



Uplands Manor Primary School

Behaviour Policy (including behaviour principles written statement)

Date approved by Governors: 10th December 2019

Review period: Annual

Next review: December 2020

Coronavirus Addendum added 4th June 2020

Policy updated 8th October 2020

Behaviour principles written statement

Good behaviour is fundamental to success in the classroom; success for both students and teachers.

Children benefit most where adults adopt a consistent and positive approach to the management of their behaviour. By establishing clear boundaries according to the **child's level of understanding**, children become aware of the settings routines and procedures and know what is expected of them.

Behaviour for Learning is behaviour that allows for and encourages learning to take place. Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be sanctioned. Behaviour for Learning needs to be taught, reinforced and reviewed. Above all, positive relationships with children are the key to positive behaviour.

Children learn best in an ordered environment. This can be achieved when expectations of learning and behaviour are high and their consequences are made explicit and applied consistently. The self-esteem of all children is enhanced by praise, reward and celebration through the use of positive language.

Aims of the Policy

The aims of the Behaviour Policy are to:

- Develop a whole school behaviour policy supported and followed by the whole school community, parents, staff, children and governors, based on a sense of community and shared values
- Encourage children to have high expectations of their own behaviour.
- Emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their actions.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- Have a consistent and fair approach to behaviour throughout the school
- Make boundaries of acceptable behaviour clear and ensure safety
- Raise awareness about appropriate behaviour and promote it through positive reinforcement and clear communication with all children, staff and parents

Rights, Rules and Responsibilities

All children have the right to learn, develop their potential and be safe and happy.
All staff has the right to teach, develop their potential and be safe and happy.

The rules or codes of behaviour are essential for maintaining the rights of everyone.
Our behaviour policy covers

- Whole school
- Classroom

- Playground
- Learning outside school e.g. Trips, sports and outdoor activities

Rules

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 AT ALL TIMES

- Listen carefully when the teacher or another student is speaking
- Not shouting out
- 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

It is not acceptable to:

- Use inappropriate language such as name calling, swearing, rudeness, racism, homophobia or discriminating comments
- Distract others by shouting out, talking when others are talking

2. FOLLOW INSTRUCTIONS STRAIGHTAWAY

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

It is not acceptable to:

- Refuse to follow an instruction
- Deliberate disobedience
- To put yourself or others at risk of safety

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

It is not acceptable to:

- Threaten or be violent towards other children or adults, whether initiating or retaliating
- Damage or take property that does not belong to you

Roles and Responsibilities

Staff responsibilities are to:

- Treat all children fairly and with respect
- Raise children's self esteem and develop their full potential
- Provide a challenging, interesting and relevant curriculum
- Recognise that each child is an individual and to be aware of their special needs: make adjustments to learning programmes to provide personalised learning
- Create a safe, pleasant environment both physically and emotionally/mentally
- Set out and use rules and sanctions clearly and consistently
- Ensure rewards and sanctions are followed through
- Be a good role model
- Form a good relationship with parents and outside agencies so that all children can see that the key adults in their lives share a common aim

- Offer a framework for social education and encourage children to be aware of the needs of others
- Provide opportunities for children to take responsibility both within the classroom and through general school duties
- Develop 'Good to be Green' with children so that children are very clear about how they are expected to behave
- Encourage children to take care of their own property, their school, and the property of others
- Fully comply with school's policies and procedures
- Inform the SLT/SMT of any concerns
- Praise and reward appropriate behaviour and achievements
- To complete safeguarding and class incidents logs

The children's responsibilities are to:

- Do their best to contribute to a positive learning environment, and allow others to do the same
- Take care of property and the environment in and out of school
- Co-operate with other children and adults
- Treat others with respect at all times, regardless of race, sexuality, religion, etc.
- Respond appropriately to the instructions of staff and other adults working in school
- More sensibly, politely and quietly in and around school
- Share in celebrating the achievements of all members of the school community
- Encourage independence and self-discipline in their children
- Encourage respect and good behaviour by treating all adults respectfully in front of children
- Establish good communication with school, regular discussions with teachers where appropriate to discuss incidents within school

Parents, carers and families are to:

- Ensure children attend school regularly and arrive on time each day
- Inform school immediately of the reason for any pupil absence
- Tell school staff about anything that may affect children's work and wellbeing at school
- Show an interest in all that their child does in school

It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed and praise when good choices are made.

Learning Mentors are to:

- Support pupils in achieving high standards of behaviour and motivation for learning, by liaison with Parents and Staff

Year leaders are to:

- Oversee the day-to-day implementation of the school's behaviour policy and providing supportive sanctions to encourage acceptable behaviour. They will support SLT in any investigations with regard to serious breaches of our Behaviour Policy.

SMT are to:

- Provide leadership to Year leaders and class teachers on behaviour management, and to implement supportive measures to ensure that behaviour values are upheld.

DHT responsibilities are to:

- Ensure that the ethos of the policy is shared and communicated with stakeholders
- Maintain day-to-day discipline and behaviour
- Determine the standards of behaviour that are acceptable
- Periodically review and set rewards and sanctions to promote self-discipline and proper regard for authority

HT responsibilities are to:

- To oversee the whole school Behaviour Policy.

Outside Agencies

Where pupils needs cannot be fully met by using the resources available within the school, we may refer pupils to outside agencies to improve behaviour for learning.

Strategies may include a referral to:

- Educational Welfare Service
- School Nurse
- Inclusion support
- Educational Psychologist
- CAMHS
- Primary exclusions
- PCSOs

Rewards and Sanctions

Rewards

The staff should recognise that positive encouragement promotes good behaviour in the pupils and helps to raise their self-esteem. Therefore the staff will endeavour to:

- Maintain a positive ethos - encourage an "I can do it" attitude for all pupils
- Be consistent with praise – be fair and try to praise every child at least once each day.
- Be consistent with rules, and again be fair – rules apply to every pupil.
- Refer to the rules regularly and reinforce with praise. "Well done for listening" etc reinforces the rules positively rather than always highlighting breaking of the rules. .

Whole School Reward System: 'Smilies' or electronic 'Dojos' (a Smilies or Dojo equates to 1 point)

The school has designed and adopted a consistent approach for rewarding and encouraging good attitude to learning and manners based on the collection of 'points'. Smilies or Dojos may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Displaying qualities of the School Core Values
- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley or Dojo the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

Once awarded, a point can never be deducted.

A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smilies' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

The collection of smilies is monitored and celebrated in class and phase assemblies, certificates and prizes are given.

Certificates

A weekly "Celebration" assembly is dedicated for the praise and recognition of children who have made use of the Core Values to succeed in their learning. Parents are invited to attend the assembly to celebrate the success of their child.

Golden Ticket

Each week a child from each class is recognised for their good behaviour, they will receive a golden ticket which will entitle them to choose an activity from a selection i.e. drumming, arts & crafts, sports, Miss Minnie. (30 MINS)

End of Year Awards

We value and promote our core values in all we do. Our Core Value Award Ceremony is an annual event which rewards children, in every year group, who excel in these areas:

- Achievement
- Belief
- Creativity
- Determination
- Enthusiasm

Children who have excelled in sport are also awarded with Sports Personality awards. Children who behave with kindness and go above and beyond acts of friendship may also receive an Outstanding Citizen Award. We also celebrate the Musician Award and Librarian Award too.

Good to be Green

Every class displays a 'Good to be Green' chart. All the children at the start of every day have a green card in their name place. At the end of each week, children who have been 'Green' all week are entered into a prize draw for good behaviour.

Each term we appreciate children who continually make the right choices and follow the school rules. These children are celebrated because they have been green for the whole half term. Green means the child has not received a warning, hence our saying "it's good to be green". They will be able to attend an activity i.e. short film and popcorn, additional play time with equipment, treasure hunt or inflatable fun.

Sanctions

Every child has the right to learn and no child has the right to disrupt the learning of others.

The purpose of a sanction is to:

- Encourage children to make the right choices and follow the school rules
- Help children learn that consequences follow actions;
- Deter the children from misbehaving again;
- Deter other children from misbehaving;
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCo and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

- All sanctions are recorded on Sims.
- If behaviour results in physical or verbal abuse towards a teacher/adult – a Behaviour log needs to be completed.
- If physical intervention of any kind is required then a ‘Behaviour – Positive Handling Log’ record should be completed as soon as possible.
- Any other incident deemed ‘serious’ and SMT or SLT involvement is needed, then a behaviour log form needs to be complete.
- Lunchtime incidents are dealt with by the LTS and supported by Learning Mentors and SMT/SLT

SANCTIONS PROCEDURE

When sanctions are applied, children should be helped to understand why and what they have done is not acceptable. Express your displeasure with the **action** and never the **child**. (i.e. ‘That was a silly thing to do because...’ and not ‘You are a silly boy’).

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Serious incidents need to be treated on an individual basis and the circumstances investigated. Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include an internal, fixed-term or permanent exclusions.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to.

If unacceptable behaviour occurs:

A verbal warning will be 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 etc.
- Remind the pupils if this behaviour continues, they may receive a warning card

If unacceptable behaviour continues:

A 'stop and think' card to be 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 – if inappropriate behaviour continues

- A warning card will be displayed
- 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

If unacceptable behaviour continues:

A red consequence card will be given if another incident or inappropriate behaviour continues

- A consequence card will be displayed
- Child may be moved to a designated chair/area of classroom
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance
- Recorded on Sims
- Red letter given to parent to inform them of the behaviour at the end of the day

Severe behaviour incident

If unacceptable behaviour continues after receiving a consequence

In the case of extreme behaviour, including violence, vandalism putting others or themselves at risk of danger, theft, bullying, racism, sexually inappropriate behaviour, defiance or serious breach of school rules or behaviour policy, an internal exclusion is given or a fixed-term exclusion.

When an Internal Exclusion is given

- Either a half day or a full day working alone without causing disturbance
- Pupil will have break or lunch time privileges withdrawn
- Teacher to complete "**Behaviour Log**"
- Parents informed of isolation and a letter is sent home
- Incident is recorded on Sims
- If child keeps re-offending consider preventative action

When a Fixed-Term Exclusion is given

- Child escorted to SLT
- Parents immediately contacted by Headteacher, informed of exclusion and asked to collect child immediately
- Pupil to be sent home for 1, 3 or 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 “**Behaviour 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.

In exceptional circumstances, a permanent exclusion may be considered for a ‘one off’ offence or continued inappropriate behaviour . These may include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property
- Continued disruptive or bullying behaviour
- Risk of harm to the education or welfare of the pupils or others in the school

Permanent Exclusion

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

Preventative action

Prior to exclusion for a regular offender the following will be explored in order to prevent exclusion or continued persistent disruptive behaviour.

- Parents informed by letter that child’s behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child.
- Daily feedback to child through a tracker, weekly feedback to parents
- Discussion with Phase Leader / Head/ BECO/SENCO/Learning Mentor : consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Tracker to monitor behaviour - Clear/realistic targets for behaviour agreed
- Behaviour Promise – create a contract with clear rewards/consequences identified for success/failure (including possible exclusion).
- No access to playground, extra-curricular or enrichment activity.

- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.
- Teacher/BECO complete a Behaviour Assessment Profile (behaviour support)
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider CAF.
- PSP Meeting with parents/child – reduced time table
- PSP to last a minimum of two weeks/a maximum of 16 weeks, and reviewed weekly
- Chair of Governors

Lunchtime incidents

- Lunchtime sanction warning by a LTS and explained to why their behaviour was not acceptable
- Child taken to reflection where a member of SMT or Learning Mentor will investigate the incident and decide upon a sanction (1 – 5 days in reflection)
- Record in the lunchtime reflection book
- The children eat with their peers and then go to reflection to think about their poor choices
- Children will have to attend lunch club after reflection to show they understand how to play and be respectful to others
- Severe incidents will lead to internal, fixed-term exclusions or permanent exclusion

if unacceptable behaviour continues at lunchtime:

- Letter sent home to parents and behaviour at lunchtime is monitored carefully
- Playground privilege removed and reviewed half termly
- Refusal to follow instructions will result in an internal exclusion
- Lunchtime exclusion

Behaviour of a pupil outside school

The school has the power to discipline beyond the school gates in response to all non-criminal bad behaviour and bullying which occurs off the school premises and is witnessed by a member of staff or reported to the school (this included online behaviour).

Disciplinary actions includes the right to use sanctions (as outlined in the policy), including the exclusion of pupils.

If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed.

Appendix 1

Behaviour policy addendum – Coronavirus.

Expectations for pupils in school

2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Miss James or a member of the senior leadership team if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

Arrangements:

- Follow clear routines for arriving or leaving the school. Children to adhere to social distancing by following 1 way systems and using marking tape to keep to appropriate distances and zones. Handwashing is expected at each entry point into school.
- Hygiene, such as handwashing and sanitising is extremely important. Staff will ensure children sanitise their hands when entering the school and then very regularly throughout the day. Children will have regular reminders and posters will be on display in each classroom to remind children of good hygiene routines.
- Pupils can only socialise with the children in their own pods, including at lunch and break times. Social distancing rules will be followed.
- The children will be regularly reminded of good hygiene routines including Sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands.
- Children will be reminded that they must tell an adult if they are experiencing symptoms of coronavirus
- There will be no sharing any equipment or other items, including drinking bottles. Each child will have their own desk with the equipment they need throughout the day.
- Break times will be strictly in year group bubbles in the playground. Social distancing routines will be maintained to ensure year group bubbles do not mix. Carefully considered transition one way routes and timings will ensure this.
- Use of toilets – children will follow a one way system to toilets and ensure they que following social distancing procedures. Clearly taped areas will be visible outside toilets. Children will be reminded of routines regularly throughout the day including washing hands correctly.
- Children will be told not to cough or spit at or towards any other person. If this is done on purpose then this will be taken very seriously and sanctions will be applied by a senior leader.