



Grasmere Academy

Learn • Flourish • Achieve

Behaviour and Achievement Policy

Date adopted by governors: September 2023

Committee: Joint Quality Committee

Review date: September 2024

RATIONAL AND PURPOSE

Grasmere Academy and Stephenson Memorial have a consistently positive approach to classroom management and celebration of achievement as we feel this is the most effective way of approaching any behaviour management system. We firmly believe that the encouragement of high standards of behaviour is crucial in the development of a positive and successful learning environment. We believe that high expectations of good behaviour will ensure the smooth running of the school, and create a safe environment in which to work and learn.

We firmly believe that the encouragement of high standards of behaviour is crucial in the development of a positive and successful learning environment. We believe that consistently high expectations of good behaviour will ensure the smooth running of the school, and create a safe, warm, caring, friendly and happy place where learning can flourish.

Students' behaviour around the school should be impeccable; every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful at all times.

We have very high expectations of our students and a belief that every student is capable of meeting them.

AIMS

- To provide a welcoming safe and secure environment in which there are high behavioural expectations.
- To achieve a consistent approach to behaviour management throughout the school.
- To promote moral values and acceptable codes of behaviour.

OBJECTIVES

1. Through the delivery of PSHCE (Personal Social Health Citizenship Education) Children need to be aware of their rights, responsibilities and the consequences of their actions in decision making.
2. Children need to be given opportunities to voice their opinions and be listened to in relation to behaviour issues, often through circle time, small group activities, targeted support from an adult, allocation of a member of staff with which a child might have a good relationship, staff to 'champion' a child etc.
3. Promoting a **positive** ethos across the school.
4. Ensure **all** members of the school community (teaching staff, non-teaching staff, governors, students, lunchtime supervisors, kitchen staff, caretaker, cleaners and parent helpers) are aware of and promote a positive ethos.
5. To understand the core values of what constitutes an effective community – British values underpinning this.

APPROACHES:

- **DEVELOPMENTAL APPROACH** - these resources will be used to build skills over time
 - RSE Scheme of work
 - PHSCE learning resources provide a developmental scheme of work
 - The reinforcement of the principles of British Values.
- **HOLISTIC APPROACH** - these systems will be used to develop the whole child
 - An integrated and relevant programme - 'Ready, Safe Respectful.'
 - Promote self-esteem.
 - All members of the school community are encouraged to model behaviour desired in others and so support the Behaviour Policy.
 - Establishment of Leadership roles and for children e.g. House Captains, Librarians, Reading Ambassadors, Play Leaders, Digital Leaders and School Parliament Members.
 - Interactive/engaging reward systems e.g. class dojo
- **COLLABORATIVE APPROACH**

The most important area for collaboration is with those who have parental responsibility. Behaviour education should be a partnership between parents, children, school staff and Governors.

GUIDANCE AND RESOURCES

- RSE.PSHE curriculum
- Paul Dix - When the adult changes, everything changes
- Conscience Discipline
- School Rewards – House points linked to Dojo points, Dojo Shop linked to learning and sport, stickers, stars, prizes, bonus time, top table etc.
- Headteacher awards in celebration assembly.

Postcard home achievements

OUR EXPECTATIONS

At Grasmere Academy and Stephenson Memorial we want to create a warm and welcoming environment and one where the children feel safe to come to at all times. It is important to us that the children know that they are part of a community and that sense of belonging will help to foster the behaviour that we expect from the children at all times.

We require the children of our school to:

- Wear correct school uniform at all times, including sensible footwear for outdoor break and lunchtimes. (See Dress and Appearance Policy)
- Have the correct PE kit in school at all times. (See Dress and Appearance Policy)
- Have appropriate, sensible hairstyles. (See Dress and Appearance Policy)
- Adhere to the School Rules.

SCHOOL RULES

Both staff and children worked together to decide on the main rules we feel are needed to have a happy, safe and respectful learning environment. All adults and children share the rules, routines, rewards and sanctions. They provide a secure framework for positive behaviour reinforcement. Everyone speaks the same language; everyone has the ability to acknowledge children pupils behaving well and reward with house points and stickers. They can say precisely what pupils are getting right precisely when they get it right. Children are then able to recognise, believe, and internalise positive messages about themselves and their peers.

The simple clear message of being “Ready, Safe, Respectful” is consistently and effectively used across the school. These are our school rules.

Behaviour Plan:

The Five Pillars of Pivotal Practice

Our behaviour system has been designed around the ‘Five Pillars of Pivotal Practice’ (See diagram below) which is designed to focus on celebrating positive behavior and children following relentless routines.

Consistent Adult Behaviour	Relentless Routine	First attention to best conduct	Scripting difficult conversations	Restorative follow up
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We have developed a culture where everyone speaks the same language,, everyone has the ability to acknowledge children/pupils behaving well and reward with class dojo points etc. They can say precisely what pupils are getting right when they get it ring. Children are then able to recognise, believe and internalize positive messages about themselves and their peers. Out relentless routines are the 3 things which all adults will be looking for throughout the school day.

Response Strategies

In dealing with negative behaviours with the child by the class teacher, these strategies should be considered:

1. Reminder of the school rules - ready, safe, respectful
2. Warning in order to allow time to correct
3. Last chance reminders to be used
4. Time out (in safe space in the classroom)
5. Reflection with SLT (to be carried out the same day)
6. Restorative conversations



Common Use of Language

1. I've noticed that.....
2. You know the school rules.... ready, safe, respectful
3. Do you think this is helpful or harmful?
4. Can you remember when (refer to a time when they managed well/did something well) How did that make you feel?
5. I expect you to....
6. Thank you for.....

Restorative Questions

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by your actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently next time/in the future?

Note: If a child does need to go to reflection, a note will be sent home so parents are aware of the conversation and this will be recorded in the behaviour log

If a child is being dangerous and unsafe a member of SLT will be contacted who will risk assess what needs to be done in order to ensure all children and staff are safe. Protocols around consequences for this behaviour will then be discussed by the Head Teacher and next steps will be put in place. If this is deemed as an internal or external exclusion, then the Academy's policies and protocols for these arrangements will be put into place.

Other useful information.

REWARDS FOR ACCEPTABLE BEHAVIOUR & ACHIEVEMENT

- Each class has the words 'Ready, Safe, Respectful' displayed. This is an opportunity every day, to highlight outstanding behaviour.
- Stickers, stamps, certificates, postcards or raffle tickets will be given or sent.
- Weekly Celebration Assemblies to reward behaviour and achievement both in and out of school.
- Postcards home. Class Dojo
- SLT to keep a record of visitors to the office in order to celebrate in assembly.
- Parents/cares to be informed of good behaviour achievements through face to face conversations, telephone conversations, website, twitter notifications, stickers ,stamps, certificates and postcards.

The Five Pillars of Pivotal Practise



This then leads into our rules of 'Ready, Safe, Respectful' that we share with the children.

Ready	Safe	Respectful
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Adult Behaviour

Calm, Consistent and Fair
Give first attention to correct behaviour
Being Relentless Bothered
Meet and Greet with a smile and hello
Recognise over and above

Over and Above Recognition

Praise
Dojo points
Postcard home
Recognition on classroom display
Recognition in celebration assembly

Key messages and routines from the adult need to be consistent and simple, focussing on the positive behaviour that needs to be exemplified.

Relentless Routines - Manners, Fantastic Walking, Outdoor Behaviour

SANCTIONS

Our plan is very simple, and reacts to children's individual needs. If a child needs further support, more than what is given in the classroom, then a child may come to 'reflection' to have a restorative conversation around the incident.

If a child is being unsafe and harmful in school a member of the Senior Leadership Team will support that child and a consequence for this action will be discussed. Examples of this could be missing break times or behaviour charts being put into place. If this results in a sanction of exclusion, the academy will adhere to its policy and procedures for this to happen.

The general behaviour of pupils is a matter of great importance to the wellbeing of the community and the running of the school. When children raise concerns, matters are taken seriously and dealt with fairly; children are listened to and effort is taken to find out the cause of the problem.

Children are expected to show politeness, respect and thought for all, so we therefore request the support of parents in upholding these expectations to allow us to work in constant partnership to offer our children the best possible education.

MONITORING BEHAVIOUR

- We will monitor behaviour incidents and children who have been in reflection and this will be shared with all relevant stakeholders.
- Any child who is in reflection more than once and staff have concerns around repeated behaviour, a meeting with parents/carers will be arranged.

HOME/SCHOOL PARTNERSHIPS

Parents/Carers to know that they have a responsibility to support the school in managing their child's behaviour and that the school will reciprocate that support where applicable in helping Parents/Carers in managing behaviour outside of school.

- Parents/Carers to be kept abreast of their child's behaviour (both good and bad) through giving of certificates, stickers, prizes, postcards home, Class Dojo, informal meetings at the start and end of the day, phone calls, emails, tweets and where necessary formal arranged meetings.
- Any formal meetings to be recorded on the school CPOMS system.
- School will offer any help it reasonably can to support parents/carers with managing their child's behaviour outside of school, through the use of incentivised behaviour sheets/charts or links to agencies who can offer support outside of school.
- Where necessary, weekly meetings can be held with Child (where appropriate) Parents/Carers, Relevant School Staff to discuss behaviour both in school and at home and agree actions to move forward.

INDIVIDUAL BEHAVIOUR RISK ASSESSMENTS

- Where deemed necessary, children will be assessed and an individual behaviour risk assessment will be put in place to support all staff involved in a child's education.
- These plans will highlight potential triggers to negative behaviour, strategies to support both pupil and staff in dealing with behaviour; what steps to implement should behaviour escalate and worsen; who key members of staff are to support in dealing with the child's escalated behaviour, what steps to implement should behaviour escalate and

worsen, who key members of staff are to support in dealing with the child's escalated behaviour and when they should be reviewed.

- Plans will be reviewed regularly and shared with parents/carers.
(see Appendix 4 for example of Individual Behaviour Risk Assessment)

POSITIVE HANDLING/PHYSICAL INTERVENTION

Grasmere Academy and Stephenson Memorial are committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal with all incidents involving aggressive behaviours and only use physical intervention as a last resort in line with DFE advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will aim to ensure minimal risk of injury to pupils and staff.

(See Appendix 5 for Positive Handling Risk Assessment & Positive Handling Plan).

NATIONAL STANDARD LIST OF REASONS FOR EXCLUSION

The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further details suggesting what the descriptors cover should be used as a guide and is not intended to be used as a tick list for exclusions.

Physical assault against pupil (PAP)

Includes:

- fighting
- violent behaviour
- wounding
- obstruction and jostling

Verbal abuse/threatening behaviour against pupil (VATBP)

Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

Bullying (B)

Includes:

- verbal bullying
- physical bullying
- homophobic bullying
- racist bullying

Sexual misconduct (SM)

Includes:

- sexual abuse
- sexual assault
- sexual harassment
- lewd behaviour
- sexual bullying
- sexual graffiti

Damage (D)

Includes damage to school or personal property belonging to any member of the school community:

- vandalism
- arson
- graffiti

Persistent disruptive behaviour (PDB)

Includes:

- challenging behaviour
- disobedience
- persistent violation of school rules

Other (O)

Includes incidents which are not covered by the categories above but this category should be used sparingly.

Example: Reason for exclusion = DA (a)

Physical assault against adult (PAA)

Includes:

- violent behaviour
- wounding
- obstruction and jostling

Verbal abuse/threatening behaviour against adult (VATBA)

Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

Racist abuse (RA)

Includes:

- racist taunting and harassment
- derogatory racist statements
- swearing that can be attributed to racist characteristics
- racist bullying
- racist graffiti

Drug & Alcohol related (DA)

Includes:

- possession of illegal drugs
- inappropriate use of prescribed drugs
- drug dealing
- smoking
- alcohol abuse
- substance abuse

Theft (T)

Includes:

- stealing school property
- stealing personal property (pupil or adult)
- stealing from local shops on a school outing
- selling and dealing in stolen property

BULLYING

Bullying is when a person or a group repeatedly and intentionally uses or abuse their power to intimidate, hurt oppress or damage someone else. It can be covert or cyber-based (happening online through social networks or even through mobile phones). Bullying can be physical or emotional.

There are five different kinds of bullying behaviour:

- Physical bullying: when physical action such as hitting, poking, tripping or pushing, are used to hurt and intimidate. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
- Verbal bullying: involves the use of negative words, like name calling, insults, homophobic or racist slurs, or words used to intentionally upset someone.
- Social bullying: when lies, the spreading or rumours or nasty pranks are used. This includes repeated mimicking and deliberate exclusion from groups.
- Psychological bullying: involves the repeated and intentional use of words or actions which can cause psychological harm. Examples include intimidations, manipulation and stalking.
- Cyber bullying/: this is when technology is used to verbally, socially or psychologically bully. It can occur in chat rooms, on social networking sites, through emails or no mobile phones.

For more advice see: www.bullying.co.uk

Bullying isn't:

- Mutual arguments and disagreements.
- Single episodes of social rejection or dislike.
- Single-episode acts of nastiness or spite.
- Random acts of aggression or intimidation.

Physical/Verbal/Social/Psychological Bullying:

- There is a zero tolerance approach to bullying within the school.
- Any reported incidents of bullying are dealt with immediately and positively by class teachers and SLT and a record of any incidents are kept in school.
- Parents are informed of incidents of bullying and how it is being dealt with within school and how they can support their children.
- Nurture groups/sessions are put in to place to allow individuals/groups to reconnect.
- Friendship lunches (can be adult led) put into place to allow children to get to know each other on a personal level.

Cyberbullying:

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as mobile phones, computers, and tablets as well as communication tools including social media sites, text messages, apps, chatrooms and websites.

Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites or fake profiles.

- There is a zero tolerance approach to bullying within the school.
- Any reported incidents of bullying are dealt with immediately and positively by class teachers and SLT and a record of any incidents are kept in school.
- Parents are informed of incidents of bullying and how it is being dealt with within schools and how they can support their children.

- Nurture groups/sessions are put into place to allow children to get to know each other on a personal level.
- Friendship lunches (can be adult led) put into place to allow children to get to know each other on a personal level.
- Children/pupils learn about the dangers of online bullying and the responsibilities they have when they access the internet or social media through regular e-safety lessons.
- Children/pupils made aware through e-safety lessons what they should do if they are the victims of or encounter incidents of online bullying.
- As incidents of cyberbullying often take place outside of the school day, children are encouraged not to delete any inappropriate messages, voicemails, photos etc., which may be used as evidence in the event that the Police or Local Authority are contacted.

Racism

- There is a zero tolerance approach to racism within the school.
- Any reported incidents of racism are dealt with immediately and positively by class teachers and SLT and a record of any incidents are kept in school.
- Parents are informed of incidents of racism and how it is being dealt with within school and how they can support their children.
- Any incidents of racism are recorded in the racism incident book and reported to North Tyneside Council.
- Nurture groups/sessions are put into place to allow individuals/groups to reconnect.
- Friendship lunches (can be adult led) put into place to allow children to get to know each other on a personal level.
- PSHCE sessions throughout the year remind children about tolerance and acceptance of everyone.
- Yearly sessions take place with agencies outside of school, including Show Racism the Red Card.

Homophobia (discrimination towards LGBT)

- There is a zero tolerance approach to homophobia within the school.
- Any reported incidents of homophobia are dealt with immediately and positively by class teachers and SLT and a record of any incidents are kept in school.
- Parents are informed of incidents of homophobia and how it is being dealt with within school and how they can support their children.
- Nurture groups/sessions are put into place to allow individuals/groups to reconnect.
- Friendship lunches (can be adult led) put into place to allow children to get to know each other on a personal level.
- SEAL & PSHCE sessions throughout the year remind children about tolerance and acceptance of everyone.

Internal Exclusion Policy

At Grasmere Academy and Stephenson Memorial it is our intention to provide all children with the opportunity to work and play in a safe secure environment enabling all teachers to teach and all children to learn. The school Behaviour Policy underpins the above statement.

Children whose behaviour is causing concern are the children who regularly fail to respond to the expectations set out in the Behaviour Policy. It can't be emphasised enough that for our school, exclusion is a last resort. We are committed to ensuring that the needs of all children, regardless of background or ability are met.

If deemed necessary, due to dangerous and unsafe behaviours consideration will be given to the degree of exclusion the child is to undertake. This will be either fixed term or permanent.

Permanent exclusion from school is absolutely the last resort when dealing with children who are having difficulties conforming to acceptable behaviour that enables them and others to learn. In most cases children will be given a fixed term internal exclusion.

It is the decision of the Headteacher/Deputy Headteacher if a child is to have an internal exclusion.

Parents are to be informed of the reason for the internal exclusion. Such exclusions are recorded within the school record system (Emerge) by the SLT and under severe incident (other) and details of exclusion to be written in the notes section.

Internal Exclusion

Children will attend school but do not attend lessons. Instead they follow their programme of work in isolation under the supervision of a member of senior staff. During this period the child will be provided with work set by the class teacher and a return to school appointment will be made to meet 1:1, with the SLT to reflect on their behaviour and actions. This meeting will be documented and records kept on CPOMS.

The school will adopt a progressive approach building up to a maximum internal exclusion period of five days. The Head Teacher will determine the nature and length of the exclusion in consultation with senior staff.

Parents will be informed on or before the first day of any internal exclusion.

Pupils will have reasonable access to break times depending on age and stage of development and the seriousness of the consequence being imposed. Break times and lunchtimes will not be taken with their peers.

Internal Exclusion Reflection Meetings

For each day a child is excluded internally, he/she will have a one to one meeting with SLT or Mrs Mason to reflect on their behaviour. They will discuss the reasons for the exclusion from class and develop strategies to prevent further incidents occurring.

Parents and School working together

Parents are asked to support the school at all times if their child has behaved inappropriately in school. By working together the parents and the school can help a child make the most of the learning time. This positive relationship often also helps children behave in a calmer way out of school.

N.B. This policy has been modelled on the guidance attached (see Appendix 3)

The Internal Exclusion Policy has been consulted and ratified:

Name _____ Signature _____ Date _____
(Chair of Governors)

Name _____ Signature _____ Date _____
(Headteacher)

Risk Assessment of Children's Behaviour

It is essential that staff understand that risk can only ever be reduced, it can never be completely removed. All planning and recorded on the templates provided should be within the concept that all risk assessments involve three simple stages.

Example

Stage one is to identify what is an inherent risk, i.e. a child running from class if upset (if that has occurred before).

Stage two, identifying how to moderate that risk such as through an individual plan for the pupil (e.g. identifying the cause such as frustration at not understanding the work).

Stage three is to identify the residual risk, e.g. the risk which remains after the moderating plan has been implemented.

It is essential that all planning is proportionate to the risk identified. If there is any doubt as to proportionality then further advice can be accessed through the link Senior Educational Psychologist, P&FS.

Behaviour Causing Concern	Target of Behaviour	Likelihood of Behaviour	Seriousness of Behaviour
Swearing			
Verbal			
Kicking			
Hitting			
Biting			
Damaging Property			
Running Off			
Refusing to move			
Fighting			
Other – be specific			

Target of Behaviour:

Who is it directed towards (self, other pupils, staff, property etc)

Likelihood of Behaviour:

V – Very Likely – Evidence suggests more likely than not to occur.

L – Likely – There is a possibility that the behaviour will occur again.

U – Unlikely – The context has changed or can be changed to make it unlikely to happen again.

Seriousness of Behaviour:

A – Behaviour would cause physical injury – beyond first aid, serious distress, extensive damage, prolonged disruption.

B – Injury requiring first aid, minor damage to property, some distress to self/others, brief disruption to normal school routines.

C – No physical injury or damage to property; minor distress or disruption.

Environmental changes which may reduce likelihood of behaviour

Preventative Measures	In Place	Action by whom	Appropriateness to be recorded
Seating/position in classroom			
Curriculum activities appropriately structured and supported.			
Opportunity to have timeout to calm down.			
Pupil involved in planning and review.			
Parents involved in planning and review.			
Individual Education Plan in place.			
Opportunities to learn new social/emotional skills.			
Regular feedback about positive behaviour.			
Alternative activities available at break.			
Pupil escorted at transition times.			
Communicative function of behaviour understood.			
Opportunities to teach new skills.			
Other – be specific			

Risk Assessment Summary

Challenging behaviour risk assessment summary for:		Completed by:		Completed on:	
Behaviour(s) Causing Concern (i.e. inherent risk)	Seriousness (A, B or C)	Key preventative strategies (i.e. moderating action)		Key reactive strategies and residual risk remaining	

Signed: _____ Name: _____ Role: _____ Date: _____

End of Assessment

Grasmere Academy

SIGNIFICANT INCIDENT REPORT

Name of Student _____ Report Compiler _____

Date of Incident ___/___/___ Location _____

Start of incident _____ Finish _____ Other Students Involved _____

Staff Witnesses _____ Student Witnesses _____

Positive Handling Used

Steering away	Adapted Single Embrace	
Friendly Hold	Side Hug	
Separate students	Adapted Side Hug	
Comfort embrace	Secure leg hold	
seated comfort embrace		

Start of Positive Handling ___ Intermitent throughout _____ End of Positive Handling _____ Duration _____

Staff Involved in Positive Handling _____

Reason for Report	Behaviour *		Behaviour
Verbal abuse/threatening behaviour against staff		Serious Disruption	
Verbal abuse/threatening behaviour against pupil		Damage	
Physical Assault against pupil		Injury to self	
Physical Assault against staff		Racist language/abuse	
Bullying		Sexualised language/abuse	
Serious Disruption		Homophobic language/abuse	
Other			

*There may be a number of behaviours, but the main reason for the report MUST be circled as this is what will be recorded and monitored

De-escalation techniques used

Non-threatening Language Humour Physical Diversion Calm Talking Verbal Advice

Time Out Physical Presence Stepping Away Choice points Offered Distraction

Physical Intervention Change of staff Opportunity to talk Other _____

Antecedents (Describe the events leading up to the behaviour)

Behaviour (Describe the incident including any positive handling)

Report compiler signed _____ Date _____

Witnesses signed _____ Date _____

Positive Handling signed _____ Date _____

Behaviour Lead signed _____ Date _____

Name of person/persons injured