



Uplands Manor Primary School

Behaviour Policy and Statement of Behaviour Principles

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1. Aims

This policy aims to:

- ❖ Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- ❖ Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- ❖ Outline the expectations and consequences of behaviour
- ❖ Outline how we teach the children how to behave well and appropriately
- ❖ Provide a consistent approach to behaviour management that is applied equally to all pupils
- ❖ Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- ❖ Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- ❖ Behaviour in schools: advice for headteachers and school staff 2022
- ❖ Searching, screening and confiscation at school 2018
- ❖ Searching, screening and confiscation: advice for schools 2022
- ❖ The Equality Act 2010
- ❖ Keeping Children Safe in Education
- ❖ Exclusion from maintained schools, academies and pupil referral units in England 2017
- ❖ Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- ❖ 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:

- ❖ Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- ❖ Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- ❖ DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Our School Rules

At Uplands Manor Primary School, we have three school rules. These rules allow everyone to feel happy, free from threat and allows learning to take place looks like.

1. Show good manners

- ❖ Listen carefully when the teacher or another student is speaking
- ❖ Raise hands and wait to be addressed when we have something to say

- ❖ Use polite kind words like please, thank you, you're welcome
- ❖ Walk around school sensibly
- ❖ Show respect to all adults and children in our school

2. Follow instructions

- ❖ This includes teachers, support staff, lunchtime supervisors, office staff, site managers, and cleaners

3. Look after everyone and everything

- ❖ Play and work together kindly without hurting anyone at all times
- ❖ Take care of equipment in the classroom and in the playground – picking up things even if you haven't dropped or used it.
- ❖ Keep your hands, feet, other objects and hurtful comments to ourselves

4. Definitions

Misbehaviour is defined as:

- ❖ Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- ❖ Non-completion of classwork or homework
- ❖ Poor attitude
- ❖ Incorrect uniform
- ❖ Breaking school rules

Serious misbehaviour is defined as:

- ❖ Repeated breaches of the school rules
- ❖ Any form of bullying
- ❖ Sexual violence, for example sexual touching without consent
- ❖ Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- ❖ Vandalism
- ❖ Theft
- ❖ Fighting
- ❖ Smoking/Vaping
- ❖ Racist, sexist, homophobic or discriminatory behaviour
- ❖ Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs

- Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- ❖ Mobile phones are prohibited for all children. As part of transition to secondary school, Year 6 pupils are allowed to bring phones into school under the following conditions:
- School and parental permission has been given
 - They are handed in to a member of staff on arrival at school
 - Are not used on the school premises under any conditions

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- ❖ Deliberately hurtful
- ❖ Repeated, often over a period of time
- ❖ Difficult to defend against

We teach the children the acronym STOP (Several Times On Purpose) to help them understand what bullying is.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our School's approach to addressing and preventing bullying are set out in our anti-bullying policy.

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for:

- ❖ Reviewing and approving the written statement of behaviour principles (appendix 1)
- ❖ Reviewing this behaviour policy in conjunction with the headteacher
- ❖ Monitoring the policy's effectiveness
- ❖ Holding the headteacher to account for its implementation

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for:

- ❖ Reviewing this policy in conjunction with the governing board and the school's pastoral lead.
- ❖ Giving due consideration to the school's statement of behaviour principles (appendix 1)
- ❖ Approving this policy
- ❖ Ensuring that the school environment encourages positive behaviour
- ❖ Ensuring that staff deal effectively with poor behaviour
- ❖ Monitoring that the policy is implemented by staff consistently with all groups of pupils
- ❖ Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- ❖ Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- ❖ Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- ❖ Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- ❖ Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Teachers and staff

Staff are responsible for:

- ❖ Creating a calm and safe environment for pupils
- ❖ Establishing and maintaining clear boundaries of acceptable pupil behaviour
- ❖ Implementing the behaviour policy consistently
- ❖ Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- ❖ Modelling expected behaviour and positive relationships
- ❖ Providing a personalised approach to the specific behavioural needs of particular pupils
- ❖ Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- ❖ Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- ❖ Challenging pupils to meet the school's expectations

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

6.4 Parents and carers

Parents and carers, where possible, should:

- ❖ Get to know the school's behaviour policy and reinforce it at home where appropriate
- ❖ Support their child in adhering to the school's behaviour 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
- ❖ Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- ❖ Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- ❖ Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- ❖ The expected standard of behaviour they should be displaying at school
- ❖ That they have a duty to follow the behaviour policy

- ❖ The school's key rules and routines
- ❖ The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- ❖ The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will continually be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. School behaviour curriculum

Pupils are expected and taught to follow our school rules ensuring they:

- ❖ Behave in an orderly and self-controlled way
- ❖ Show respect to members of staff and each other
- ❖ Are able to regulate their emotions and behaviours
- ❖ Follow instructions from staff
- ❖ In class, make it possible for all pupils to learn
- ❖ Move quietly and sensibly around the school
- ❖ Treat the school buildings and school property with respect
- ❖ Wear the correct uniform at all times
- ❖ Accept sanctions when given
- ❖ Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

8. Responding to behaviour

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- ❖ Establish consistent routines and expectations
- ❖ Create and maintain a stimulating environment that encourages pupils to be engaged
- ❖ Display the behaviour curriculum or their own classroom rules
- ❖ Follow the good to be green behaviours scheme (see appendix)
- ❖ Consistent use of emotion coaching and de-escalation strategies to support pupils to self-regulate
- ❖ Develop a positive relationship with pupils, which will include:

- Showing an interest in pupils and ensuring they feel important and valued (deliberate botheredness)
- 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
- Follow school procedures for dealing with low-level disruption
- Using positive reinforcement

8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection, while this does not always manifest in misbehaviour.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support from our mentors/counsellor, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

8.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- ❖ Verbal Praise
- ❖ Communicating praise to parents, e.g. in person, by phone call or written correspondence
- ❖ Good to be green certificates at the end of the day
- ❖ Gold letters
- ❖ Stickers
- ❖ Sharing successes (improvement in behaviour or exemplary behaviour) with SLT
- ❖ Dojo points (with rewards for achieving milestones)
- ❖ ABC awards
- ❖ Acknowledgement of success in the school newsletter
- ❖ Certificates, prize ceremonies or special assemblies
- ❖ Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- ❖ Whole-class or year group rewards, such as a popular activity

- ❖ End of year awards
- ❖ Prize boxes

8.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of Emotion Coaching strategies and scripts.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to misbehaviour:

- ❖ A verbal reprimand and reminder of the expectations of behaviour
- ❖ Tactical time out
- ❖ Setting of written tasks such as an account of their behaviour through reflection time
- ❖ Expecting work to be completed at breaktime if not completed due to misbehaviour
- ❖ Detention at break or lunchtime
- ❖ Reflection with the Learning Mentors at lunchtime (see appendix)
- ❖ Loss of privileges – for instance, the loss of a prized responsibility
- ❖ Referring the pupil to a senior member of staff
- ❖ Letter or phone call home to parents
- ❖ Agreeing a behaviour contract
- ❖ Removal of the pupil from the classroom
- ❖ Suspension
- ❖ Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Sanctions that are strictly prohibited are:

- ❖ Withholding food, drink, physical comforts or any basic needs
- ❖ Shouting, use of sarcasm or demeaning language
- ❖ Locking in a room with no supervision
- ❖ Exclusion from the classroom without supervision
- ❖ All forms of corporal punishment, including rough handling

Good to be Green (Restorative behaviour approach)

Every class displays a 'Good to be Green' chart and all children start every day with a green card showing that every day is a new day.

If misbehaviour occurs:

A verbal warning is given

- ❖ Staff will point out the misbehaviour and remind the child of the expected behaviour
- ❖ Polite requests, warnings, repositioning, separating, ignoring, encouragement to re-focus, positive praise to others etc.
- ❖ Remind the pupils if this behaviour continues, they may receive a warning card

If misbehaviour continues:

A 'stop and think' card is given

- ❖ Child to put this card onto the 'Good to be Green' chart (this card can be earned off) A warning card will be given

A 'warning' card is given

- ❖ Staff will point out the unacceptable behaviour and try and encourage the pupil to make the correct choice
- ❖ Polite requests, warnings, repositioning, separating, ignoring, encouragement to re-focus, positive praise to others
- ❖ Recorded on Sims

A 'red' consequence card is given

- ❖ A consequence card will be displayed
- ❖ Recorded on Sims
- ❖ Red letter given to parent to inform them of the behaviour at the end of the day
- ❖ A red letter may also lead to a break time or lunchtime detention either of the same day or the following day. Restorative activities or conversations will occur following serious misbehaviour.

For more serious misbehaviours, this may be escalated straight to a red consequence card.

8.5 Support for children to prevent misbehaviour

As a school we put a range of support in place for our children to support them in meeting our behaviour expectations. These include:

- ❖ Pastoral referral (triggering a Boxall profile completion and discussion at pastoral meetings)
- ❖ Nurturing provision
- ❖ Breaktime and lunchtime support
- ❖ Involvement of external agencies

- ❖ Meetings and communication with parents
- ❖ Bespoke provision including individual reward schemes
- ❖ Pastoral interventions and support
- ❖ Tactical time out
- ❖ Behaviour contracts
- ❖ Positive behaviour cards/trackers

8.6 Detention

Following an incident of misbehaviour that leads to a red letter being issued, a child may also receive a detention. Pupils can be issued with detentions during break or lunch time on the day of or following the incident. The school will always inform parents by letter or in person.

The head teacher authorises Year Leaders, Phase Leaders and other senior leaders to issue detentions where appropriate and these will be logged.

8.7 Removal from classrooms (Internal Exclusion)

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- ❖ Restore order if the pupil is being unreasonably disruptive
- ❖ Maintain the safety of all pupils
- ❖ Allow the disruptive pupil to continue their learning in a managed environment
- ❖ Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a qualified member of staff and will be removed for a maximum of a school day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of a member of the Senior Leadership Team. An incident log will be completed to record what has happened and what the outcome was.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed verbally and in writing on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- ❖ Support and interventions from the school's learning mentors
- ❖ Working together with parents

- ❖ Use of teaching assistants to provide targeted support
- ❖ Short term behaviour trackers
- ❖ Long term behaviour support plans
- ❖ Pupil support units
- ❖ Support from Inclusion Support

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log on SIMS.

8.8 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher, deputy headteacher or pastoral lead and only as a last resort.

When a Suspension is given

- ❖ Parents immediately contacted by Headteacher, deputy headteacher or pastoral lead, informed of exclusion and asked to collect child immediately
- ❖ Pupil to be sent home for up to 5 days (Chair of Governors informed of 5 day exclusions)
- ❖ Parents to receive notification and advice by letter
- ❖ Work to be provided by school while the child is at home
- ❖ Safe and well phone calls made by Attendance Officer
- ❖ Teacher to complete "Incident Log"
- ❖ Incident is recorded on Sims
- ❖ Upon return to school, a re-integration meeting takes place to discuss interventions and strategies to prevent another exclusion.

Permanent Exclusion

In exceptional circumstances, a permanent exclusion may be considered for a 'one off' offence or continued serious misbehaviour.

Exclusion is an extreme sanction and is only administered by the Headteacher or Deputy Headteacher acting as the Headteacher in their absence.

- ❖ The school will inform Parents, Chair and Sandwell MBC Officer of exclusion
- ❖ A panel of governors will be appointed and meet to consider all representations and reports, within 15 days of the exclusion. Parents are invited to attend and they may be accompanied by someone they choose to support them
- ❖ The panel will either reinstate or uphold the exclusion
- ❖ Parents will be notified of their rights to appeal to an Independent Appeals Panel, convened by Sandwell MBC
- ❖ If appeal is unsuccessful, the child will be removed from the school roll

8.9 Preventing Exclusion

As a school we will make every effort to support children who are finding it hard to manage their behaviour and avoid suspension and exclusion. Support that may be put in place, above that which is already in place to prevent misbehaviour in school, includes:

- ❖ Consideration of alternative provision
- ❖ Consideration of a managed moves
- ❖ PPE support
- ❖ Bespoke/modified timetables and provision (following advice and recommendations from external professionals)

8.10 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- ❖ Causing disorder
- ❖ Hurting themselves or others
- ❖ Damaging property
- ❖ Committing an offence

Incidents of reasonable force 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 (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

A number of staff in school have annual Crisis Prevention Institute-Safety Intervention (CPI-SI) training.

8.11 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- ❖ Taking part in any school-organised or school-related activity (e.g. school trips)
- ❖ Travelling to or from school
- ❖ Wearing school uniform
- ❖ In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- ❖ Could have repercussions for the orderly running of the school
- ❖ Poses a threat to another pupil

- ❖ Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8.12 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- ❖ It poses a threat or causes harm to another pupil
- ❖ It could have repercussions for the orderly running of the school
- ❖ It adversely affects the reputation of the school
- ❖ The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.13 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or any member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.14 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- ❖ Proportionate
- ❖ Considered
- ❖ Supportive
- ❖ Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- ❖ Responding to a report
- ❖ Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children’s social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

8.15 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils’ behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- ❖ Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school’s policies or practices (Equality Act 2010)
- ❖ Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- ❖ If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We believe that, for many children, behaviour is a method of communicating that something is not right and it is our job to work with, and in some cases on behalf of, the children to identify what that is, how to overcome this and provide and support appropriate ways to communicate this in the future. Children may be communicating emotions, sensations and feelings or may come from the need to seek sensory feedback due to sensory processing difficulties. For others they may be routed in adverse childhood experiences or abuse in early childhood. This may be particularly true with looked after children.

Pupils may display behaviours that may not always appear to be appropriate. Therefore, it is always important that the root cause is sought and addressed to meet the child's need, this may be by:

- ❖ Teaching the child to ways communicate their need, e.g. by using symbols
- ❖ Helping the child to understand what is expected of them and the consequences of for example completing an adult initiated task using a 'now and next' strip or a symbol timetable.
- ❖ It may be through classroom routines or a TEACCH approach.
- ❖ Labelling a child's emotion and providing calming or soothing activities that will lead to
- ❖ self-regulation (although for some pupils at Uplands Manor School it is likely the child will need an adult to support and co-regulate with them).
- ❖ For some children their sensory processing disorder will drive the child to seek more input through their bodies or to avoid activities and environments that are overwhelming or unpleasant.
- ❖ Some children may have experienced abusive or traumatic early childhoods and have complex needs to be managed through an attachment aware trauma-based approach bespoke to the individual.

Additional approaches that may be used to support children to regulate their behaviour include:

- ❖ Planned ignoring (ignore the behaviour, not the child)
- ❖ Sensory diet / Sensory bag
- ❖ Use of emotion coaching strategies
- ❖ Careful tracking and monitoring of behaviours to identify patterns
- ❖ Visual reminders of expected behaviours
- ❖ Anticipation of possible triggers
- ❖ Distraction / redirection
- ❖ Use of tactical time out
- ❖ Clear and consistent routines and boundaries
- ❖ Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- ❖ Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- ❖ Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- ❖ Training for staff in understanding conditions such as autism
- ❖ Purposeful use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- ❖ Positive behaviour support plans outlining adaptations and support to school behaviour procedures to encourage positive behaviour
- ❖ Bespoke provision and timetables
- ❖ Consistent adult support
- ❖ Pastoral / SEND interventions

9.2 Adapting rewards and sanctions for pupils with SEND

Rewards and sanctions, for pupils with SEND, need to be developmentally appropriate to ensure that they understand what is happening and why. They should, where possible and appropriate, be discussed and shared with parents/carers. They also need to be implemented within an appropriate timescale to aid understanding, e.g. straight after an incident or event.

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- ❖ Whether the pupil was unable to understand the rule or instruction?
- ❖ Whether the pupil was unable to act differently at the time as a result of their SEND?
- ❖ Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, the school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Sanctions will not include taking away something which is deemed necessary for their wellbeing, e.g. a comfort item, activity that is part of their expected routine.

Sanctions that are strictly prohibited are:

- ❖ Withholding food, drink, physical comforts or any basic needs
- ❖ Shouting, use of sarcasm or demeaning language
- ❖ Locking in a room with no supervision
- ❖ Exclusion from the classroom without supervision
- ❖ All forms of corporal punishment, including rough handling

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with Sandwell local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

To support all of our children with EHCP's, we ensure that Positive Behaviour Support Plans are in place.

9.5 Restrictive Physical Intervention (RPI) and the Use of Force

Considered in line with "Use of reasonable Force – Advice for Headteachers, staff and governing bodies" DfE 2013

A physical intervention to manage behaviour will only be used as a last resort and only when it is reasonable and absolutely necessary. De-escalation strategies in line with CPI-SI should always be employed where possible before RPI is used.

The term reasonable force covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to control or restrain.

- ❖ Control is defined as either passive physical contact (standing between pupils) or active physical contact – such as leading a pupil by the arm.
- ❖ Restraint is defined as holding back physically or bringing a pupil under control.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Physical intervention strategies are only justified if:

- ❖ The individual is causing damage to him/herself or others or serious damage to property.
- ❖ The information is shared to families and all staff working with the pupil for the implementation of the techniques.
- ❖ Staff involved have received training in appropriate physical intervention strategies.
- ❖ The physical intervention is reasonable, proportionate, and necessary in line with the strategies detailed in the child's positive behaviour management plan.

Following use of any Restrictive Physical Intervention, staff will have some time for support and debrief. RPI can be very emotional and stressful for the adults involved and they may need time to unload. Time will also be needed to repair and rebuild relationships between the pupil and staff members involved. This should not happen until the child is appropriately emotionally regulated.

Use of RPI must be closely monitored and so appropriate forms must be completed following every use. These are held and monitored centrally by the Inclusion and Pastoral Leader.

10. Pupil transition

10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing pupils for 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.

11. Training

Our staff are provided with regular training on managing behaviour, including training on:

- ❖ Emotion Coaching and Trauma Informed Practice
- ❖ CPI-SI for identified members of staff
- ❖ How to implement Good to be Green
- ❖ How to record and communicate behaviour incidents

- ❖ The needs of the pupils at the school
- ❖ How SEND and mental health needs impact behaviour

Behaviour management and our behaviour policy will also form part of our induction process and continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- ❖ Behavioural incidents, including removal from the classroom
- ❖ Attendance, permanent exclusion and suspension
- ❖ Use of pupil support units, off-site directions and managed moves
- ❖ Incidents of searching, screening and confiscation
- ❖ Stakeholder surveys about our behaviour policy

The data will be analysed every half term and reported to governors termly by the pastoral lead.

The data will be analysed from a variety of perspectives including:

- ❖ At school level
- ❖ By age group
- ❖ At the level of individual members of staff
- ❖ By term
- ❖ By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

This behaviour policy will be reviewed and approved by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

13. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

13.1 Confiscation

Any prohibited items (listed in section 4) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

13.2 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- ❖ The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- ❖ In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- ❖ It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- ❖ Assess whether there is an urgent need for a search
- ❖ Assess whether not doing the search would put other pupils or staff at risk
- ❖ Consider whether the search would pose a safeguarding risk to the pupil
- ❖ Explain to the pupil why they are being searched
- ❖ Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- ❖ Explain how and where the search will be carried out
- ❖ Give the pupil the opportunity to ask questions
- ❖ Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact either the headteacher, deputy headteacher, designated safeguarding lead (or deputy) or pastoral lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 4, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- ❖ Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- ❖ Hats, scarves, gloves, shoes, boots

13.3 Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- ❖ Desks / trays
- ❖ Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 4) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

13.4 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- ❖ Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 4
- ❖ If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded in the school's safeguarding system.

13.5 Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents as soon as is reasonably practicable:

- ❖ What happened
- ❖ What was found, if anything
- ❖ What has been confiscated, if anything
- ❖ What action the school has taken, including any sanctions that have been applied to their child

13.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

13.7 Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

13.8 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

13.9 Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- ❖ The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- ❖ The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- ❖ Act to safeguard the rights, entitlement and welfare of the pupil
- ❖ Not be a police officer or otherwise associated with the police
- ❖ Not be the headteacher
- ❖ Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

13.10 Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

14. Links with other policies

This behaviour policy is linked to the following policies:

- ❖ Exclusions policy
- ❖ Child protection and safeguarding policy
- ❖ Physical restraint policy
- ❖ Online Safety Policy
- ❖ PSHE including RSE
- ❖ Anti bullying policy

Appendix 1: written statement of behaviour principles

- ❖ Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- ❖ All pupils, staff and visitors are free from any form of discrimination
- ❖ Staff and volunteers set an excellent example to pupils at all times
- ❖ Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- ❖ The behaviour policy is understood by pupils and staff
- ❖ The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- ❖ Pupils are helped to take responsibility for their actions
- ❖ Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- ❖ The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Date: _____

Dear Parents/Carer of _____ Class _____

Today, your child has shown exemplary behaviour and received the Gold Award in class. At Uplands Manor we have high expectations of behaviour and promote positive attitudes towards school and learning. Your child has exhibited these qualities today.

We are very proud of your child and want you to celebrate their success with us. Our positive behaviour reward system is based on Good to be Green, where we expect children to follow the school rules and core values and today your child's behaviour was exceptional.

Thank you for your continued support.

Yours sincerely

Class Teacher

✂-----

UPLANDS MANOR PRIMARY SCHOOL

Gold letter

Reply slip: *Please sign and return to school as proof of receipt*

Name of child: _____

Class: _____

- I acknowledge receipt of your letter dated / / .

Signed: _____ (Parent/Carer) Date: _____

Date: _____

Dear Parents/Carer of _____ Class _____

Re: Red Letter

I regret to inform you that your child's attitude and behaviour today has been very disappointing and well below that expected by the school. At Uplands Manor we have high expectations of behaviour and promote positive attitudes towards school and learning. Unfortunately, today they received a consequence letter for;

The consequence of a detention has also been given: **yes / no**

This letter is for information only at this stage, however we will continue to monitor their behaviour closely. Please can you talk to them about their behaviour and together we will encourage them to make correct choices.

Thank you for your continued support.

Yours sincerely

Class Teacher

UPLANDS MANOR PRIMARY SCHOOL Red Letter
Reply slip: Please sign and return to school as proof of receipt

Name of child: _____ Class: _____

I acknowledge receipt of your letter dated / / .

I would like to make an appointment to discuss this matter
with the class teacher.

Signed: _____ (Parent/Carer) Date: _____

Date: _____

Dear Parents/Carer of _____ Class _____

Re: Red Letter

I regret to inform you that your child's attitude and behaviour today has been below our school's expectations for children in the early years.

At Uplands Manor, we strive to ensure that all children have a positive learning experience whilst ensuring high expectations of behaviour. We aim to instil positive attitudes towards school and learning by offering choice and support to all our children to help them to regulate their emotions and behaviour. We believe that this approach enables our children to take control of their learning and understand how to follow our school rules independently.

Unfortunately, today your child has received this consequence letter for

This letter is for information only, however we will continue to monitor your child's behaviour closely. We would really appreciate it if you could talk to your child about their behaviour and, together, I am confident that we can encourage them to make correct choices.

Thank you for your continued support.

Yours sincerely

Mrs J Durnall
Assistant Head Teacher - EYFS

UPLANDS MANOR PRIMARY SCHOOL Red Letter

Reply slip: Please sign and return to school as proof of receipt

Name of child: _____ Class: _____

I acknowledge receipt of your letter dated / / .

I would like to make an appointment to discuss this matter
with the class teacher.

Signed: _____ (Parent/Carer) Date: _____

[Date]

[Parent/Carers Address]

Dear [Parent/carers names]

RE: Removal from the Classroom

At Uplands Manor, we have high expectations of behaviour and promote positive attitudes towards school and learning. It is with regret that I have to inform you that [child's name] attitude and behaviour has been extremely disappointing and well below that expected by the school.

[child's name] has received the sanction of a [length of removal] removal from the classroom for [reason for the consequence].

Removal from the classroom is when a pupil is supervised by a member of staff in an alternative workspace for a period of time and all privileges are removed for this period. The pupil will be expected to work on their own and reflect upon their poor choices. This is a sanction we do not take lightly, and we will continue to monitor your child's behaviour closely following this removal.

I would appreciate it if you would speak to [child's name] about [his/her] behaviour, as parents and school working together will have a more positive outcome.

Thank you for your continued support.

Yours sincerely



Mrs R Keen
Head Teacher

✂-----
UPLANDS MANOR PRIMARY SCHOOL **Removal from the Classroom**

Reply slip: Please sign and return to school as proof of receipt

Name of child: _____ Class: _____

I acknowledge receipt of your letter dated / / .

Please arrange appointment to discuss this further.

Signed: _____ (Parent/Carer) Date: _____

Dear **[parent's name]**

[child's name] [date of birth]

I am writing to inform you of my decision to suspend **[child's name]** for a fixed period of **[specify period]**. This means that **[he/she]** will not be allowed to attend school for this period. The suspension starts on **[date]** and ends on **[date]**. Your child should return to school on **[date]**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **[child's name]** has not been taken lightly. **[child's name]** has been suspended for this fixed period because **[reason for suspension]**.

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. It will be for you to show reasonable justification.

We will set work for **[child's name]** during this suspension and would ask you to ensure that the work is completed and returned promptly to school for marking.

You have the right to make representations about this suspension to the governing body. If you wish to make representations please contact Mrs R Yeomans on 0121 558 1602 as soon as possible. Whilst the governing body is not required to meet and has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/tribunals/send/appeals> . Making a claim would not affect your right to make representations to the governing body/PRU management committee.

You have the right to see and have a copy of your child's school record. I will be happy to supply you with a copy if you request it but due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy. There may be a charge for photocopying.

For your information the following sources of advice are available to you.

- Exclusions Team
Email: exclusions_team@sandwell.gov.uk
- Coram's Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm
- Sandwell SENDIASS Family Partnership are Sandwell's Special Educational Needs and Disabilities Information, Advice and Support Service. They provide free, impartial, confidential advice and support to parents and carers of children and young people with special educational needs and disabilities. They can be contacted on 0121 289 2566, email to SandwellSENDIASS@barnardos.org.uk or visit the website for more information www.sandwellsendiass.co.uk/pages/home/information-and-advice/exclusions

- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- Statutory guidance on suspensions and exclusion can be found here: <https://www.gov.uk/government/publications/school-exclusion>

Yours sincerely,

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Keen', written in a cursive style.

Mrs R Keen
Headteacher

Date:

Dear Parents & Carers of

School Uniform

At Uplands Manor, we have high expectations of behaviour and promote positive attitudes towards learning. We believe that uniform promotes:

- A sense of belonging to the school community
- Pride in being a pupil at Uplands Manor
- Smart appearance - a clear focus on learning and not on fashion
- Safeguarding – it keeps us safe as we know who belongs to our school
- Equality of opportunity for children – it is not about what fashionable clothes they can afford

Your child is not wearing the correct school uniform and we are making contact to remind you of the expectation that all children will wear the correct uniform at all times.

Incorrect:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Footwear |
| <input type="checkbox"/> | Jumper/cardigan |
| <input type="checkbox"/> | Trousers/skirt/dress |
| <input type="checkbox"/> | Shirt/polo top |
| <input type="checkbox"/> | Head scarf |
| <input type="checkbox"/> | Socks/tights |
| <input type="checkbox"/> | Accessories, e.g. hairband/ribbons/bows/jewellery |

Please can you make sure your child is in the correct uniform. If you would like to discuss this matter, please arrange an appointment as a matter of urgency.

Thank you for your continued support in helping us to bring about the highest possible standards in our school.

Yours faithfully



Mrs R Keen
Head Teacher

Date:

Dear Parents & Carers of

PE Kit

At Uplands Manor, we have high expectations of behaviour and promote positive attitudes towards learning. We believe that uniform promotes:

- A sense of belonging to the school community
- Pride in being a pupil at Uplands Manor
- Smart appearance - a clear focus on learning and not on fashion
- Safeguarding – it keeps us safe as we know who belongs to our school
- Equality of opportunity for children – it is not about what fashionable clothes they can afford

PE kit is an important part of our uniform policy and your child is not wearing the correct PE kit at school. We are making contact to remind you of the expectation that all children will wear the correct PE kit for all PE lessons.

Incorrect:

- Footwear
- Plain white T-shirt
- Black shorts/jogging bottoms
- Earrings not removed
- Religious bangle not covered with sweatband
- Religious necklace not covered by t-shirt

Please can you make sure your child has the correct PE kit as soon as possible. If you would like to discuss this matter, please arrange an appointment as a matter of urgency.

Thank you for your continued support in helping us to bring about the highest possible standards in our school.

Yours faithfully



Mrs R Keen
Head Teacher



Behaviour Response Form / Incident Log (Jan 2023)

Tick if
recorded
on Sims

Name of Pupil:	Class:	Date:	Time:
Location:	Staff recording:		
Other Pupils involved:			
Other Staff involved:			

Description of behaviour (please tick)

Physical assault – pupil	Racist abuse	Persistent Disruptive Behaviour
Physical assault – adult	Sexual Misconduct	Bullying
Verbal abuse/threatening behaviour – Pupil	Theft	Bullying – Homophobic
Verbal abuse/threatening behaviour – Adult	Damage	Bullying – Cyber
Other:		

Triggers of behaviour (please tick)

Being asked to do/not to do something	Given a warning
Being ignored	Struggling with task
Change of activity/routine	Change of routine
Conflict with teacher	Conflict with peer
Other:	

De-escalation techniques used (please tick)

Verbal support	Space given	Reassurance
Redirection	Calm talking	Planned ignoring
Distraction	Brain break	Time out
Other:		

Outcome for child (please tick)

Cooling off period	Reflection	Discussion with parents
Warning	Referred to learning mentor	Removal from the classroom
Red letter	Referred to SLT	FT Exclusion
Detention	CPI-SI – Complete additional form on reverse	Other:

Details of the incident (continue of separate sheet if necessary and attach):

Printed name of staff: **Signature:**

Please hand to P Chester, K Dulai or Learning Mentor

CPI-SI

(To be completed with PC/KD/CR following positive handling)

Reason for hold (Please Tick)

Immediate danger to child		Potential danger to child		Potential danger to others	
Immediate danger to others		Other:			

Principles of Holding (please tick)

Low level restriction		Medium level restriction		High level restriction	
Hold		Standing		Was the child guided?	

Did you consider the principles of holding?

Supportive stance		Position		Posture	
Proximity		Outside/Inside		Range of Motion	

After the incident, please read and tick if the answer is yes. Ensure all areas have been completed.

Has medical intervention been needed?		Injuries to pupil?		Injuries to staff?	
Parents been informed?		SLT informed?		Pupil debrief?	
Staff debrief – time to reflect		Any changes to behaviour plan?		Any accident forms need completing?	

Outcome for child (details):

Outcome for staff:

WWW:

EBI:

Immediate actions following the incident:

Signatures

Staff involved: Print:.....

Staff completing debrief: Print: :.....



Behaviour Frequency chart



Name of Child: _____ Week Beginning: _____

Enter the appropriate code into the timed 15-minute box. If more than one incident, record multiple codes.

K – Kicking, H – Hitting, G – Grabbing, V – Verbal, S – Spitting, R – Running away, SH – Self-harm, O - Other (Give details below)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.45					
9.00					
9.15					
9.30					
9.45					
10.00					
10.15					
10.30					
10.45					
11.00					
11.15					
11.30					
11.45					
12.00					
12.15					
12.30					
12.45					
1.00					
1.15					
1.30					
1.45					
2.00					
2.15					
2.30					
2.45					
3.00					
Total					
	Total this week				

Details of self-harm / other behaviours displayed



Positive Behaviour Support Plan



Name		Class		Date	
Any Additional Information (medical, specific equipment)					

Identified Triggers for undesired behaviours
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Description of undesired behaviours

Description of desired behaviours to be taught:

Pupil Targets		
Target	What is needed to be successful	Review

Support Strategies (give details about what this looks like)		
Verbal prompts and advice	Planned positive distractions	Positive reinforcement
Positive touch	Tactical ignoring	Time out offered/directed
Negotiation / Partial agreement	Choices / limits / consequences	Environment change

Other

Preferred handling strategies			
Technique	Standing/Sitting	Number of staff	Breakaway plan

Repair and rebuild strategies following an incident:

Paperwork that must be completed:

Do parents wish to be informed every time positive handling has been used? Yes / No

Review Date	Person responsible for monitoring the plan
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Signatures of those committed to supporting the behaviour plan

Uplands Manor Primary School Risk Assessment

Name:	Class:	Date:
Please look at the behaviours below and score them using the criteria below		Score
<ul style="list-style-type: none"> • Risk of violent behaviour • Risk of behaviour causing harm to others • Risk of behaviour causing damage to equipment or buildings • Risk of harming self or putting risk of self-harm 		
Total		
1	little or no risk (1 incident observed)	
Monitor and review to ensure controls remain effective.		
2	some risk (2/3 incidents observed)	
3	a risk (4/5 incidents observed)	
Consideration of additional controls must be made to ensure all that is reasonably practicable has been done		
4	considerable risk (6/7 incidents observed)	
5	serious risk (more than 7 incidents observed)	
Additional controls and action plan MUST be completed before the activity can commence.		
<p>Notable triggers of aggressive behaviour:</p>		
<p>Successful approaches to dealing with these:</p>		
<p>Approaches to avoid:</p>		
<p>Additional controls and action plan:</p>		

Teaching staff signatures:

Parent / guardian:

Behaviour Action Plan

<p><u>CALM AND REGULATED</u></p> <p><u>What this looks like:</u> <i>What behaviours are displayed at this time?</i></p>	<ul style="list-style-type: none"> • <i>What the adults should do</i>
<p><u>Anxiety</u></p> <p><u>What this looks like:</u> <i>What behaviours are displayed at this time?</i></p>	<ul style="list-style-type: none"> • <i>What the adults should do</i>
<p><u>Defensive</u></p> <p><u>What this looks like:</u> <i>What behaviours are displayed at this time?</i></p>	<ul style="list-style-type: none"> • <i>What the adults should do</i>
<p><u>Risk Behaviour</u></p> <p><u>What this looks like:</u> <i>What behaviours are displayed at this time?</i></p>	<ul style="list-style-type: none"> • <i>What the adults should do</i>
<p><u>Tension Reduction</u></p> <p><u>What this looks like:</u> <i>What behaviours are displayed at this time?</i></p>	<ul style="list-style-type: none"> • <i>What the adults should do</i>

Uplands Positive Behaviour Card

Name: _____ Date: _____

Points key:

- 5 – Target achieved all of the time
- 4 – Target achieved most of the time
- 3 – Target achieved most of the time
- 2 – Target only achieved occasionally
- 1 – Target not achieved

Daily Points Total:

Agreed rewards:



Session		
1		
2		
3		
4		
5		
6		
Break		
Lunch		



STAR Recording

Name of Child: _____ Week Beginning: _____

Behaviour to be observed: _____

Date	Setting	Trigger	Action	Result
	What was the setting/conditions like prior to the behaviour? Was there a build up?	What triggered the behaviour to happen?	What did the child do?	What was the consequence? What happened next?