Grasmere Academy

Learn • Flourish • Achieve

Behaviour and Achievement Policy

Date adopted by governors: September 2026

Committee: Quality

Review date: September 2027

RATIONAL AND PURPOSE

Grasmere Academy has 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.

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 PSHE (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
  - PSHE 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, Sports Leaders, School Parliament and Grasmere Guardians.
  - Interactive/engaging reward systems

- **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 and 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 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 uses the same behaviour language; everyone has the ability to acknowledge children pupils behaving well and reward with dojo 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:

<u>The Five Pillars of Pivotal Practice</u>
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

We have developed a culture where everyone speaks the same language, everyone has the ability to acknowledge children/pupils behaving well and reward them with class dojo points etc. They can say precisely what pupils are getting right when they get it right. Children are then able to recognise, believe and internalize positive messages about themselves and their peers. Our relentless routines are the three things which all adults will be looking for throughout the school day.

Other useful information.

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 int he classroom)
5. Reflection with SLT (to be carried out the same day)
6. Restorative conversations

Common Use of Language

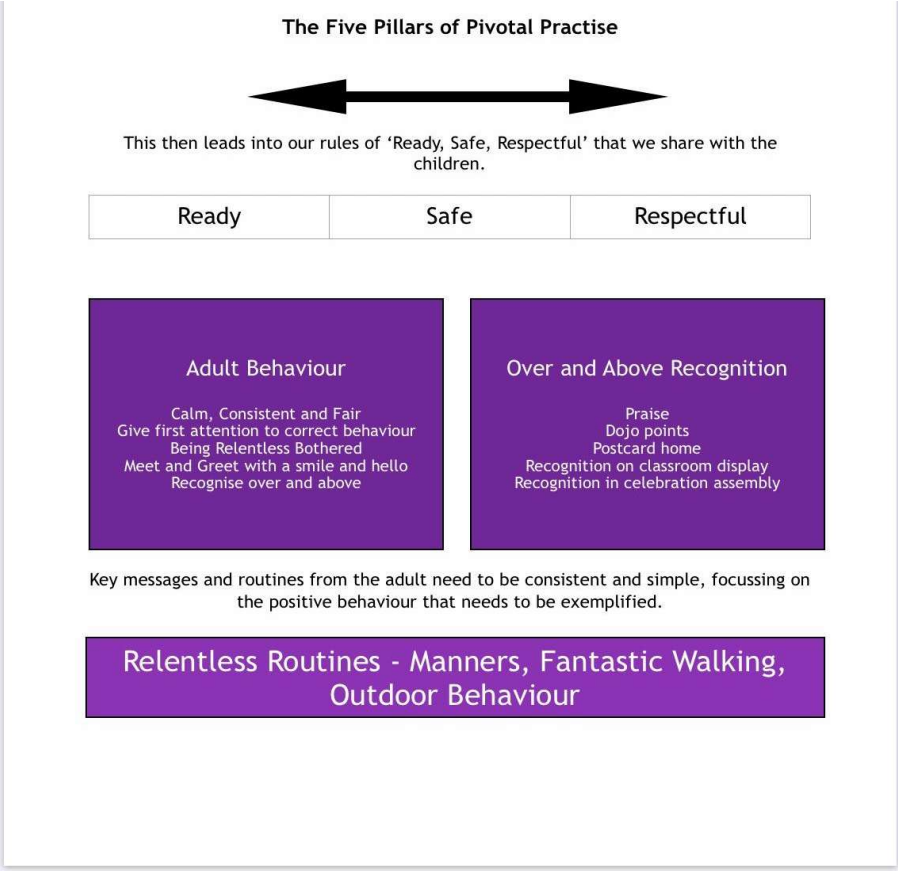
1. Ive noticed that.....
2. You know the school rules.... ready, safe, respectful
3. Do you think this is helpful or harmful?
4. Can you remember when (refer to a time when they managed well/did something well) How did that make you feel?
5. I expect you to....
6. Thank you for.....

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.



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, Dojo points, 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.
- 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, stickers, certificates and postcards.

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. Please reference appendix 1 for examples of exclusion.

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 are asked to sign a home/school behaviour agreement every September. This agreement outlines the school's behaviour policy of Ready/Safe/Respectful and how parents need to behave towards staff and other parents/carers on school premises.
- 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 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.

POSITIVE HANDLING/PHYSICAL INTERVENTION

Grasmere Academy is 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 Positive Handling Policy)

Appendix 1

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

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

Other (O)

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

Appendix 2

BULLYING

Bullying is when a person or a group repeatedly and intentional 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 test 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 incident 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 of 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)/Transphobia

- There is a zero tolerance approach to homophobia and transphobia within the school.
- Any reported incidents of homophobia and transphobia 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 transphobia 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.

Appendix 3

Internal Exclusion Policy

At Grasmere Academy 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 (CPOMS).

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 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.

Appendix 4

Price Incident Report

Name of Pupil:

Report completed by:

Date of Incident

Location

Other Students Involved:

Start of behaviour / incident: **Finish:**

Start of Positive Handling**:** End of Positive Handling: Intermittent Throughout

Staff Involved in Positive Handling

Staff Witnesses:

Student Witnesses:

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: spitting at staff			

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			

***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 ☐ Choices 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)

Damages to property (list all items and who they are owned by):

Report compiler signed _____ Date _____

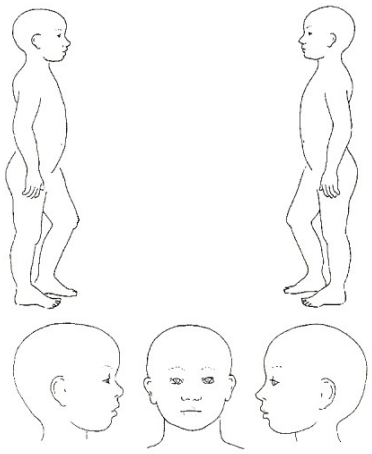
Witnesses signed _____ Date _____

Positive Handling signed _____ Date _____

Behaviour Lead /SLT signed _____ Date _____

Name of parent contacted Contacted by

Date and time of contact Method of contact



Name of person or child injured:

Name of staff injured and description of injury:

Accident form completed Adult accident form completed Riddor form completed

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