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School Behaviour Policy

Introduction

The Grampian Primary Academy (the school) is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero-tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

Legislation and guidance

This policy is based on the following guidance from the Department for Education (DfE):

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [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. This policy also complies with our funding agreement and articles of association.

Aims

- To encourage good behaviour and respect for others within and outside of the school
- To promote self-discipline and proper regard for authority among students
- To state what is expected of pupils
- To state what is expected from parents and carers
- To provide guidance on possible rewards and sanctions
- To ensure that staff are seen to be fair and consistent

Who was consulted?

The school Senior Leadership Team worked with the school council to agree what constitutes good behaviour and to develop this policy, in consultation with parents, pupils and staff. All students are consulted at the beginning of each academic year on the rules, rewards and sanctions.

Relationship to other policies

This Policy is linked to the following policies:

- Child Protection and Safeguarding
- Anti-bullying
- Exclusions
- Equality
- Home-School Agreement

Scope and publication

This policy is publicised to all parents, pupils and staff in writing at least once a year. The policy is also explained to all pupils at the start of the academic year; provided to all staff on the school's intranet; and is available on the school website and on request. This policy can be made available in large print or other accessible formats if required.

The School Rules, at Appendix A of this policy, as well as the tariff of Rewards and Sanctions, at Appendix B of this policy, are shared with parents at the start of the academic year and are also included in posters in each classroom.

Roles and Responsibilities

All adults are responsible for promoting good behaviour and managing behaviour around the school.

The Education Directors and Chief Executive Officer

The Trust Education Directors and Chief Executive Officer will approve the behaviour policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy and implementing it in the school.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see Appendix 3 for a behaviour log)

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

Parents

Parents are expected to:

- Support their child in adhering to the School Rules and this 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

School Rules

The following is a summary of the School Rules:

Commitment

- **We are focussed and always try our best**
- **We encourage and motivate others to succeed**

Aspiration

- **We celebrate the achievements of everyone around us**
- **We work hard to achieve our goals**

Nurture

- **We are supportive and positive towards others**
- **We are kind in everything we do**

The School Rules are set out in full at Appendix A.

Conduct

Pupils are expected to be polite and show consideration towards each other, school staff and others. Pupils are required to assist the school with tackling bullying and to follow the school's Anti-bullying Policy. Pupils, whether in or out of school, are expected to have:

- Respect for others: their feelings, opinions, cultures, limitations including any differences.
- Respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times.
- Respect for the environment: their own, the school's and other people's property and the community in which we live.
- Respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

Pupils are required to observe the following basic rules in the classroom:

- Follow the class rules agreed at the start of each school year
- Do their best to engage with the learning tasks set by the teacher
- Be considerate of others in the classroom and ensure that learning is not disrupted. Listen when someone else is talking and put up a hand if they want to speak unless told otherwise by an adult.
- Take pride in their work through effort with presentation, using resources respectfully and trying their best.

The school has a Code of Conduct which sets out in detail the expectations of conduct for staff, Local Governing Body members and visitors to the school.

Behaviour management

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 calm and purposeful learning environment that allows all learners to thrive
- Create a maintain a stimulating environment that encourages pupils to be engaged
- Promote good behaviour in the classroom
- Display the whole school values and whole school rules which are explicitly linked to class rules
- Develop a positive relationship with pupils, which may include:
 - greeting pupils in the morning/at the start of lessons
 - establishing clear routines
 - communicating expectations of behaviour in ways other than verbally
 - highlighting and promoting good behaviour
 - concluding the day positively and starting the next day afresh
 - having a plan for dealing with low-level disruption
 - using positive reinforcement

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Coordinator (Caroline Spooner) 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 to create the plan and review it on a regular basis.

Pupil support systems

We have the following pupil support systems in place at this school:

- Structured support for vulnerable pupils during unstructured times: Breakfast Club and Lunchtime Club
- Relational interventions - meet and greet; Team Pupil check-ins
- Mentoring interventions: peer to peer mentoring; Learning Mentor 1:1 sessions
- Personalised behaviour and regulations plans

- One page profiles, including the child's voice
- Individualised rewards, including behaviour charts and home:school communication books
- Support from the Inclusion Team for staff and pupils

Searching pupils

School staff can search pupils with their consent for any item.

The Headteacher and staff members authorised by the Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil)
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out by a staff member of the same sex; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. The Headteacher or an authorised staff member can carry out a search of a pupil of the opposite sex and /or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of a pupil, for example on school trips in England or in training settings.

Staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. For example, alcohol, fireworks, tobacco or cigarette papers may be disposed of. These items will not be returned to the pupil.

Phones and other electronic devices

Pupils are not permitted to have a mobile phone or electronic device on their person. In the rare circumstances that these personal devices are brought to school, they should be turned off and handed to the class teacher. These devices will be should not be returned at the end of the school day and should remain turned off until the pupil has left the school site.

When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so.

There is **no need to have parental consent** to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible. Material that is suspected to be relevant to an offence will not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they will decide, in consultation with the Headteacher, whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of school discipline.

Use of reasonable force

In some circumstances, all staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder
- hurting themselves or others
- damaging property

The Headteacher and staff members authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Incidents of physical restraint 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

The restraint record should include the following information:

- the name(s) and the job title(s) of the member(s) of staff who used reasonable force
- the name(s) of the child(ren) involved
- when and where the incident took place
- names of staff and child(ren) who witnessed the incident
- the reason that force was necessary
- behaviour of the child(ren) which led up to the incident
- any attempts to resolve the situation
- the degree of force used
- how it was applied
- how long it was used for
- the child's/children's response and the eventual outcome
- details of any injuries suffered by either staff or child(ren)
- details of any damage to property
- details of any medical treatment required (an accident form will be completed where medical treatment is needed)
- details of follow-up including contact with the parents/carers of the child(ren) involved

- details of follow up involvement of other agencies, police, social services.

Child witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained in line with the Retention of Records Policy.

Rewards and sanctions

Rewards

We believe that rewards can be more effective than punishment in motivating pupils. Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin the Behaviour Policy. It is the school policy to recognise, acknowledge and reward individual achievements by pupils.

The following are examples of areas considered to be worthy of individual recognition:

- exhibiting the key learning attitudes (League of Rocks)
- consistently improved standards of work
- good and outstanding pieces of learning
- effort in class or homework
- outstanding effort or achievement in extra-curricular activities
- service to school and local community

The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationship between teachers and pupils. We may reward pupils in the following ways:

- verbal praise by staff
- approving signs / acknowledgements
- class rewards
- sent to another teacher or Headteacher with work
- certificates and good news notes home
- celebration assemblies involving pupils, parents and carers
- badges and cards
- special privileges

Sanctions

The school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

The school has a range of disciplinary sanctions that may be implemented as appropriate and these are set out in full as a tariff system at Appendix B of this policy. Sanctions include:

- withholding praise
- withdrawal of privileges and/or responsibilities
- removal from the classroom

- repetition and additional work
- yellow and red cards
- lunchtime and playtime detentions
- referral to senior staff
- warning letters to parents
- weekly home:school diary
- seclusions to another class room or supervised area of school
- fixed term exclusion
- permanent exclusion.

In all cases of misconduct, including those outside of the school, the Headteacher will consider whether the police or the local authority's anti-social behaviour coordinator should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of public.

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's child protection procedures will be followed.

Beyond the school gate

This policy applies to all pupils at Grampian Primary Academy when they are in school, and in some circumstances, at the discretion of the Headteacher, when they are out of school and during half term and holidays.

In particular our policy covers any inappropriate behaviour when pupils:

- are taking part in any school organised or school related activity
- are travelling to or from school
- are wearing school uniform
- are in some way identifiable as a pupil within our school or Anthem
- behaviour could have repercussions for the orderly running of the school
- pose a threat to or affects the welfare of another pupil or member of the public
- could adversely affect the reputation of the school or the Trust.

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Pupil 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Exclusions

Permanent or fixed-term exclusion are possible sanctions for a breach of this policy. The school will follow government guidance on exclusions, unless there is good reason to depart from it. The school aims to operate within the principles of fairness and natural justice.

Please refer to the school's Exclusions Policy for further details on exclusions, including the school's approach, procedures, and reviews.

Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

Staff training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Staff undertake peer observation with a senior colleague to embed the school value and whole school behaviour management systems.

Behaviour management will also form part of continuing professional development.

Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-bullying Policy will be followed.

Partnership with parents/carers

Parents/carers are expected to sign the Home-School Agreement and are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that pupils can return home safely at a later time.

Multi-agencies and external advice

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils, they include:

- increased communication between home and school
- behaviour charts to enable celebration of good behaviour
- personalised behaviour plans (PBPs)
- implementation of a pupil profile
- social stories
- sensory activities
- additional reward time through the now and next approach
- support from the SENCo (Special Educational Needs Coordinator), identified teaching assistants, teachers
- small group work or 1:1 support in self-esteem, emotional literacy.

Monitoring, evaluation and review

The Headteacher, Deputy Headteacher and SENCo will evaluate the impact of this policy by collecting and analysing data by year group on:

- number and range of rewards for good behaviour each term
- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour
- number of detentions and analysis of behaviour
- instances of bullying and action taken.

Prior to any review of the policy, feedback will be sought from the school council, pupils, staff and parents on the effectiveness of the policy.

This effectiveness of this policy will be reviewed at least once a year by the Local Governing Body. The policy will be reviewed every year by the Trust.

Appendix A: The School Rules



Grampian Primary Academy

Our School Rules



Commitment

- We are focussed and always try our best
- We encourage and motivate others to succeed



Aspiration

- We celebrate the achievements of everyone around us
- We work hard to achieve our goals



Nurture

- We are supportive and positive towards others
- We are kind in everything we do



Appendix B: Tariff of rewards and sanctions



Agreed Rewards and Sanctions Procedures – In Class

1.1. Rewards for Good LEARNING Behaviour

Children generally will respond according to what we reward, as they think these are the things that we must value most. At Grampian, we have decided that there are 6 key learning attitudes and dispositions that we value above everything, these we call our ‘Rocks’:

- Dare To Be Different
- Aim High
- Thinking For Myself
- I Can Do It
- More Than Just Me
- How Well Did We Do

When a child stands out for displaying one of these learning behaviours, the reward will be a ‘Rock Point’ for whichever ‘Rock’ they are achieving against. ‘Rock Points’ will be awarded against the attitude outcomes for the relevant year group. In line with our conduct Stars and Steps systems, we have a Bronze – Silver – Gold reward system for learning behaviour:

▪ **BRONZE: 4 ROCK POINTS (for 4 different rocks in a week):**

- Child is presented with a ‘Bronze Rock Badge’ in the whole school awards assembly at the end of the week
- At the end of each week, parents and carers will receive a text message of recognition for this achievement

▪ **SILVER: 5 ROCK POINTS (for 5 different rocks in a week):**

- Child is presented with a ‘Silver Rock Badge’ in the whole school awards assembly at the end of the week
- At the end of each week, parents and carers will receive a text message of recognition for this achievement

▪ **GOLD: 6 ROCK POINTS (for 6 different rocks in a week):**

- Child is presented with a 'Gold Rock Badge' in the whole school awards assembly at the end of the week
- At the end of each week, parents and carers will receive a text message of recognition for this achievement



Commitment



Aspiration



Nurture



1.2 Rewards for good CONDUCT Behaviour in KS1 and KS2

Each teacher should negotiate rewards with or choose rewards for their own class. Once decided upon the agreed rewards must be displayed next to the sanctions in the classroom. These are some of the possible rewards that may be given for good work and behaviour:

- ✓ Praise
- ✓ Motivational stickers
- ✓ Smiley faces on work
- ✓ Team points
- ✓ Hierarchy of certificates
- ✓ Raffle tickets towards an end of day / week prize draw
- ✓ 'Star of the day' elections (against agreed criteria)
- ✓ 'Star pupil' prizes
- ✓ Extra playtime
- ✓ Choice of favourite lesson

All staff will make use of the following whole school reward procedures:

- **STAR 1: Child's name label placed on STAR 1**
 - 1 Team Point

- **STAR 2: Child's name label placed on STAR 2**
 - 2 Team Points

- **STAR 3: Child's name label placed on STAR 3**
 - Child receives a 'Good News Note' to take home issued by the class teacher

- **STAR 4: Child's name label placed on STAR 4**
 - A 'Bronze Award Card' is requested from a member of the Senior Leadership Team which will be presented to the children in their classrooms
 - At the end of each week, parents and carers will receive a text message of recognition for this achievement

- **STAR 5: Child's name label placed on STAR 5**
 - A 'Silver Award Card' is requested from an Assistant Headteacher or Deputy Headteacher which will be presented to the children in their classroom
 - At the end of each week, parents and carers will receive a text message of recognition for this achievement

- **STAR 6: Child's name label placed on STAR 6**

- A 'Gold Award Card' is requested from the Headteacher which will be presented to the children in their classroom
- At the end of each week, parents and carers will receive a text message of recognition for this achievement



Commitment



Aspiration



Nurture



1.3 Consequences for poor CONDUCT Behaviour in KS1 and KS2

Listed below is a 'Step' procedure to help teachers prevent and respond to disruptive / unacceptable behaviour in the classroom. It is anticipated that teachers will continue to employ their normal classroom teaching and behaviour management techniques to work with all children, particularly those experiencing difficulties.

These behaviour management techniques will include:

- **Appropriate classroom management strategies:**
 - Organising the classroom and seating arrangements appropriately to ensure all pupils can succeed;
 - Ensuring the school day is well-structured and good routines are established and maintained;
 - Setting appropriate tasks and ensuring sufficient scaffolding and support is available for pupils to achieve the task;
 - Breaking-up long periods of concentration to allow pupils a have a rest and then refocus
- **Positive behaviour management strategies:**
 - Celebrating and praising children who are making good choices and following the class rules
 - Promoting collective responsibility through table points

When a child chooses to break one of the class rules the whole class will be given **a verbal reminder** of the positive aspect of behaviour that is required (reminded of what to do rather than being told what not to do) and the child will then be given an opportunity to make a good choice about their behaviour. Individual children within a class may also be given a 1:1 remainder when a class rule is broken. The consequences of choosing to break a rule after a verbal reminder has been given will be:

- **STEP 1: Child's name label placed on Step 1:**
 - A formal reminder of the behaviour that is required by the rule that has been broken
- **STEP 2: Child's name label placed on Step 2:**
 - Leave class 2 minutes late at playtime
- **STEP 3: Child's name label placed on Step 3:**
 - A 'Yellow Card' is issued
 - Miss 5 minutes of next playtime with senior member of staff
 - Class Teacher to complete incident form
 - Class teacher speaks to the parent at the end of the day to explain the yellow card where parents have not collected the child the class teacher or linked member of support staff will call the parent in order to explain.
 - The parent should sign and return to the card to school the next day
- **STEP 4: Child's name label placed on Step 4:**
 - Senior member of non-contact staff requested and informed of the behaviour

- Senior member reminds the child of the behaviour expected and the child warned of a seclusion if poor behaviour continues
 - The class teacher issues the 'Red Card' and completes 'Incident Form'
 - The child will miss the whole of the next playtime under the supervision of an adult
 - Class teacher, safeguarding officer or a senior member of staff contacts parents at end of day, or during the day if they feel it necessary, to explain the Red Card
- **STEP 5: Child's name label placed on Step 5:**
 - A senior member of non-contact staff requested
 - Senior member of staff places the child on in-school seclusion
 - Senior member of staff completes 'Incident Form'
 - Child taken to see Headteacher
 - The Headteacher, Deputy Headteacher and SENDCO agree and implement a Multi-element Plan (MEP) / Personalised Behaviour Plan (PBP) with the child and the parent(s) / carer(s)
 - **STEP 6: Child's name label placed on Step 6:**
 - Headteacher complete 'Incident Form'
 - Headteacher will consider whether to begin the exclusion procedures listed below

If a child does not return a yellow card or red card signed by the child's parent / carer the next day, the member of staff who issued the card will contact parents as soon as possible to inform them. If it is found to be the child's own deliberate fault, the child will receive a detention during their next playtime.

In the case of severe incidents, the member of staff must bring the matter to the Headteacher's attention. The Headteacher reserves the right to move straight to the Exclusion level procedures listed below if appropriate.

1.4 Cumulative Consequences (KS2 Only - per half-term)

Cumulative consequences will be used by the Headteacher in instances where there is a concerning pattern of behaviour and there is no evidence of improvement being made despite the school putting preventative measures in place.

Key Stage 2
<ul style="list-style-type: none"> ➤ 1st red card in half-term = playtime detention ➤ 2nd red card = playtime + lunchtime detention ➤ 3rd red card = full-day in-school seclusion ➤ Next STEP 3+ incident = exclusion



Commitment



Aspiration



Nurture

