals, Departures and Moving round the school:

Children will enter school through their designated Key Stage entrances at the agreed staggered times that have been communicated to parents/carers. Children will enter with one parent/carer and will go straight to their designated classroom. Parent/carers are responsible for their child/ren and themselves keeping distanced from others.

At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent/carer has come to collect them. Again, parent/carers must remain socially distanced from each other during this process.

Movement around the site school will be limited. When the children leave their classroom to go outside for break, lunch or outdoor learning, they will follow social distance expectations from other 'groupings' and remain in their designated play area.

Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

Hand washing and Hygiene:

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel/foam on arrival at school, after returning from the outside, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school. Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below 'behaviour in school' section).

(of note – children will be taught how to wash their hands correctly and the importance of personal hygiene at the start of the Autumn term).

Social Distancing:

Children are arranged in their class for the 2020/2021 academic year and are part of a wider 'grouping' (Our groupings are: Reception/ nursery, yr1/yr2, yr3/yr4 and yr5/yr6) – children do not need to social distance within their groupings, but will be encouraged to avoid close unnecessary contact. However, children must not cross into a different 'grouping' as this could potentially increase the risk/ spread of Covid-19. Should a child refuse to follow our safety organisation, disciplinary procedures and sanctions will be used (see 'behaviour in school' section).

ALL STAFF will ensure that pupils adhere to social distancing measures from other 'groupings'. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below 'Behaviour in school'). We understand socially distancing may be more difficult for younger children, they

will be encourage and reminded to keep within their own class/groupings. However, we understand this may not always be possible.

Toilets:

Toilets will be allocated to each grouping and regular enhanced cleaning arrangements are in place. Children will be instructed to use the toilets one at a time (this may not always be possible). When a child has finished in the toilet they must wash their hands and return straight to class.

Break/Lunch times:

Children will have a designated place to play during break/lunch times. Children must stay in their designated area at all times.

Behaviour in school:

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, remaining in their class/groupings or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by a pupil not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

Pupils with Special Educational Needs:

Graham James Primary Academy acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEND, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

Graham James Primary Academy recognises that negative behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and set the required expectations.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. We will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary we will seek external support from other agencies such as Educational Psychologists or Early Help – however, this may take time and not have an immediate impact.

Contingency education - Pupil's working from home/ home learning:

As per Government guidance, where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, Graham James Primary Academy will have the capacity to offer remote learning.

We expect all children to engage in home learning and to submit work as evidence.

As part of the contingency education programme, an element may involve online interaction. If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful to all.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online will be taken very seriously (e.g. emails). This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.