



GEORGE GRENVILLE ACADEMY BEHAVIOUR POLICY

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| Reviewed by: | Full Trust Board |
| Reviewed on: | 17 July 2024 |
| Review Frequency: | Annually |
| Next Review Date: | July 2025 |
| Approved and Adopted by: | LGB |
| Approval Date: | October 2024 |

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George Grenville Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

George Grenville Academy: Belong – Believe - Achieve

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Establish good behaviour to enhance and accelerate children's learning
- Acknowledge and value achievements at all levels
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Campfire Education Trust Behaviour Principles:

- > George Grenville Academy promotes inclusivity, diversity and equity.
- > Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- > All pupils, staff and visitors are free from any form of discrimination, harassment and victimisation of any sort.
- > Staff and volunteers set an excellent example to pupils at all times.
- > Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- > The behaviour policy is understood by pupils and staff.
- > Pupils are helped to take responsibility for their actions and build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- > Families and carers are involved in the handling of certain behaviour incidents to foster good relationships between the school and pupils' home life— together, we seek advice from appropriate outside agencies wherever necessary.
- > Our provision and curriculum supports all pupils in receiving what they need to achieve their potential.
- > All pupils, staff, parents/carers and visitors have the right to feel safe, valued, listened to and respected all of the time.
- > We uphold calm, safe and supportive environments, where our staff and pupils can work effectively.
- > We believe that high expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
- > We believe that bullying, harassment, violence or threatening behaviour of any description is unacceptable.
- > The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#), which explains that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/Biphobic • Transphobic • Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality) |

| TYPE OF BULLYING | DEFINITION |
|---------------------------|--|
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

Guidelines

The following is George Grenville's approach to dealing with bullying incidents and the procedures to deal with such incidents. Further detail can be found in our anti-bullying policy.

Prevention

At George Grenville Academy, we create a school culture that reflects safety and inclusivity and celebrates difference. A culture of "BELONGING" where kindness is taught explicitly with a focus on respect and tolerance is planned into the curriculum but also used throughout the day by all staff.

DEBUG

At George Grenville Academy, the DEBUG system assists children in establishing boundaries with peers and gives them the language and indicators to problem solve. It supports children with assertiveness skills and promotes self-management. The acronym of DEBUG helps the children to remember the steps.

D – Decide to ignore

E - Exit, walk away

B - Be friendly, use friendly words

U - Use firm talk (no yelling)

G - Get adult help

STEP 1 - Ignore means to not look at the person or think about what the person is doing. They can even put their hands next to their eyes to hide what is being done / show their peer they don't like it.

STEP 2 - Move away or turn their bodies if they can't walk away.

STEP 3 - Talk using friendly language. Could include: "Please stop_____, you are making me feel uncomfortable." The goal is for most behaviours to stop at this step as if we are asked to stop we need to respect this boundary.

STEP 4 - Talk firmly (no yelling/name calling) using a firm voice and telling the other person "I don't like that, it makes me feel _____" "Stop it, right now!"

STEP 5 - Get an adult for help- this is not telling tales if steps 1 - 4 have been followed.

Procedures

All staff, including support staff should be vigilant in preventing bullying. All reported incidents are taken seriously and the school's behaviour policy is followed.

- All cases of alleged bullying should be reported to the Headteacher/AssistantHeadteacher or senior member of staff.

- In any case of alleged bullying, either the class teacher, the team leader or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.
- If the allegation of bullying is upheld, the senior leader should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.
- All bullying incidents must be recorded.
- Parents of both parties should be informed.
- If the situation does not improve, the Pastoral Lead or another adult that the victim(s) trust will meet regularly with the child(ren) to ensure they feel safe and the necessary support has been put into place.
- The senior leader should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through Thrive work or outside agencies), further monitoring, support and other consequences used as deemed necessary. Any necessary action should be taken until the bullying has stopped.

5. Roles and responsibilities

5.1 The local governing body

The board is responsible for monitoring the effectiveness of this behaviour policy and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Please refer to separate Mobile Phone Policy

7. Responding to behaviour

7.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating, safe environment that encourages pupils to be engaged
- Ensure the classroom is well resourced before the start of each lesson
- Use consistent positive reinforcements in the classroom (including a recognition board)
- Develop a positive relationship with pupils
- Use consistent language and follow up on behaviour in a calm and consistent manner
- Ensure keystone routines are led, modelled and followed consistently:
 - "Meet and Greet" (All staff to meet and greet children by name at their door at the start and end of the day)
 - "Legendary Lines" (Children line up before leaving or entering the classroom in tall penguins, facing forward, heads up proudly and in silence.)

- “Fantastic Walking” (Walk calmly around the school in silence, staying in legendary lines, facing forward, heads up proudly, the front child to hold the doors open for the class and join the back of the line.)
- “Terrific Transitions” (Teacher uses 1,2,3 count downs or 3,2,1 to get children to and from the tables onto the carpet or lined up. These can be verbal or hand signals)
- Really Ready (Hands up to get attention, Sitting quietly – eyes on teacher)

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school’s culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school’s behaviour culture.

We recognise and reward learners who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

Positive behaviour will be rewarded with:

- Verbal praise
- Recognition Board – Visible praise
- Communicating praise to parents/carers via phone call or postcard home
- Kindness tokens (awarded to the child and their peer)
- Merits/Weekly Awards presented in weekly assemblies (parents are invited in)
- Hot Chocolate Fridays with the Headteacher
- Whole-class or year group rewards, such as a popular activity
- House points

7.4 Responding to misbehaviour

When a pupil’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified, and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour sanctions in the future.

The following table is followed by all staff to support children with their behaviour within the classroom:

| Steps | | Actions |
|-------|--------------|---|
| 1 | Reminder | Gentle encouragement, a 'nudge' in the right direction. A reminder of our three values – kindness, resilience and aspiration delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. |
| 2 | Caution | A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "Think carefully about your next step" |
| 3 | Last Chance | <p>Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention</p> <ul style="list-style-type: none"> • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • Why is that? (Be brief) • I hear that....(Acknowledge and validate their feelings) We can talk about this some more later but right now, we are..... • At GGA, we... (refer to the 3 school values – kindness, resilience, aspiration) • It was the expectation about.... (lining up/staying on task) that you did not follow. • Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... (then give the child some 'take up' time – 2 minutes at the end of the lesson that is now owed.) <p>The should be recorded on CPOMS</p> |
| 4 | Time Out | <p>Time out might be a short time outside of the room or at the side of the playground if outside. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. This is only needed if the child needs to calm down. Time out might be a short time in The Thrive Room or a quiet area in the classroom. The pastoral lead can support with this if a teaching support assistant is not available.</p> <p>The should be recorded on CPOMS</p> |
| 5 | Repair | <p>This might be a quick chat (5 minutes) or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions and any additional pastoral support that is needed. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete or completed during the child's 'own' time at school ('Pay it back time'). Parents may also be invited to the more formal meeting.</p> <p>This should be recorded on CPOMS</p> |
| | Support Step | <p>In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed before and during the repair stage. This support may be from SLT, Team Leaders or the Pastoral Lead. This will be specified on a Positive Intervention Plan (PIP) for certain children identified with behaviour as an additional support need. The staff member supporting will always work alongside the teacher who will take the lead in each step. Support may also be provided during the formal meetings in step 5.</p> |

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Restorative Meetings/Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.'
Paul Dix

At George Grenville Academy, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions

These restorative questions will be used to support restorative meetings and/or conversations. KS2 pupils, up to 5 questions will be used. For Early Years and KS1 pupils, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

| Question | Conversation |
|--|--|
| 1. What happened? | Listen carefully and dispassionately to the child's account without interrupting or disagreeing. Then, give your account from your perspective without judgement, presenting it sensitively. |
| 2. How were you feeling at the time? | This helps pupils to reconsider their actions and replay their thought processes. |
| 3. Who has been affected? | Adults may need to use some gentle encouragement to support the child to see the big picture. |
| 4. What should we do to put things right? | This can take various forms and needs to be led by the child wherever possible. |
| 5. How can we do things differently in the future? | This is to begin to support the child to recognise patterns, triggers or feelings leading up to the behaviour and slowly begin to change the direction. This may take some time to achieve. |

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see the positive handling appendix for more information.

7.6 Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) and any decisions to search, screen or confiscate are made by the head teacher.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will aim to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and our managing allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised, and will be removed for a maximum of one day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child has been removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Appointing a learning mentor
- Increase of Thrive targeted sessions
- Short term behaviour report cards (These must not be publicly visible)
- Positive Intervention Plans (PIPs)
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

8.2 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

As a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

To support the individual pupils, the school will use:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or Thrive Corners) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- If the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

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

If the school has a concern about a pupil with an EHC plan's behaviour, it will make contact with the local authority to discuss their issues. If appropriate, the school may request an emergency review of the EHC plan.

Buckinghamshire County Council:

Telephone - 0845 688 4944

Email familyinfo@buckscc.gov.uk

10. Supporting pupils following a sanction

Restorative practice is at the heart of all behaviour work at George Grenville Academy.

Restorative conversations and/or formal meetings are held to support the learner to understand their behaviour and make better choices in the future.

Running alongside this approach, the school provides targeted support for individual pupils through Thrive. A Thrive Practitioner will work with the teacher and support staff supporting the learner to develop a personalised action plan. This will form the basis of weekly sessions to target the specific needs of the pupil in the school's dedicated Thrive Space. Parents will be involved and an action plan of support for the child at home can also be created in partnership with the parents.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarize them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Thrive Training
- Paul Dix Training based on "When the Adults Change, Everything Changes"
- De-escalation Techniques
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development. A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the behaviour lead.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and SLT at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the headteacher.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Mobile phone policy
- Anti-bullying policy
- Thrive Policy

Appendix 1: CET behaviour principles

Written Statement of Behaviour Principles

This statement of Behaviour Principles is recommended for academies and is written alongside our Behaviour Policy.

The Behaviour Principles must:

- Guide our Headteacher in determining measures to promote good behaviour and discipline amongst pupils
- Be consulted upon with our Head teacher, school staff, parents/**carers** and pupils
- Be published on our website

When writing the statement, our governors should consider their duty to:

- Safeguard and promote our children's welfare
- Eliminate discrimination

Our Behaviour Principles:

- > George Grenville Academy promotes inclusivity, diversity and equity.
- > Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- > All pupils, staff and visitors are free from any form of discrimination, harassment and victimisation of any sort.
- > Staff and volunteers set an excellent example to pupils at all times.
- > Rewards, language spoken, consequences and reasonable force are used consistently by staff, in line with the behaviour policy.
- > The behaviour policy is understood by pupils and staff.
- > Pupils are helped to take responsibility for their actions and build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- > Families and carers are involved in the handling of certain behaviour incidents to foster good relationships between the school and pupils' home life— together, we seek advice from appropriate outside agencies wherever necessary.
- > Our provision and curriculum supports all pupils in receiving what they need to achieve their potential.
- > All pupils, staff, parents/carers and visitors have the right to feel safe, valued, listened to and respected all of the time.
- > We uphold calm, safe and supportive environments, where our staff and pupils can work effectively.
- > We believe that high expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
- > We believe that bullying, harassment, violence or threatening behaviour of any description is unacceptable.
- > The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.

Appendix 2: staff training log

| TRAINING RECEIVED | DATE COMPLETED | TRAINER / TRAINING ORGANISATION | TRAINER'S SIGNATURE | STAFF MEMBER'S SIGNATURE | SUGGESTED REVIEW DATE |
|-------------------|----------------|---------------------------------|---------------------|--------------------------|-----------------------|
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Appendix 3: behaviour log

(This can be used and uploaded to CPOMS or used as a guide of what to record on CPOMS)

| | |
|---|---|
| PUPIL'S NAME: | |
| PUPIL'S KNOWN PROTECTED CHARACTERISTICS: | [sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation] |
| NAME OF STAFF MEMBER REPORTING THE INCIDENT: | |
| DATE: | |
| WHERE DID THE INCIDENT TAKE PLACE? | |
| WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME) | |
| WHAT HAPPENED? | |
| WHO WAS INVOLVED? | |
| WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS? | |
| IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS | |
| PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/ CARERS , POLICE): | |

Appendix 4: Positive Handling

Positive Handling

George Grenville Academy staff are trained in 'Steps' approach to behaviour. Staff are trained in the 'Step-On' approach (de-escalation behaviour strategies provided by the PRU).

Steps approach is based on *'the process of taking necessary **steps** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.'* It is a therapeutic and trauma-informed approach to behaviour – meaning staff understand what causes positive and helpful behaviours, as well as difficult and/or dangerous behaviours.

Teaching of behaviour often includes:

- Through building positive relationships
- Through explicit teaching
- By positive role modelling
- Through consistent practice
- By using scripts and positive phrasing
- Through establishing routines
- By giving explicit specific praise.

De-escalation strategies include, but are not definitive:

- Use of de-escalation vocabulary
- Distraction techniques
- Use of scripts
- Consistency across all staff
- Use of PIPs (for individual children with behaviour plans)
- Use of positive phrasing
- Offering limited choices

The 'Steps' principles include, but are not definitive:

- The importance of consistency
- Internal and external discipline
- The importance of relationships
- Conscious and subconscious behaviour
- How experiences and feelings affect behaviour
- The language of de-escalation
- 'Duty of Care' around harm
- Appropriate physical intervention strategies
- The importance of restorative approaches and conflict resolution.

Daily intervention (Step-On)

Staff are trained to support, guide and escort if needed (this is not a physical intervention).

These guides include:

Single adult:

Offering an arm
Supportive hug
Supportive arm
Open mitten to stabilise and turn
Open mitten escort

Paired adults:

Open mitten escort – paired

Planned intervention (Step-Up)

Some staff are also trained in 'Step-Up' (elbow tuck figure of 4 technique):

Emma Killick
Elle Brown
Emma Bradley
Clare Haynes
Stacey Risley

Physical intervention should be used as a protective measure, not as a disciplinary action.

The judgement on whether to use physical intervention and what physical intervention to use should always depend on the circumstances of each case and in the case of pupils with SEN and/or disabilities, information about the individual concerned.

Step-Up trained staff will make judgements about:

- The chance of achieving the desired result by other means
- The seriousness of the incident assessed by the effect of the injury, damage or disorder which is likely to result if force is not used
- The relative risks associated with physical intervention compared with using other strategies.

Emergency intervention (common law):

By law we are allowed to use reasonable physical intervention if a child is putting themselves or others directly at risk (example: fighting on the playground).

Our procedures on positive intervention/positive handling complies with DfE guidance: 'The Use of Force' 2013. This policy states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.

If a child is putting themselves or others at risk, the following procedure should be followed:

1. Remove the rest of the children and/or yourself from the situation, keeping a visual on the child at all times.
2. Contact a member of the Senior Leadership Team.
3. If SLT are unavailable, you should contact the most senior member of staff available.
4. Keep a visual of the child until the SLT or designated members of staff arrive.

If a child breaches the School Boundary, the following procedure should be followed:

1. Say "STOP!" and keep a visual.
2. Call the Police. DO NOT follow/chase the child as this may result in them running further away or into the path of a vehicle.

George Grenville Academy – Behaviour Blueprint

| Visible Consistencies |
|---|
| <p>At Grenville,</p> <ul style="list-style-type: none"> ➤ we greet all children everywhere ➤ we notice and respond to positive behaviour first across the school (verbal praise, Recognition Boards, kindness tokens) ➤ we all intervene whenever incidents occur in a kind and private manner, following the restorative stepped approach ➤ we all model the school values of kindness, resilience and aspiration ➤ we ensure the learning environment is well resourced at the start of each lesson so children can be ready to learn ➤ we are reflective |

At George Grenville Academy, we **belong, believe and achieve.**

In order for children to feel they belong, we value kindness.
 In order for children to believe in themselves, we teach resilience
 (developing a positive attitude towards challenging situations)
 In order for children to achieve, we teach aspiration (being ready to learn, extend and challenge.)

| George Grenville Academy VALUES: |
|--------------------------------------|
| KINDNESS RESILIENCE ASPIRATION |

| Keystone Routines |
|---|
| <ul style="list-style-type: none"> • Meet and Greet (All staff to meet and greet children by name at their door at the start and end of the day) • Legendary Lines (Children line up before leaving or entering the classroom in tall penguins, facing forward, heads up proudly and in silence.) • Wonderful Walking (Walk calmly around the school in silence, staying in legendary lines, facing forward, heads up proudly, the front child to hold the doors open for the class and join the back of the line.) • Terrific Transitions (Teacher uses 1,2,3 count downs or 3,2,1 to get children to and from the tables onto the carpet or lined up. These can be verbal or hand signals) • Really Ready (Hands up to get attention, Sitting quietly – eyes on teacher) |

| Stepped Support |
|--|
| <p>If a child is not displaying the behaviour we expect at George Grenville Academy, we follow these 5 steps:</p> <ol style="list-style-type: none"> 1. Reminder (The adult gives Gentle encouragement, a ‘nudge’ in the right direction.) 2. Caution (A clear verbal warning delivered privately) 3. Last Chance (Use the 30 second conversation script) 4. Time out (A few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves) 5. Repair (A quick chat or a more formal restorative conversation) |

| 30 Second Script |
|---|
| <ul style="list-style-type: none"> • I have noticed that you are... right now. • Why is that? (Be brief) • I hear that.... We can talk about this some more later but right now, we are..... • At GGA, we... (refer to the school value that was not seen) • It was the expectation about.... that you did not follow. • Because of that, you need to... • Do you remember yesterday/last week when you... • That is who I need to see today. • Thank you for listening. (The child will need to owe some ‘take up’ time – 2 minutes at the end of the lesson.) |

| Restorative Conversations |
|---|
| <p>These conversations take place at the “Repair” stage and can be a short conversation or more formal meeting with other adults present.</p> <ol style="list-style-type: none"> 1. What happened? (Listen without judgement) 2. How were you feeling at the time? (Link to Thrive conversations) 3. Who has been affected? 4. What should we do to put things right? 5. How can we do things differently in the future? |

| Further Support |
|---|
| <p>If a child continues with the behaviour, the adult may request support from another member of staff, including a senior leader. These staff members will support alongside the adult working with the child and not take the lead.</p> <ul style="list-style-type: none"> • A longer time out for the rest of the day may be needed to support the child. • Extra Thrive sessions to be explored • A Report card can be used in the short term, privately, to support the child. • Lost learning to be made up at home or in the child’s own time at school. • A PIP may be used with individual support identified |