

# GEORGE GRENVILLE ACADEMY

## Behaviour 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. Any consequences implemented as part of this policy are done so with a focus on positive behaviour rather than as punishment.
- **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

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and achievements, and as a signal that the children's efforts are valued and that progress matters.

**2.3** Some children may not be able to be managed effectively using existing classroom strategies; these children will then be individually assessed and an appropriate behaviour management plan will be created for them (BIP, PSP, sticker chart etc).

## 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

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- We praise and reward children for good behaviour in a variety of ways:
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- 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 sends the card through the post.

### 2.3 Consequences

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

#### Reception and Year 1

- Verbal reminder – moved from GOLD to SILVER
- Second reminder – name moved from SILVER to BRONZE on the "behaviour rocket"
- Third reminder – name moved to RED on the rocket
- At any point, the child's name can be moved back up the rocket if they show positive behaviour choices.
- If a child's name has remained on GOLD for the whole day, they receive a "Good Choices" sticker when they go home
- If a child's name has been moved, the teacher has a conversation with the parent at the end of the day.

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### YEAR 2 upwards

- All children start on GOLD
- Verbal reminder – name moved from GOLD to SILVER
- Second reminder – name put on BRONZE
- Third reminder – name moved to RED
- At any point, the child's name can be moved back up a colour – encouraging children to make a good choice, following a poor choice – cannot move back from RED within that lesson
- If a child is on RED, they will be taken to the team leader, with their work and a reflection sheet. (team leaders requiring children to be removed from a classroom will take children to other team leaders). *Children WILL NOT be sent out of a classroom for any other reason, unless they have a specific action on a behaviour plan.*
- If this happens, the child has a conversation with the team leader who then decides how much break/lunch will be lost. The class teacher will speak to, or email, the parents, that day to inform them of what has happened.
- The Behaviour Lead will analyse reflection sheets weekly and have conversations with teachers about specific children, if required.
- If required, following this conversation, the BL will have a conversation with the child and then meet with the child weekly for 3 weeks for a behaviour catch-up
- If behaviour does not improve during this time, BL will discuss with SENCo, whether a BIP or a PSP is required and one of these will be put in place.
- BIPs – used primarily for children with SEN
- PSPs – used primarily for children with behaviour issues but currently not on the SEN register
- BIPs and PSPs reviewed at least every 6 weeks
- Children should be taken directly to CR or EK if a child's behaviour has been particularly extreme or it has posed a risk to themselves or others – behaviour that will probably result in an exclusion.
- Behaviour issues that take place during break or lunch should be dealt with by the staff on duty. This would mostly involve speaking with a child about what has happened followed, if deemed necessary, by a short time-out.
- If a child deliberately hurts or poses risk to themselves or another child during break or lunch, this should be referred to class teacher or team leader.

### 2.4 To maintain positive behaviour across the school, staff:

- Encourage adherence to the Classroom Expectations
- Model positive behaviour to all children at all times
- Treat every child with respect, consideration and care
- Engage positively with all children, wherever they happen upon them in school, verbally acknowledging when a child is behaving well
- 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.
- Will ensure that every child is given work that is the right level for them and suitably supported or differentiated
- Ensure the safety of the children in all situations.
- Encourage children to do their very best in all activities.

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- **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 individualised plan (BIP, PSP, sticker chart etc)
    - BIP – a document to support the adults working with a child, to manage behaviour
    - PSP – a document created by staff, parent and child, to support in changing behaviour, using positive targets and goals.

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

- **3.1** It is the responsibility of the class teacher to ensure that the school values are upheld within the school environment.
- **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.
- **3.3** Teachers treat each child fairly and encourage, and model, positive behaviour at all times.
- **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 these together. Expectations 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.

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- **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 encourage, and model, positive behaviour at all times.
- **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 in managing a child's behaviour, 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

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- If a child is excluded from school, then it is the parents' 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 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 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 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.

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- 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 excluded for a fixed-term, or who is permanently excluded.
- **9.4** It is the responsibility of the governing body to monitor the rate of 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**

**George Grenville Academy  
September 2021**