

Graham James Primary Academy



Behaviour and Positive Relationships Policy

Agreed by Governors: 28/6/2021 (Full Governors)

Reviewed 2/5/2023

Next Review Date: July 2025



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, ready, safe and respected.

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:

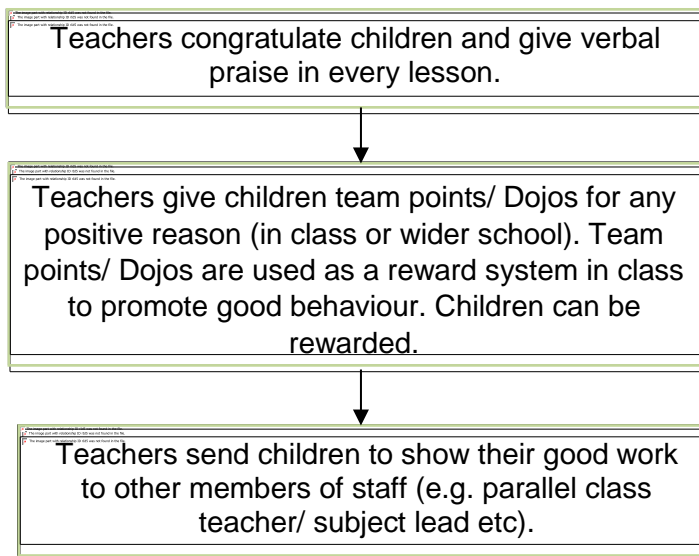
1. We walk sensibly around the school and line up correctly
2. We are kind and polite to each other
3. We always try our best
4. We look after our school and the equipment
5. We do not play fight
6. We listen to each other and follow instructions

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 and building positive relationships.

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). Teachers will take the time to get to know the children. They will respect children and support them to meet their academic and emotional needs.

Informal rewards:



Class rewards

Each class will have an internal reward system - this could be completed in many different ways!

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/ football trophies.

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.

This is for going out of their way, above and beyond and for being hugely respectful.

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 (given by all adults in our academy) and other children.</p>	<p>A warning will be given The child will be moved nearer to the teacher or to sit on their own Time out – sent to another class or partner class for time out (usually no more than 10 minutes) Repeated failure to listen will escalate to a break/ lunch time sanction. Referral to member of the senior leadership team - loss of break and or lunch time likely and a phone call home.</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 The child will be moved nearer to the teacher or to sit on their own Time out – sent to another class/partner class for time out (usually no more than 10 minutes – However, longer may be necessary in order for the child to calm down) – with the work Repeated failure to listen will escalate to a break/ lunch time sanction. 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 – loss of break and or lunch time likely and a phone call home.</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, until the teacher feels the child has tried their best.</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. Time out – sent to another class or partner class for time out (usually no more than 10 minutes)</p>

	Time out - Referral to member of the senior leadership team - loss of break and or lunch time likely and a phone call home.
We expect children to not swear, make threats, hurt (fighting) or bully any other member of Graham James Primary Academy. This includes retaliation.	<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/phone call 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. Bullying is defined as repeated and intention to harm someone, either physically or emotionally (STOP – Several Times On Purpose). 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. This shall be logged, monitored and a phone call home will be made to make parents/carers aware. **Please refer to the Anti-Bullying policy and Child Protection policy for further information.**

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. Parents will be made aware, if reasonable force has been used against their child.

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/ Learning Support Assistants.

While supervising, staff are encouraged to engage in play with the children in the playground. Midday Assistants 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 behaviour book and this information will be passed to the Midday Supervisor and then to the class teacher/ LSA. 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 year 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 (further lunches/breaks).

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 and Senior Leadership Team.

Liaison with external agencies may happen, as necessary, to support and guide the progress of each child. This means, for example, discussing 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. A positive phone call home are also promoted in our school.

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. We expect parents to promote a '**no retaliation**' mind-set and children/parents to report any issues and incidents.

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 Head teacher who will investigate further and if necessary involve 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.

Internal Exclusion

This is within the Academy and means removing a child from their class to another class, the SENCO, Assistant Head teacher for that key stage, 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 (face to face/phone call)) will be arranged to discuss the internal exclusion. This is not to be confused with a low level time out.

The headteacher's power to suspend or permanently exclude

The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

The headteacher's powers to use exclusion

1. Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.
2. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.
3. When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.
4. Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider paragraph 45 of the Behaviour in Schools guidance.

<https://www.gov.uk/government/publications/school-exclusion>

Suspension

5. A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.
6. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

7. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

8. It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Microsoft Teams or Oak National Academy. The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

9. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

10. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Permanent exclusion

11. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

12. For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. Paragraph 8 provides further guidance on utilising online pathways and the potential significance of SEND law.

Reasons and recording exclusions

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive. The Department collects data on suspensions and permanent exclusions from all state-funded schools via the termly school census. Schools must provide information via the school census on pupils subject to any type of suspension or permanent exclusion in the previous two terms. Up to three reasons can be recorded for each suspension or permanent exclusion (where applicable).

Key points

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DfE (suspensions and permanent exclusions) 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, they inform 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.

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 and expectations 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 P Back

Mr C Mead Mrs J Conroy Mrs K Lane

Mr B Lane

Head Teacher

Assistant Headteachers

Chair of Governors