

# GEORGE GRENVILLE ACADEMY

## Behaviour and Discipline Policy



### 1. Aims and expectations

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

**1.2** The primary aim of the behaviour policy 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 school community in aiming to allow everyone to work together in an effective and considerate way.

**1.3** Our school's values are respect, teamwork, integrity, confidence, perseverance and aspiration. We regularly visit these for explanation and discussion in Assemblies and in the classroom and through promoting them we model how positive behaviour helps everyone achieve their potential.

**1.4** The school expects every member of the school community to behave in a considerate way towards others.

**1.5** We treat all children fairly and apply this behaviour policy in a consistent way, regardless of age, gender, race or ability or disability.

**1.6** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

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

### 2. The Curriculum and Learning

**2.1** We believe that an appropriately structured curriculum, learning environment and pupil achievement contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

**2.2** Lessons have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

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**2.3** Some children's behaviour may be outside their self control and become a barrier to learning. These children will have a Behaviour Management Plan that clearly outlines all reasonable adjustments made.

## 2. Rewards and Consequences

**2.1** We implement a policy of rewards and sanctions and regularly (termly) review this to ensure consistency

### 2.2 Rewards

We praise and reward children for good behaviour in a variety of ways:

- Each week 1 child from each class is awarded star of the week - for showing outstanding behaviour for learning; this is awarded in Celebration Assembly
- We distribute stickers to (younger) children either for consistent good work or behaviour
- We award House points for acts that are 'above and beyond' what would be normally expected – e.g. good manners, attentiveness, trying hard etc
- We award merits for excellent work and for persistent effort – children collect merits on their merit card and are awarded a silver certificate after receiving 5. They are awarded a gold certificate after being awarded 5 silver certificates. These are handed out in Celebration Assembly to which parents are invited.
- Certificates are recorded on School Management System.
- Where a child has made a particularly impressive effort with their work, their behaviour or stood out in any other way as a great role model etc, a "good news" postcard may be sent home. This is filled in by the teacher, a copy goes in the child's file and the office send the card through the post.

### 2.3 Consequences

We implement consequences using a clear, transparent process that is regularly shared with parents and children.

2. Verbal warning
3. Name on the board / reflection sheet\*. Any time lost due to filling out a reflection sheet must be made up at break time, within the classroom with the teacher, in order to complete all work.
4. If a child's behaviour is disrupting the learning of other children in the class, the child can be taken to work elsewhere; no child should be given more than 1 Reflection sheet per session. **Children should not be taken to the head teacher or deputy unless the behaviour has been so extreme, parents need contacting.** Children should not be taken to another classroom without work. Any children asked to work outside a classroom

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must be monitored by an adult. Children should be taken to the following senior staff:

- Reception and Year 1 children - Teresa Rowlands
  - Year 2 and 3 children - Claire Haynes (when she is not working - Teresa Rowlands)
  - Year 4,5 and 6 children – Kerry Williams.
5. Class teacher discusses the behaviour with the child after the lesson and decides on a suitable sanction. This might be staying in for break to complete work or to reflect on the behaviour.
  6. If appropriate (or a reflection sheet completed), the child may be asked to spend some time at break time standing against the wall (Facing playground) or in the classroom with the teacher. If this happens, the class teacher will give the child a post it note stating how many minutes of their break time they have lost. The teacher on duty should check these and tell the child when to leave the wall.
  7. If the child's behaviour has been particularly extreme and can't be resolved by the teacher within the class using the range of sanctions available, the child should be taken to C Ryan or E Killick. Children should not be sent on their own as it is important that there is a dialogue between the teacher, child and senior member of staff.
  8. Children brought to a senior member of staff may lose part of their break or lunch time and may have parents contacted.
  9. If behaviour warrants it, the phase leader may take the child to the head teacher – particularly if a parent needs to be contacted, although, the phase leader would generally make the call.
  10. If a child is repeatedly receiving reflection sheets, the teacher will set up a behaviour plan, in conjunction with C Ryan and the parent, in order to improve behaviour.
  11. break and lunchtimes,
    - If a situation cannot be dealt with by a TA at breaktime (through conversation, time out or use of a reflections sheet), they should refer to the teacher on duty. **Children should not be “taken in” to school during breaktime unless a very serious incident has occurred.** If a child is taken in to school, the usual procedure of teacher/phase leader referrals should take place.
    - At lunchtime, where possible incidents should be dealt with by TAs and lunchtime supervisors, using the discussion, time-out, reflection sheet processes. If an incident is too serious for this, the usual process of class teacher, phase leader should be followed.
- \* Reflection sheets
- available in 2 forms – easy/pictorial version and a written version. Generally the simpler version is to be used with younger children but it can be used with older children if appropriate.
  - Younger children should have an adult filling out the sheet with them and discussing the behaviour.
  - Where children complete the form themselves, the adult who gave it to them must check it has been completed accurately and neatly and fully. They must also check it is named and dated and the adult should sign it.
  - Completed reflection sheets should be put in Caroline Ryan's pigeon hole.

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- They can be given by ANY member of staff who is responsible for children. At lunch and break times, TA's and lunchtime supervisors can use them, if appropriate.
- They are NOT punishments or consequences in their own right. They must be followed by a discussion and (if appropriate) further consequences.

### **2.4 To maintain discipline in lessons, school staff**

- Treat every child with respect, consideration and care
- Take responsibility for the behaviour of all the children in the school – picking up on behaviour issues in the corridors, classrooms and playground – whoever the children are.
- Expect children to listen carefully to instructions in lessons. If they do not do so, they are told to either to move to a place nearer the teacher or TA, or to sit on their own.
- Will ensure that every child is given work that is the right level for them and suitably supported or differentiated
- Expect children to try their best in all activities. If they do not do so, the teacher may ask them to redo a task.
- Ensure the safety of the children in all situations. If a child's behaviour endangers the safety of others, the adult stops the activity and prevents the child from taking part for the rest of that session.

**2.5** The school values are clearly displayed and discussed within each class. In this way, every child in the school knows the standard of behaviour that we expect in our school.

**2.6** The school 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.

**2.7** If a child is struggling to meet behaviour expectations within the classroom, it may be necessary to create an individual behaviour plan.

- ABC (antecedence, behaviour, consequence) charts should be rigorously kept for any child showing repeatedly inappropriate behaviours
- ABC charts should be used to inform the completion of a risk assessment
- A BIP (behaviour intervention plan) should be created using the risk assessment and ABC charts, involving all staff who work with the child, and the parent. The BIP should be shared with ALL members of staff, and reviewed regularly.

## **3. The role of the teacher**

**3.1** It is the responsibility of the class teacher to ensure that the school values are upheld in their class, and that their class behaves in a responsible manner during lesson time.

**3.2** Teachers have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

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**3.3** Teachers treat each child fairly and enforce a positive approach to behaviour consistently. Teachers treat all children in their class with respect and understanding.

**3.4** Teachers have responsibility to implement the rewards and consequences fairly and consistently

**3.5** Teachers liaise with external agencies, as necessary, to support and guide the progress of each child.

**3.6** Teachers report to parents about the progress of each child in their class, in line with the whole-school policy.

**3.7** At the beginning of each school year, all class teachers should discuss behaviour expectations with the children in their class and create rules together. These should be displayed and revisited as often as required

### **4 The role of the Headteacher**

**4.1** It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors termly through the head teacher's report on the implementation of the behaviour policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

**4.2** The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

**4.3** The Headteacher keeps records of all reported serious incidents of misbehaviour.

**4.4** The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour that put the health and safety of the child or other children at risk. For repeated or very serious acts of anti-social and/or dangerous behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **5 The role of support staff**

**5.1** It is the responsibility of support staff to uphold the school values within any groups they are leading, and supporting the teacher in doing this within the classroom.

**5.2** Support staff have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

**5.3** Support staff treat each child fairly and enforce a positive approach to behaviour consistently. They treat all children with respect and understanding.

**5.4** Support staff have responsibility to implement the rewards and consequences fairly and consistently

**5.5** Support staff liaise with teachers, as necessary, to support and guide the progress of each child.

## 6 The role of parents

**6.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

**6.2** We send out a list of our high expectations for behaviour and learning to parents at the start of the school year so that they might share them with their child returning for the new school year and we expect parents to read these and support them.

**6.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents are expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance can be submitted to the Chair of Governors.

### *Exclusions*

If a child is excluded from school, then it is the parent's responsibility to ensure that their child is not present in a public place during school hours, without reasonable justification during the first five days of each and every fixed period or permanent exclusion. This requirement applies whether or not the child is with the parent.

## 7 The role of governors

**7.1** The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

**7.2** The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## 8 Fixed-term and permanent exclusions

**8.1** Only the Headteacher (or the Deputy Headteacher or senior school leader acting for the Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

**8.2** If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to

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the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

**8.3** The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

**8.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

**8.5** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

**8.6** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The Headteacher has the responsibility to arrange full time education for the child excluded from, and including the sixth day of any period of fixed term exclusion, of six days or longer.

### **9 Monitoring**

**9.1** The Headteacher monitors the effectiveness of this policy on a regular basis reporting to the governing body and, if necessary, making recommendations for further improvements.

**9.2** The school keeps records of incidents of misbehaviour. Reflection sheets are analysed and filed. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

**9.3** The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

**9.4** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **10 Review**

**10.1** The governing body reviews this policy annually. They 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.

**Signed: E Killick**

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**George Grenville Academy  
September 2019**