

BEHAVIOUR POLICY	
Localised School Based Procedures	
School Name:	Graham School
Principal:	Jonathan Newton
Behaviour Lead:	Andrew Wilson
Designated Safeguarding Lead:	Cath Connell
Implementation Date: <i>Inline with policy approval</i>	June 2025

Introduction

In line with our Trust-wide Behaviour Policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

The localised procedures for the school/academy setting focuses on the following key areas:-

- Expectations of Behaviour
- Rewards System
- Sanctions System

Should you have any concerns or questions relating to the localised procedures, in the first instance, please contact hello@gra.hlt.academy

Expectations of Behaviour
<p>Around the school, pupils should:</p> <ul style="list-style-type: none"> • Be polite and show respect for other people • Do as they are asked by members of staff – first time, every time • Wear their school uniform correctly at all times • Look after their school (<i>e.g., by looking after the buildings and environment / putting litter in a bin / following health and safety procedures</i>) • Eat and drink in the right place at the right time • Move around the school sensibly, calmly and quietly, whilst remembering to use the one way system and keeping to the left • Keep to designated areas as instructed by members of staff • Follow their timetable carefully, being punctual to lessons and adhering to health and safety requirements <p>Non-essential movement around the school should be avoided. When moving around the school, pupils must abide by the school rules including observing one-way systems.</p>

Break and Lunch times will be arranged by the school in a manner that supports the reduction of risk. All pupils will receive clear guidance as to the arrangements for social times, and the expectations of them during these times.

Pupils must use the toilet facilities designated to them and there must be no more than one person per cubicle. If more than one pupil is found in a cubicle, sanctions will be issued. This is likely to be seclusion. Pupils must only enter the toilet facilities if there is a free cubicle. On exiting the toilet pupils must wash and dry their hands thoroughly.

Pupils are permitted to request permission to drink still, plain water in lessons and around school from their personal drink container.

Pupils must leave the school premises in a calm and orderly manner abiding by the school health and safety requirements at all times.

Rewards System

Relates to item 4.2 in the Trust Behaviour Policy

Graham school recognises that pupils should be rewarded for good behaviour. The school/academy rewards pupils for trying hard and doing their best.

We recognise the importance of establishing a culture of positive behaviour and a complementary rewards framework which supports a calm, orderly and positive teaching and learning environment for all.

The rewards framework encourages the active and direct involvement of as many teachers and as many pupils as possible. It is essential that all pupils regardless of ability or protected characteristic(s) are given the opportunity to operate within the rewards framework.

The rewards system has two strands to engage pupils in every aspect of school life. The rewards budget will reset each academic year so that the rewards prizes can be purchased in advance.

The first rewards strand runs through all classroom based and extra-curricular activities where pupils are rewarded stamps. These stamps may then be rewarded at each year group's termly Celebration Assemblies. There may also be an opportunity to 'cash them in' for tangible rewards.

The second is a whole school rewards system that centres on pupils being rewarded tokens or slips which can then be placed in visible displays which then are used to create whole school termly draws where pupils win prizes of a more notable monetary value.

All rewards will be logged at the point of issue in the planner and centrally stored to enable a full pupil profile over time.

Rewards System - Whole School Prize Draws and Rewards Assemblies

100% Attendance Club

- Every pupil who achieves 100% attendance in an academic week will receive a ticket for The 100 Club prize draw.
- A prize will be awarded every term in a draw for 100 club ticket holders.
- Prizes will be issued for 100% attendance on a weekly basis.

Rewards Assemblies

During the rewards assemblies pupils achievement can be celebrated for the following:

- School values certificates.
- Subject specific certificates.
- Tutor stars certificates.
- DOP and BSO Award.
- Attendance certificates.
- Awards for the 'Unsung Heroes' in class.

Inter-tutor Group Competitions

Inter-tutor group competitions take place with rewards given weekly for:

- Best Attendance
- Highest Number of stamps
- Lowest Number of phases

The winning tutor group per year group may be rewarded with a whole tutor group reward such as a breakfast or other reward.

Celebration assemblies KS3

There will be two awards ceremonies each year, for KS3 pupils that celebrate exceptional effort, achievement and progress within their KS3 assessments with awards presented by subject. There may also be other awards given, such as those who excel across the whole curriculum.

Sanctions System

Relates to item 4.3, 4.4 and 5 in the Trust Behaviour Policy

Graham School follows a positive discipline policy. Teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil. This sanction process is outlined below.

Sanctions Pathway within the Classroom (Phase 1-3)

In terms of classroom-based sanctions, three key phases are identified. It is hoped that the majority of pupils will simply choose to spend their time with us operating within the rewards framework.

It is also expected that only a small minority of pupils will receive PHASE THREE or beyond.

It is essential that all pupils, parents/carers, and members of staff understand this framework and its consequences. At all times the intention of the procedures is to bring a halt to unacceptable working performance and from this point to encourage each pupil to engage in positive learning. Each member of staff

must also operate within the framework. The phases must be worked through in a logical manner.

Graham School operates a number of sanctions which are designed to discourage pupils from making poor behaviour choices, provide reflection upon previous decisions and encourage pupils to make better choices moving forward.

If a pupil's behaviour is unacceptable the sanctions pathway will begin. Some of the possible behaviours that will receive sanctions and therefore start the pathway within a lesson are detailed below:

- Defiance
- Disruption
- Insufficient work

Before the sanction pathway begins, a pupil should be given a clear verbal warning with the phrase 'verbal warning' used by the member of staff. If a pupil continues to behave in a manner that does not meet expectations, this will move onto a Phase 1 of the sanction pathway.

PHASE 1 - First Written Warning

Following their verbal warning, any pupil who continues to behave in an unacceptable manner will be given a Phase 1. This will be written into their planner. It will be made explicit why this is happening.

PHASE 2 - Formal Warning/Move Seat in the Classroom

Students who continue to behave in an unsatisfactory manner, despite previous sanctions will move to a Phase 2. In this Phase, teachers, where appropriate, will move a pupil to another seat within the room.

The teacher will again record the phase into the pupil's planner, and record this on Edulink. This is vital so that proactive behaviour strategies can be data informed and parents/carers alerted.

PHASE 3 - Removal / Relocation and Detention

If the teacher comes to the decision that a pupil is persisting in disrupting the lesson, despite clear warnings, they will request 'removal' for the pupil by way of Edulink. Students should be made aware that they are now at Phase 3.

Any pupil who has reached Phase 3 will have already caused considerable disruption and inconvenience so they will be removed and relocated to another room. The teacher will record the phase in the student's planner. The removed pupil should have work to complete from the class. They may also have a reading book with them as part of their daily equipment, which can be used.

The pupil should be told where to sit and to work in silence in their relocation room. The referring teacher should record the Phase 3 incident on Edulink through the in class register. This is vital so that proactive behaviour strategies can be data informed.

Although most misdemeanours which reach this level will have been cumulative and have been dealt with by working through the Phases step by step, there may be occasions when the teacher moves straight to Phase 3.

Examples of misdemeanours in lessons that move straight to Phase 3 include:

- Dangerous or unruly behaviour.
- Bullying or verbal abuse to other pupils.

- Theft.

PHASE THREE: On call / Relocation and Detention

- Student told why this is happening
- Third phase written into the planner
- Student relocated to another classroom with work
- Student given an after school detention

PHASE TWO: Written warning / Relocation of seat

- Student told why this is happening
- Second phase written into the planner
- Student is moved within the class

PHASE ONE: Written warning

- Student told why this is happening
- First phase written into the planner

VERBAL WARNING:

- Student given clear verbal warning

If the pupil refuses to go to the relocation room within a reasonable timeframe this may escalate to Phase 4.

Sanctions Pathway for Beyond the Classroom (Phase 4-6)

PHASE 4 - Seclusion

Where possible, Seclusion is used as a sanction that is arranged the previous academic day with pupils and parents/carers informed in advance.

PHASE 4 - Direct Placement

Students can be placed directly into Seclusion for behaviours such as:

- Refusing the Relocation Room despite being given a reasonable time frame.
- Refusing to correct their uniform.
- Use of the mobile phone and subsequent refusal to give it to staff.
- Deliberate damage to property.
- Violent behaviour.
- Grossly offensive language.
- Sharing a toilet cubicle.
- Truancy.

This list is not exhaustive.

ALL OF THE ABOVE INCIDENTS MUST BE REPORTED ON EDULINK

PHASE 4 - Booked Placements

This sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a single misdemeanour which is considered sufficiently serious to warrant such an immediate sanction. A pupil who has been 'removed' from 3 lessons in an academic week will serve 5 lessons in Seclusion.

Whilst in Seclusion, pupils have access to a Chromebook and can complete curriculum work set using the Google Classroom platform. Pupils also have access to Sparx Maths, Sparx Science and Reading Plus.

Lunch will be taken in Seclusion and at no time will pupils be allowed to socialise with other pupils. The duration of the day in Seclusion will be from the start of Lesson 1 until the end of the school day. All pupils who are placed in Seclusion must bring their planner and equipment for the designated sessions there.

All pupils that are placed in Seclusion will be expected to complete 5 successful lessons there.

A pupil who fails to behave appropriately in Seclusion is at risk of a fixed term suspension. Students in Seclusion follow a clear process for sanctions:

- Pupils will be given three warnings by the person managing seclusion, to support them to rectify unacceptable behaviour.
- After the three warnings have been given, a member of SLT will be called to have a further discussion with the student, and to ensure that the child understands that one further misdemeanour will result in a suspension.
- Parents will also be called at this stage, in order for them to be able to support the school and their child in avoiding a suspension.

If a pupil continues to behave inappropriately after the final formal warning and discussion with SLT, they may receive a fixed term suspension.

ALL SECLUSION BOOKINGS MUST GO THROUGH THE PASTORAL TEAM

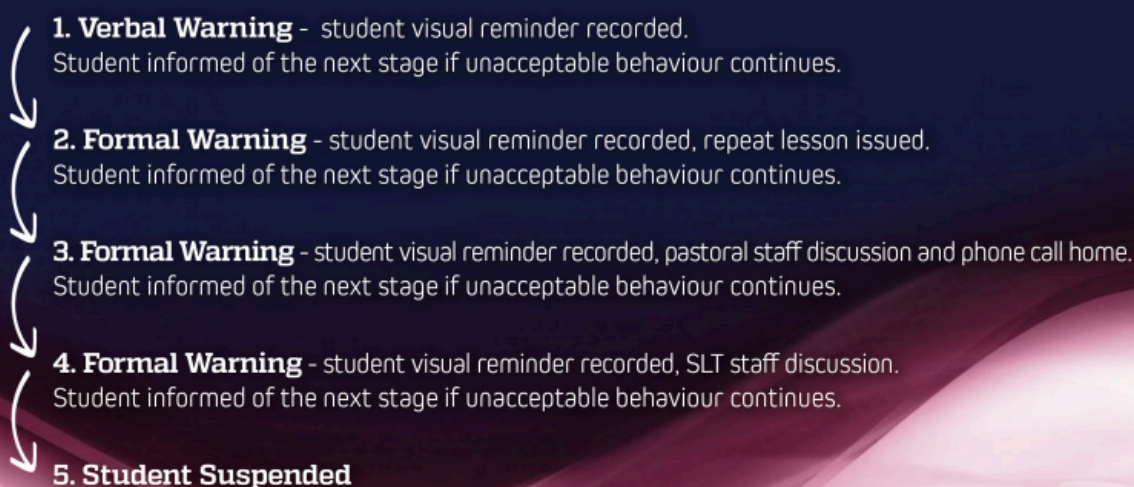
PHASE 5 - Fixed Term Suspension

Suspensions may be used for pupils who have completed all of the other levels of punishment and still continue to disrupt the learning of others. This phase is meant as the last consequence before possible permanent exclusion, and is therefore an extremely serious consequence to their behaviour.

Fixed term suspensions may be issued for a range of serious behaviour incidents and are used in order to sanction a pupil for either the severity of an incident, or a pupil's cumulative behaviour. Reasons for a fixed term suspension include, but are not limited to:

- Defiance.
- Threatening or intimidating behaviour to staff.
- Unprovoked serious assault on a pupil.
- Use of racist, homophobic or disablist language towards a pupil or a member of staff.
- Persistent bullying.
- Possession of or being under the influence of illegal substances.
- Possession of a weapon on school premises.

Seclusion Sanction Pathway



The length of the suspension will depend on the seriousness of the incident and the circumstances surrounding it.

The decision to suspend is the Principal's decision alone. Once the decision to suspend has been taken, parents/carers should be contacted and, if possible, the pupil should be collected immediately. Work must be arranged for pupils to complete via Google Classroom for all suspensions of more than one day.

A readmission meeting involving the pupil, parent or carer and the appropriate staff member should take place before the pupil returns to school.

- Details of the timing of the meeting will be contained in the suspension letter.
- Prior to the meeting the office will produce a re-admission document that will be completed during the meeting.
- The meeting should review the reasons for the suspension, set targets for behaviour and detail the pupil, parent/carers and staff member's voice.
- Interventions to support the pupil in amending their behaviour will be offered.

PHASE 6 - Permanent Exclusion

Permanent exclusion from school is a last resort when all attempts to modify a pupils' behaviour have failed, he/she will not conform to school rules and their behaviour is having a serious impact on the learning of others. Prior to this action being taken the school should have involved a number of outside agencies. Permanent exclusions could also be used for serious incidents such as:

- Dealing in illegal substances
- Assault on a member of staff
- Bringing a prohibited item onto school premises.

This decision can only be made by the Principal and then has to be ratified by the Governor's Disciplinary Committee.

Sanctions Pathway for Unstructured Time

Students need to have it made clear to them how they are expected to behave around school - on the corridors, in the dining room and outside. This will be done at the beginning of the year in Form Tutor time and assemblies. There should be regular reminders throughout the year.

PHASE 1 - Verbal Warning

If appropriate, pupils should be given a verbal warning to provide time to correct their behaviour. If a pupil's behaviour continues to be unacceptable the sanctions pathway will begin.

PHASE 2 - Formal Warning

If the pupil moves to Phase 2, the member of staff will record this onto Edulink through the behaviour section on Edulink and record the phase in the student's planner. This is vital so that proactive behaviour strategies can be data informed. If the pupil continues to not follow instructions then this will move to a Phase 3.

PHASE 3 - Detention

If a pupil's behaviour continues to be unacceptable the sanctions pathway will continue into a Phase 3 - Outside of Lesson. This will be written into the student's planner.

The Phase 3 - Outside of Lesson should be recorded on Edulink via the Behaviour section with a detention being issued on the next available slot the following day.

PHASE 4 - Seclusion

Students can be placed directly into seclusion for:

- Refusing Seclusion despite being given a reasonable time frame.
- Refusing to correct their uniform.
- Use of the mobile phone and subsequently refusing to give this to staff.
- Deliberate damage to property.
- Violent behaviour.
- Grossly offensive language.
- Sharing a cubicle.
- Truancy.
- Refusing a reasonable request from a senior member of staff.
- Receiving nine written phases in their planner.

All the above incidents must be reported on Edulink.

PHASE 5

This operates in the same way as the 'Sanctions Pathway Within the Classroom' section.

Reports, Detentions, Lates, Planner, Equipment and Uniform

i) Reports

Repeated behaviour issues will result in pupils being monitored via report, the level of report being linked to the frequency and seriousness of the behaviour issues presented:

- Tutor Report
- Head of Year/Subject Report
- Senior Leader Report

All reports will be communicated with parents/carers.

Persistent Disruptive Behaviour:

Students who accrue a significant number of behaviour codes, lesson removals and/or fixed term suspensions will be monitored by being placed upon behaviour report. The reports that may be used are:

- **Tutor report** – initial report for monitoring a pupil across all subject areas. This is tracked by the pupil's form tutor who will apply additional praise and sanctions in line with pupil performance whilst on report. The tutor will contact home to confirm the start and successful end to this type of report. The report lasts a period of two weeks and must be signed by parents/carers on a daily basis. This will be checked by the form tutor each day. This report will be triggered by five lesson removals in a half term.
- **Subject Report** – Initial report to monitor pupil behaviour and attitude in an identified subject. The DOL or subject lead staff will track this report and apply additional praise and sanctions in line with the pupil performance whilst on report. The DOL/Subject Lead will contact home to confirm the start and successful end to this type of report. The report lasts a period of two weeks and must be signed by parents/carers on the same day the pupil has a particular lesson. This will be checked by the DOL/Subject Lead after each lesson of a given subject.
- **DOP Report** – The DOP will monitor a pupil's behaviour and attitude when the tutor report has not been successful or when there has been a serious concern raised regarding a pupil's behaviour/attitude. A face to face parent/carer meeting with the DOP will be held prior to the report starting, which will outline further support which may be needed at this stage such as a Pastoral Support Plan or referral to additional support. The report lasts a minimum period of two weeks and must be signed by a parent/carer each day. The report will be checked by the DOP each day. The DOP will apply additional praise and sanctions as a result of the pupil's performance whilst on DOP report.
- **SLT report** - Where previous reports have failed, the child may be placed on report to a member of the senior leadership team. Parents will be informed of the student's targets and will be expected to check the child's report and sign it on a daily basis.
The report will last a minimum of two weeks.

ii) Detentions

Students may be sanctioned with a detention for their lack of organisation which is limiting their ability to access their learning. Detentions at Graham School take place after school. If a child has one detention to sit on a particular afternoon, it will last for 25 minutes. If a pupil has two detentions to sit on a particular afternoon, they will last until 4pm.

In the event that a pupil misses a detention, they will be given the opportunity to resit the detention the next day they attend school, without extension, the following day. If they fail to attend this second detention, pupils will be placed into seclusion for the following day.

iii) Late to lesson

Lates should be tracked by the teacher. If a pupil arrives after the lesson has started, they are deemed to be late. If a pupil is late, the teacher will write a late phase into the student's planner. If a pupil is late on three occasions the teacher should allocate a detention on Edulink through the in class register. Every third late following results in a detention. This does not reset during the academic year.

iv) Planner

As pupils arrive at school, staff check that they have their planner. A tutor will also check that pupils have their planner and have the correct uniform each morning. The first time that a pupil does not have a planner they will be issued a planner sheet for the day. Any subsequent times that the planner is forgotten within the same half term, the pupil will be placed in Seclusion until the end of the school day or until their planner is brought in for them.

v) Equipment

Students are expected to bring the following each day to school:

- Pen
- Pencil
- Ruler
- Planner
- Reading Book
- School Bag

A check of equipment should take place in the morning by the Tutor. If pupils do not have the correct equipment on a regular basis please inform the DOP so that this can be addressed.

vi) Uniform

Students will have their uniform checked when they arrive at school and during tutor time. This is either on the school gate or through the reception if a pupil is late. Students who are in the incorrect uniform will have the opportunity to borrow school uniform which must then be returned at the end of the school day. They will be expected to leave an item of their own belongings prior to being loaned the item of clothing.

If a pupil refuses to wear the uniform provided within a reasonable timeframe this will be dealt with as refusal.

Sanctions Tariff

It is intended that all sanctions are dealt with consistently and hope that by providing these guidelines to parents, pupils and staff, everybody is clear what range of sanctions may be imposed for different types of inappropriate behaviour.

Please note that some of the school sanctions taken for some of these behaviour would go alongside the involvement of the police.

NB: these are guidelines and staff may feel it necessary to make modifications depending on particular individual cases.

	Parents Contacted	Departmental eg.. subject report	Whole School detention	Seclusion	Suspension	Permanent Exclusion
In the Classroom						
Classroom Disruption						
Persistent Disruption whole school						
Lack of homework						

Insufficient work						
Lateness to lesson						
Truantiing from lesson						
Persistent Lateness to lessons						
Persistent truantiing						
Lack of response to departmental action						

	Parents Contacted	Departmental eg.. subject report	Whole School detention	Seclusion	Suspension	Permanent Exclusion
Towards Equipment						
Use of mobile, ear pods in school						
Inappropriate use of equipment						
Deliberate damage to property						
Theft of equipment						
Repeated theft of equipment						
Vandalism						
Graffiti						

	Parents Contacted	Departmental eg.. subject report	Whole School detention	Seclusion	Suspension	Permanent Exclusion
Towards Others						
Dealing in a controlled substance						
Physical aggression towards staff						
Dangerous behaviour						
Inappropriate language towards staff						
Bullying						
Smoking / Vaping						
Defiance / Refusal						

Possession of illegal substance					
Possession of alcohol in school					
Carrying of weapons (knives; fireworks etc.)					
Extortion					
Theft/deliberate damage of property					
Interfering with others' work					
Fighting					
Prejudice based behaviour					