



Grasmere Academy

Learn • Flourish • Achieve

Behaviour and Achievement Policy

Date adopted by governors: March 2018

Committee: Ethos

Review date: March 2019

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.

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.
- To achieve this we will use SEAL (Social, Emotional Aspects of Learning) materials and PSHCE (Personal, Social, Health and Citizenship Education):
 1. Develop Self Awareness
 2. Managing feelings
 3. Motivation
 4. Empathy
 5. Develop Social Skills

OBJECTIVES

- 1 Through the delivery of PSHCE (Personal Social Health Citizenship Education), reference to themes and key aspects of learning within the SEAL materials.
- 2 Children need to be aware of their rights, responsibilities and the consequences of their actions in decision making.
- 3 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.
- 4 Promoting a **positive** ethos across the school.
- 5 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.
- 6 To understand the core values of what constitutes an effective community – British values underpinning this.

APPROACHES:

• DEVELOPMENTAL APPROACH

- SEAL learning resources provide a developmental scheme of work.
- The reinforcement of the principles of British Values.

• HOLISTIC APPROACH

- An integrated and relevant programme - 'Good to be Green.'
- 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 House Captains, Librarians, Reading Ambassadors, Grasmere Guardians, Play Leaders, Digital Leaders and School Parliament Members.

• **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

- SEAL themes and materials
- Golden Rules (created in consultation with children)
- Traffic Lights, Going for Gold, Reflection and Zen Den which provides a calm environment for children needing time out and those who find outdoor play difficult
- School Rewards – House points linked to Dojo points, Dojo Shop linked to learning and sport, stickers, stars, prizes, bonus time, top table etc.
- Golden Book weekly 'Celebration Assembly'.
- Positive behaviour charts



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.

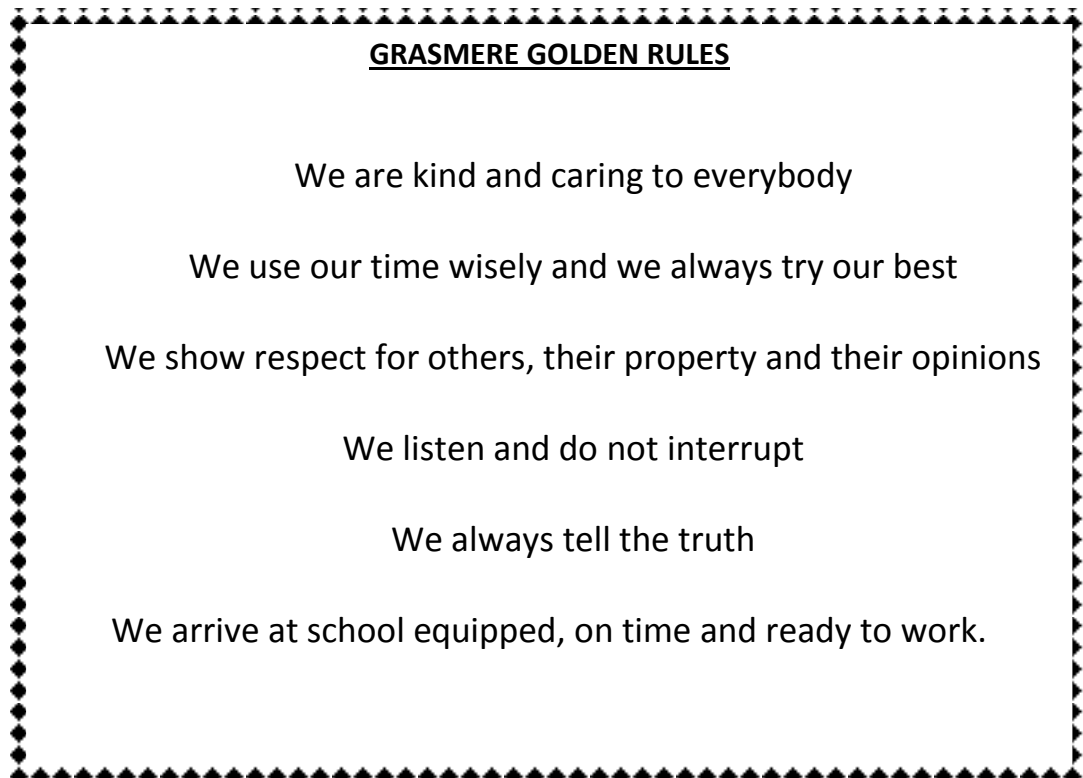
We require the children of our school to:

- 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

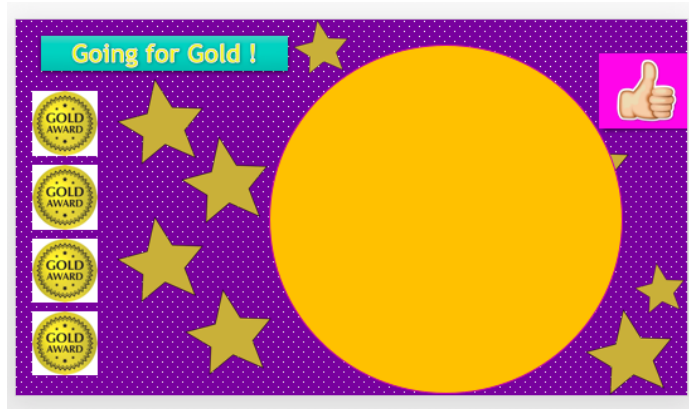
Both staff and children worked together to decide on the main rules we feel are needed to have a happy, safe and respectful learning environment. All adults and children share the rules, routines, rewards and sanctions. They provide a secure framework for positive behaviour reinforcement. Everyone speaks the same language; everyone has the ability to acknowledge children pupils behaving well and reward with house 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.



CLASSROOM CONSEQUENCES

➤ **REWARDS FOR ACCEPTABLE BEHAVIOUR & ACHIEVEMENT**

- Each class uses the 'Traffic Light' system (where children demonstrate good behaviour their name will remain on green). There is also the opportunity every day to move from green to gold for outstanding behaviour. Pupil names are collated each week and displayed in Golden Book Assembly.



- If children stay on green or gold for the whole half term a special event will be awarded e.g. wheelie time, tea party, non-uniform day etc

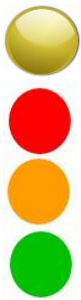


Chart in every classroom, with each child's name/image added.

- Stickers, stamps, certificates, postcards will be given or sent.
- Weekly Celebration Assemblies to reward behaviour and achievement both in and out of school.
- 'Top Table' at Friday lunchtime rewarded by Lunchtime Supervisors.
- Postcards home.

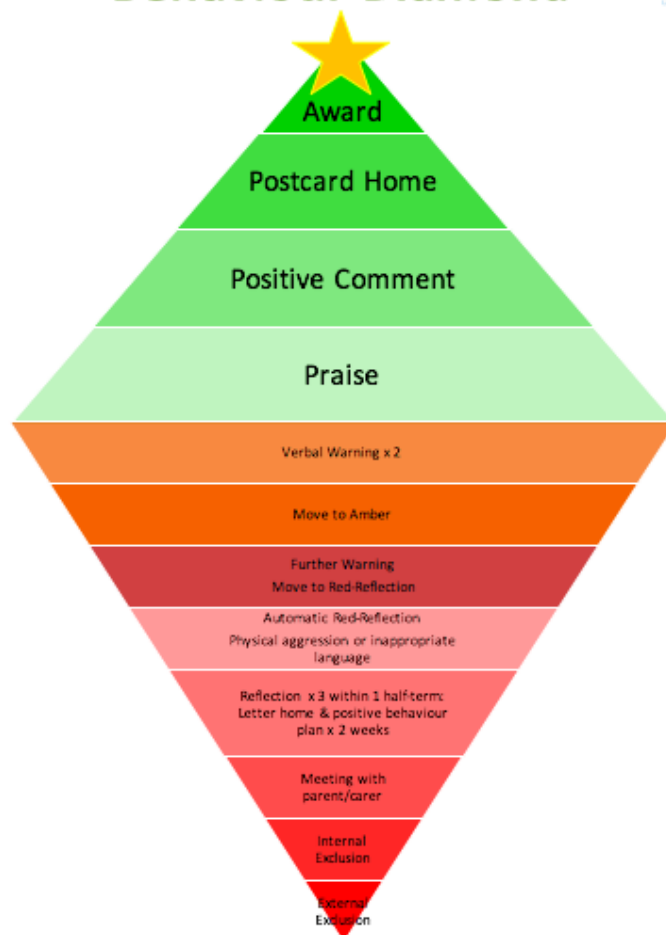


SANCTIONS

➤ **THE STEP PLAN AND BEHAVIOUR DIAMOND**

The Behaviour Diamond is displayed around school and in every classroom so that each reward and sanction is visually clear to all.

Behaviour Diamond



Work refusals will result in loss of playtime/lunchtime immediately to complete work.

1- A verbal warning will be given up to two times.

2- Move to amber on the traffic light system.

3- A further warning will result in a move to **red** and reflection.

4- An automatic move to **red** will occur following physical aggression, inappropriate language or racial incidents.

5- Reflection given three times within one half term will result in a letter home and a positive behaviour plan for two weeks where behaviour will be closely monitored. If behaviour improves and this can be sustained for 2 weeks (no **Red** on the traffic light system) then the child will be taken off the behaviour plan. If behaviour continues to be unacceptable, then this will result in moving up to the next step of the plan.

6- The child, their parent/carer and the Head Teacher or Deputy Head will meet to discuss the behaviour of the child, how they can improve and actions for the future. If the behaviour of the child improves, and this can be sustained for 2 weeks (no **Red** on the traffic light system) then the child will be taken off the behaviour plan. If behaviour continues to be unacceptable, then this will result in moving up to the next step of the plan.

7- Internal Exclusion

8- External Exclusion (see North Tyneside Fixed Term or Permanent Exclusion policy)

Note: Any work refusals will result in loss of playtime/lunchtime immediately to complete work.

The general behaviour of pupils is a matter of great importance to the well being 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.



Behaviour & Achievement Agreement

Dear Parents and Carers,

At Grasmere Academy we are always looking for ways to support and promote high expectations of standards and behaviour. We have updated the school Behaviour & Achievement Policy. We hope this will help you to understand the school expectations and how we can help each other to maintain high standards of behaviour.

The Behaviour and Achievement Policy clearly shows

- how we expect the children to behave
- what happens when behaviour is inappropriate

The Behaviour and Achievement Policy is in place to enable

- everyone to achieve their potential
- all children to learn in a safe environment
- all teachers to teach effectively without disruption

The Behaviour and Achievement Policy will help us

- promote citizenship
- develop a caring community in which everyone is valued and respected

Please sign below to show that you support our aims and actions in this matter.
We look forward to your support.

Mrs Lilico
Headteacher

Name of Child: _____

Class: _____

I have read and understood the Behaviour and Achievement Policy and I agree to support the school in helping it to become a safe and happy environment.

I will ensure that my child will attend school wearing the appropriate uniform with an appropriate hairstyle.

Signed: _____ Date: _____

Every child **must** return a signed form to the class teacher.