



Uffculme Primary School

Behaviour Policy

Approved by The Local Governing Body on: 30.1.18

Next review date: 30.1.19

Behaviour Policy

Rationale

We want the children in our school to develop the skills that will help them to achieve and become successful, independent and lifelong learners. We can achieve this aim when we work as a team; children, parents and staff, to create the best conditions and environment for learning.

- We believe that good behaviour has a positive effect on progress and learning.
- We believe that children who are treated with respect will learn how to offer that respect to others.
- We believe that we all have a responsibility to help children achieve a high level of positive behaviour and that best results come from working together with regular communication between home and school.

It is essential that there is consistency in dealing with behaviour throughout the school. This policy was therefore reviewed and agreed by all members of teaching and support staff.

Parental support is of crucial importance so parents/carers are made aware of the school's approach to promoting positive behaviour from the time their children enter school and parents are consulted about this policy.

Through both the hidden and taught curriculum we foster a sense of community and caring for each other. In daily life, good manners and thoughtfulness are encouraged and children are praised for demonstrating these qualities.

Through the work of our School Council, a set of Uffculme Values was devised which encapsulates the Code of Conduct for its pupils:

Our Uffculme Values

Treat and value everyone and everything with respect
Tell the truth
Always try your best and challenge yourself
Be a positive role model to others
Always be polite and show good manners
Be proud of what you do

Aims

- To ensure that all children feel and are safe, secure and happy.
- To enable pupils to acquire and develop a range of social skills that will prepare them for life.
- To promote an appreciation of the needs of others and respect for their property.
- To fully involve parents in all aspects of their child's behaviour.
- To foster positive attitudes towards everyone with achievement at all levels being acknowledged and valued.
- To provide a stimulating, caring, purposeful learning environment throughout the

school where every child feels valued and is given the opportunity to achieve their full potential.

- To encourage independence, self-discipline and raise self-expectations so that children learn to accept responsibility for their own behaviour and learning.
- To ensure a clear and consistent approach to behaviour throughout the school that is supported by children, staff, parents, governors and visitors.
- To continue to build upon the values of the school as laid out in the school's vision statement. **(Aim High Today to Achieve Higher tomorrow)**
- To promote an atmosphere where children have good self-esteem and are equipped with the skills to form positive relationships.

Expectations

High but realistic standards of behaviour and positive attitudes are required of all children and staff. Staff work closely together to ensure that expectations are made clear to all children. This is done in a number of ways:

- Consistently noticing and praising positive behaviour.
- Making it clear that it is the *behaviour* which is unacceptable, not the child.
- Staff modeling good behaviour.
- Demonstrating expected behaviour in all aspects of school life.
- The children are taught to recognise good behaviour in each other and are given opportunities to care for and help each other e.g. through their role as playground buddies; sports leaders; hall helpers.
- Praising children in close proximity to those behaving inappropriately in order to reinforce appropriate behaviour and manage low level inappropriate behaviour.
- A quiet word or a look.
- The class develop their own rules at the beginning of each year which are clearly on display in each classroom.
- Reminders of the rules and why we have them, and reinforcing learning about good behaviour through assemblies, pastoral support and our personal, social, health and emotional (PSHE) curriculum.
- Giving children suggestions as to how they may react to others or to certain issues.
- Prompting children to follow expectations and gradually reducing prompts.
- Considering the provision of sufficient resources and that children are encouraged and supported to stay on task by staff.

Children are also expected to;

- Abide by the school behaviour policy and do whatever they can to adhere to it.
- Report bullying (including cyber-bullying) and abuse and poor behaviour.
- Act as positive role models for other children in school and as ambassadors for the school when off school premises.
- Show respect to adults in school, fellow children, school property and the school environment.
- Never be disrespectful, harm or bully other pupils or staff in or out of school.
- Cooperate with, and abide by, any arrangements put in place to support their behaviour.

Staff responses to children are positive whenever possible. Our aim is to catch the child doing good things, to notice and reinforce positive behaviour. Across the school, the following reinforcement and rewards are given;

- The child may be commended to other children and other staff members
- Stickers or house points are awarded to children throughout the week by any staff member recognising a significant development in learning, attitudes and/or behaviour. A house point chart is placed in the classroom so that rewards can be instant and the children earn house point certificates that they receive in assembly.
- Nugget treats. This is a collective class reward for working well together or displaying an outstanding aspect of learning or behaviour. The treat is agreed between staff and the children and takes place during an afternoon session as soon as they have achieved 25 nuggets
- Showing and celebrating work with others e.g. other classes, their parents, the Headteacher.

How else do we promote positive behaviour?

- **Playground rules** are referred to regularly and displayed in the playground to promote positive play (Appendix 1).
- **The Personal Social Health and Emotional (PSHE) Curriculum** is devoted to developing social, emotional and behavioural skills. There is a focus on encouraging a positive attitude towards school and a disposition to learn.
- **Celebration Assemblies** take place every week. A child from each class is identified who has achieved particular success or demonstrated positive attitudes or behaviour. Their name is placed onto a Learning Leaf which is displayed in the school hall as well as this being sent on a postcard home to their family.
- **The Behaviour Cup which is** awarded weekly by the Mealtime Assistants to a child from each year group who has had positive lunch times all week; the reward is an afternoon on Friday of the subsequent week undertaking outdoor learning activities ('Fun Time Friday')
- **Year 6 Ambassadors** – In Year 6 pupils can apply to become school ambassadors. They will be making progress in reading, writing and maths; volunteer to help around the school; always behave well and try their best and always wear the correct school uniform. Ambassadors will receive an ambassador's badge, sit on benches during assembly and will have an agreed ambassador's reward every half term.

Consequences

Some children need extra support to enable them to behave appropriately. At all times we demonstrate a just and fair approach to regulating children's behaviour, endeavouring to build each child's self-esteem through praise and recognition of effort and appropriate behaviour. Additionally, we attempt to further every child's self-discipline by encouraging them to think for themselves, use their initiative and make responsible decisions.

If reminders of the appropriate ways to behave are ignored, there are a range of consequences that we use, depending on the severity of the situation.



School 'box' system

All children are familiarised to the 'box' system from reception upwards. Each classroom has a visible A4 sheet divided into 5 sections of different colors. This constitutes a blue box for outstanding behavior for learning at the top (which if the child reaches they receive a house point), followed by green for good which is where each child starts at the beginning of each learning session. There are then yellow, amber and red sections which represent the number of warnings which can be given for inappropriate behaviour with a child's name being moved down through these boxes according to the behaviour that that has been observed. They are given an explanation as to why the behaviour was inappropriate. The expectation of future good behaviour is made clear and as soon as they are behaving appropriately they will be praised and their name will be moved back up the system. The box system will re-start each day after lunchtime.

- However, if the inappropriate behaviour persists it will be made clear that there will be a consequence if they continue e.g. moving to a different part of the classroom, missing some play time/being asked to have some 'time out' away from the classroom/being removed to another classroom for a short time. This is dependent on the member of staff's professional judgement.
- If the child's behaviour is seriously disrupting the other children or threatening their safety (e.g. fighting or hurting another child on purpose) their name is placed directly onto the red box. The child is then sent out of the classroom for some 'time out' (max. 10 minutes) to either the Key Stage Leaders classroom or the Head teachers office. If a child refuses to comply with the adult instructions given in these situations, and all de-escalation strategies have been deployed, then positive handling would be initiated (Please refer to further guidance in the Safer Handling Policy).
- If a child has their name placed into the red box, they will be required to attend a 15-minute session at lunchtime, on the next day, within a 'reflection period' where they will be encouraged to think about their actions and a restorative approach used with each child (Please refer to Appendix 2).
- When a child returns to their own class, their name will be moved back to the amber section. This is to ensure consistency in approach if another member of staff is teaching the class, for example during PPA cover or a PE lesson, to allow them to be aware that a child has displayed low-level disruption to learning.
- If a child's name has been placed into the red box 3 times in a half term period, the class teacher will initiate a conversation with the parent to establish if there are any underlying difficulties that may need addressing. The aim is to work in partnership with parents and develop a more personalised approach to their child's behaviour (for example playground or lesson report cards) or make any reasonable adjustments if this is felt to be necessary. The Key Stage leader may also get involved at this stage.
- Other sanctions will also be considered at this stage such as non-attendance on a school trip, not being able to attend extra-curricular activities or represent the school at a sporting fixture selection due to their behaviour. These options would be discussed with the parent and their child before they are actioned.

If unacceptable behaviour is repeated and the above strategies have been ineffective then the Head Teacher may need to be involved. Where necessary the advice of the school's Special Educational Needs and Disability Coordinator (SENDCo) is sought and an individual behaviour plan may be developed.

When a pupil's behaviour cannot be modified by the school's procedures as outlined, further advice from outside agencies may be requested e.g. Behaviour Improvement Team, an Educational Psychologist, the school nurse. Parents are informed and involved as soon as such action is being considered. The ultimate sanction used by the school is to exclude a pupil. This is always a last resort and rarely used.

The Head teacher may issue either an internal, a fixed-term or permanent exclusion for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour. The latter two actions are only taken after the school governors have been notified. Further guidance for our exclusion protocol can be made available on request and is also available on the school's website.

Outside the Classroom

Outside the classroom it is the responsibility of **all** members of school staff to maintain the Behaviour Policy ensuring that they use appropriate strategies for promoting positive behaviour as mentioned in the expectations above. All teachers are expected to support the Reflection rota. (Details of our Reflection approach can be found in Appendix 2)

When the children return to the classroom it will be the responsibility of the member of staff involved (teacher/teaching assistants/meal time assistant) to inform class teachers of any incidents and they will decide whether further action is necessary.

Partnership with parents/carers

If a child has a pattern of behaviour that causes concern, parents/carers will be informed as soon as possible in order for school and parents to work in partnership to promote positive behaviour. We will work with parents to plan support for their child's development and invite parents to contact their child's teacher if they have any concerns or worries relating to their children's development in the area of personal, social and emotional development.

The teaching staff will keep accurate records of communications and agreed actions with reference to managing behaviour through our online reporting system in school.

Monitoring and evaluation

The Headteacher, Senior Leadership Team (SLT) and Governors will keep this policy and our procedures for promoting positive behaviour under review and will amend or change them in the light of reflection or any feedback through on-going monitoring and evaluation. Staff will attend training where appropriate in order to support the implementation of this policy.

Conclusion

At Uffculme Primary School our priority is to enable all children to achieve and learn. In school it is our belief that all children should be able to learn in an atmosphere which is both caring and protective. By promoting positive behaviour we believe that we provide the conditions in which each child can achieve their full potential. Parents are informed of this policy when they first visit the school, through the prospectus and our school website. By choosing to send their children to this school, parents agree to support us in our policy and commit to our Home/School agreement (Appendix 3).

Equal opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Appendix 1: Outside classroom and break time guidelines

- During morning break times three staff members will be present for KS1 and two for KS2. They should move around the playground so they are visible to the children and can see the entire playground.
- During outside classroom times staff members will interact, work with, play alongside, support and extend individuals and groups of children.
- For safety reasons, pupils are not allowed to play on the ramps or the steps.
- All minor accidents will be dealt with by the staff on duty following the guidelines outlined in the Health and Safety Policy
- In the event of a major accident, duty staff should immediately send for help and stay with the child until it arrives (see Health and Safety policy for further details).
- At the end of the outside classroom session/break time a staff member should stand in the middle of the playground and put their hand into the air ensuring signaling that all children are to line up ready to go inside. All children are expected to remain in the lines without talking.
- The staff on duty will ensure a safe and ordered entry into the classrooms.
 - During wet playtimes, children will remain in their classrooms with a member of staff.

Consequences for unacceptable behaviour during break and playtimes

- Child is reminded of the need for appropriate behaviour
- Child is asked to stand at the side of the playground for part or all of the playtime on the 'time out' bench
- Privileges can also be withdrawn and a child not allowed to re-join a game.
- Unacceptable behaviour will be recorded by either the duty teacher or the MTAs and passed to either the Pastoral Support Assistant or the Head Teacher for further consideration as to whether reflection will need to be attended.
- The child might be removed from the playground for an agreed time.
- For children who consistently fail to co-operate, a lunchtime exclusion for a fixed term may be considered.

The School Council also devised a set of playground rules which are on display in the playground; -

Treat other people the way you want to be treated
Tell the truth
Include other people in your games
Use and look after equipment properly
Respect our environment and use the bins
Stay within the agreed boundaries
Listen to the instructions from adults

Appendix 2: The Reflection Approach

Objective

Reflection takes place for children during the lunch time break in an allocated classroom or the Head teacher's office as a result of inappropriate behaviour (see points below). It is an opportunity for children to reflect on their actions with a member of the teaching staff and consider how they may be able to change these actions in the future, so that inappropriate behaviour can be avoided. It is based on a restorative approach.

Reasons why children may be asked to attend 'Reflection'

- Consistent inappropriate behaviour during lessons or the school day, after the normal behaviour policy has been followed (i.e. child's name has been moved into the red box in the classroom)
- Persistent rudeness/disrespect towards adults or children within the school or on the playground
- Behaviour/actions which are deemed unacceptable, regardless of a prior warning, at the teacher's discretion e.g. aggressive behaviour during the school day

Management of the Reflection Room

The Head Teacher will manage the organisation of Reflection with all other teaching staff carrying out a duty when required as detailed on a Reflection rota.

It is the responsibility of the class teacher to ensure that any supply teachers covering classes during the school day are informed of the 'Reflection' procedures. Equally, if staff are absent from school as a result of PPA or Professional development on their duty day, it is their responsibility to arrange another member of the teaching staff to cover their duty or swap as appropriate.

Reflection will be available for all staff to utilise during the lunchtime period. It is the responsibility of the class teacher to ensure that any children requiring an early lunch as a result of their time in Reflection, is given the chance to do so.

When a child is placed into 'Reflection', a record of this must be kept on the day that the incident occurred by the member of staff that gave it. All records are kept in the 'Reflection' book which is kept in the staffroom. The 'Reflection' book contains information which includes the date, the child's class, the nature of the discretion and how long the child needs to remain in 'Reflection' on that particular day with a suggestion as to the task that needs to be fulfilled e.g. a letter of apology. All records are also recorded electronically on our online reporting system.

During a 'Reflection' session, the overseeing member of staff will adopt a restorative approach, involving a discussion, either at the start or the end, which focuses on;

- What happened?
- What were you thinking?

- What were you feeling?
- Who else was affected? (How do you think they were/are feeling?)
- What do you think needs to happen now?

Possible consequences could also be discussed at this stage to help prevent future occurrences and for the child to understand the choices they need to make as well as understand their own responsibility in what happened. It is an essential element of this process that through a collective responsibility of the staff, a child is given time to reflect and discuss their behaviour. This will also help to prevent a different version given at a later date.

When the child has attended 'Reflection', which is on the following day of the recorded incident, the teacher on duty can then sign the book to show that the child attended and that the task set has been completed. If a child is placed into the 'Reflection' more than 3 times during a half-term with regard to inappropriate behaviour, an initial phone call will be made home to parents to discuss the issue by the class teacher. If it continues, a further conversation will be initiated by either the Key Stage leader and/or the Head teacher informing them of their child's behaviour and requesting for them to come into school to discuss the issue(s) further in order that positive steps forward can be made.

With regard to unacceptable behaviour during lunch break, all MTAs are requested to report any transgressions to the MTA supervisor. The MTA supervisor will then report these incidents to either the Head Teacher or Pastoral Support Assistant after lunch so that the incidents can be recorded centrally and the relevant class teacher can also be made aware and any pastoral support offered if required.

Appendix 3: Our Home/School Agreement

Child's Name:

Date of Birth:.....

This agreement is intended to outline the principles of a partnership between the school, its pupils and parents. In setting this out we are seeking to further enhance each pupil's positive experience of school.

The School aims to provide effective formal and informal learning through which all pupils will:

- Achieve potential in as many ways as possible.
- Develop spiritual and moral values.
- Obtain a variety of skills which will prepare them for the next stage of their lives.
- Be part of a community within which all will feel secure and valued.

Therefore - The School will:

- Encourage children to do their best at all times;
- Encourage children to take care of themselves, their environment and other people;
- Attempt to create an environment in which all members of the school community feel secure and valued;
- Inform parents of their child's progress through annual school reports and parents' evenings;
- Send a letter home at the beginning of each term explaining the term's work and how parents can help their child at home;
- Inform parents of any concerns that affect their child's work or behaviour and monitor any persistent difficulties;
- Make sure that we are available, by prior appointment, to meet with you and discuss any concerns that you may have about your child's education.
- Set, mark and monitor homework appropriate to their child's educational needs;
- Keep parents informed about school activities through regular letters home;
- Provide a curriculum which is broad and balanced promoting literacy and numeracy as required by the National Curriculum.
- Contact you if there are concerns about your child's behaviour or attendance;
- Inform you of changes that are made to policies that affect your child's education and provide access to policy documents on request.

Signed on behalf of the School: Mrs J Dentith (Head Teacher)

Date:

In order to achieve these aims, we need to work in partnership with the pupil and their parents. Therefore we need to invite pupil and parent to enter into the following agreements: -

As a Parent/carer we/I will:

- Ensure my child attends regularly, on time - the school is open at 8.50am and registration takes place at 9.00am;
- Ensure my child is physically prepared for the school day having received adequate sleep and morning nutrition;
- Ensure my child complies with the school's uniform code including appropriate PE clothing and proper footwear;
- Support the staff in maintaining high standards of behaviour in line with the school's behaviour policy;
- Let the school know about any concerns or problems that might affect my child's work or behaviour;
- Support my child's learning, including the completion of homework;
- Respond to any reasonable request to attend parents' evenings and discussion about my child's progress;
- Notify the school of the reason for absence on my child's return, or telephone on the first day of absence;
- Inform the school as soon as possible of any concerns or problems that might affect their child's work or behaviour;
- Ensure my child understands the school's ICT acceptable use policy;
- Support the school's policies and guidelines.

Signature of Parent/Guardian: **Date:**

As a pupil I will:

- Try my best and work hard
- Listen to others
- Be friendly, helpful and caring to others
- Take good care of equipment, the building and the belongings of others
- Be polite, respectful at all times and behave well
- Take pride in my appearance and wear school uniform
- Behave well
- Follow the school rules
- Understand the ICT acceptable use policy

Key Stage 2 children:

EYFS/Key Stage 1 children:

Child's signature:

Parent/Carer signature on behalf of the child:

Together we will:

- address any special needs
- encourage the children to follow the school code
- support the children's learning to help them to give and achieve their best