



UPTON HEATH BEHAVIOUR POLICY

Responsible Person: Conrad North

Reviewed: March / April 2020

Date: June 2020

Date for Review: June 2021

This policy defines the entitlement of all pupils to be able to access the curriculum and their inclusion within the school community. For these reasons this Behaviour for Learning policy relates to the other policies dealing with issues of Equal Opportunity and inclusion such as, special educational needs, race and ethnicity, gender, anti- bullying.

'The route to exceptional behaviour is not paved with a toolkit of strategies, a bag of classroom management tricks or magic dust from senior leaders. It lies in the behaviour of every adult and their ability to create a culture of certainty.'
(Paul Dix 2017)

Rationale

The Governing Body endorses this principle and seeks to create an environment in the school which encourages and reinforces good behaviour and promotes a positive attitude to learning. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. Children and young people develop into responsible learners through living in a school ethos, in which the rights and dignity of each individual is recognised and actively promoted.

Good behaviour is the collective responsibility of every adult within the school and therefore everyone working within the school must take responsibility for good discipline. The school curriculum is planned so that the development of personal qualities and social skills and the fostering of socially acceptable behaviour form an integral part of all that we do. We endeavour to instil self-discipline and responsibility for the well-being of others in all our learners.

Our principles at Upton Heath C of E Primary School as part of The Samara Trust:

- Belief
- Resilience
- Respect

At Upton Heath C of E Primary School, we aim to:

- Provide a safe, welcoming and vibrant environment that reflects our Christian ethos and pride in our school.
- Ensure that behaviour is built on mutual respect and positive, thoughtful relationships and is demonstrated at all times, everywhere and by everyone.
- Create a culture of exceptionally good behaviour: for learning, for community, for life.
- Develop resilience and build the capacity of children to make good choices and decisions in various scenarios, to become well-grounded citizens who positively contribute to our community.
- Ensure that all learners are treated fairly, shown respect, and to promote good relationships.
- Help learners take control over their behaviour and be responsible for the consequences of it.
- Build a respectful community which values kindness, care, good humour, good temper and empathy for others.
- Promote community cohesion through improved relationships.

Within our consistent culture of excellent behaviour management, our staff will ensure:

- Consistent language and consistent response, referring to the agreement made between staff and learners, with simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up, ensuring certainly at classroom and SLT level, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement, with routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences which are defined and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple expectations promoting appropriate behaviours.
- Consistent respect from the adults: even in the face of disrespectful learners.
- That they demonstrate consistent levels of emotional control i.e. to model and not just teach.
- Consistently reinforced routines for behaviour around the site.
- A consistent environment which displays our core values.
- That we consistently develop and share our 'class charters' at the beginning of each school year, and refer to them each week within circle-time and/or worship.

'Consistency lies in the behaviour of adults and not simply in the application of procedure.'
(Paul Dix, 2017)

All staff will

- Meet and greet at the door.
- Refer to 'Ready, Respectful, Resilient'
- Model positive behaviours and build relationships.
- Teaching and learning is exciting, aspirational and inclusive, to ensure all children have the opportunity to become independent and resilient learners.
- Use an approach that recognises positive behaviour throughout the day.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore, or walk past, learners who are behaving inappropriately.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation, rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Be a daily visible presence around the site and especially at change-over time.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school-wide behaviour policy and practice.

Parents/Carers will be expected to:

- Be an equal partner in supporting their child to maintain the highest standards of personal conduct

- If necessary, be involved with school staff and external partners to manage poor conduct and explore further supportive interventions.
- Inform the Headteacher of any circumstance which may require a certain response, such as physical control or restraint of a pupil.
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Our consistent approach

We aim to ensure that every child has the opportunity to experience success and gain 'rewards' dependant on the age, need and choice of each child. (Appendix 1) There are many options to achieve this and they may include: -

General rewards

Non-verbal praise: smiles, thumbs up etc.

Verbal praise and thanks; there should be a ratio of three positives to one negative and a range from a

- 'Word in the ear' to 'public' recognition in class or worship.
- House points
- awards/nominations – newsletter publication.
- Tweets.
- Praise postcard or note.
- Phone call home.
- E-mail/text 'well done'.
- Marbles in a jar, chess board pieces etc.
- Headteacher Award

Display; work should be presented in such a way to celebrate success, either in terms of quality or quantity.

Above and beyond

At the heart of our behaviour management is recognising those children who go 'above and beyond' our high expectations. We believe that 'it is not what you give, but the way that you give it that counts.' For some children, this means a quiet word of personal praise, for others it is praising in public. The use of praise is key to developing positive relationships, including with those learners who are hardest to reach.

Recognition and rewards for effort:

Classroom level:

- Personal praise/proximity praise.
- 'Phone call/positive notes home.

School level – all the above, plus:

- Star of the week.
- Headteacher's award.

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will always deliver sanctions calmly and with care. It is in nobody's interests to confront poor behaviour with anger.

We use a stepped approach to manage and modify behaviour that reflects our Ready, Respectful, Resilient expectations. See appendix 2

We at UHPS understand that behaviour can be a form of communication and as such we will always "see the child", rather than just the child's behaviour. However, behaviour is also a choice and as such we feel that children who choose to misbehave, require a

sanction, that is age / developmentally appropriate, meaningful and will be a deterrent or supportive of the child to enable them to make the right choice in the future. We believe that sanctions should be cumulative, and will involve all stakeholders, including senior leaders, children and families.

STEPS	Reason	Action	Consequences
PRAISE:	Our whole ethos around school should be encouraging and supportive, it is the adults responsibility to ensure that our classrooms and school is a safe, secure and happy place of learning.		Children stay on Green and if they make fabulous decisions or do something brilliant, they can be moved to 'S' (Superstar and receive a House Point???)
Non-verbal warning:	Low level disruption, not settling to their task, not listening to adults, not settling into the class routines, etc.	A gentle shale of the head, the 'look!' etc.	Hopefully child will decide to conform to expectations.
Verbal Warning:	Low level disruption, not settling to their task, not listening to adults, not settling into the class routines, etc.	Move the picture of the child towards Amber, but stay within Green band. Give the child a verbal warning, sharing why they are getting the warning and sharing your expectations of what they need to do. Remind them of the consequences of moving to Amber.	Child still on green, but is a step closer to being moved to Amber.
STEP 1:	Non-compliance, or no change to low level disruptive behaviour, or an escalation of low level disruptive behaviour.	Move picture to Amber. Tell the child that you are moving them to Amber, why they have been moved and what the consequence of moving to Amber is. Remind them of the expectations and that they can make a choice to get back to Green.	If moved to Amber and they stay on Amber: Miss 15 minutes of playtime (am) / 15 minutes of lunchtime. To be arranged by the CT (5 minutes in Reception)
STEP 2:	Non-compliance, or no change to low level disruptive behaviour, or an escalation of low level disruptive behaviour.	Move child's picture to RED. Send for the Learning Mentor (if not in school or in a meeting, a Phase Leader), using a RED card. Class teacher to CPOMs under the Category of BEHAVIOUR. Learning Mentor / DH / HT will mark as read.	Miss lunchtime play. Supervised lunch with DH (HT if DH is out of school)

STEP 3:	Continued disruptive behaviour	Send for the DH / HT Class teacher to make a phone call to parents to inform them that their child has been making the wrong choices, what they are, where they have been on the STEPs of the behaviour policy. Class teacher to CPOMs under the category of BEHAVIOUR. Learning Mentor / DH / HT will mark as read.	Child will be internally excluded from the class for a period of time. Parents are informed
If a child gets to RED twice in a week		Class teacher is to meet with the parent(s) that week. Share concerns with the parent(s) Support from Learning Mentor / DH will be provided if needed.	Monitored by SEMH team. Potential move towards additional support for the family
If a child gets to Amber 3 times in a week	Makes the wrong choices, but then consistently chooses to get back to Green, they have caused consistent disruption.	Child is not able to return to Green. Child needs to be told why they can't get back to GREEN, due to consistent disruptive behaviour, etc.	Miss 15 minutes of playtime (am) / 15 minutes of lunchtime. CT to arrange.
If a child gets to RED 3 times in a Half term	Reasons detailed above.	Parents to have a meeting with HT and Class teacher. Class teacher to set work for the internal exclusion period. HT to CPOM the meeting and any further actions.	Internal exclusion for a set period of time. Potential for an individual Support Plan for the child's SEMH issues. Potential referral to Learning Mentor Support. Potential Early Help referral / TAF Assessment.
STRAIGHT TO RED	Fighting The use of Derogatory Language: Homophobic, Racist, etc Bad language Defiance Damaging property.	Move child straight to RED (Step 3)	DH / HT to make a decision about internal exclusion / exclusion
Exclusion	This will be the HT's decision and will be taken on an individualised decision.		

HT / DH/ Learning Mentor will be reviewing CPOMs on a fortnightly basis to monitor incidents and record what is happening and when. A report will be shared with the Local Governing Committee on a termly basis. Senior leaders will be made aware of any concerns about behaviour and individuals, looking for patterns of behaviour / issues and

whether the SEMH team / external agencies need to be involved to support the child / family.

Exclusion

If parents have previously been invited into the school to discuss the unacceptable behaviour of the child, or the adverse behaviour is sufficiently serious, then the Headteacher would consider excluding the child for a fixed period of time.

Exclusion is a formal step subject to the specific DfE regulations. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

In this eventuality, the Headteacher would inform the following of their decision to exclude, giving clear reasons;

- Any relevant outside agencies.
- Parents/guardians of the child.
- Chair of governors.
- Area education officer if necessary.

On rare occasions, the Headteacher may decide that a formal process should be activated to remove the child from school temporarily. This will be in such cases where the health and safety of children or adults is threatened. A managed move will be organised between local schools for a fixed period of time as appropriate.

Use of reasonable force

In very rare occasions, it may be necessary to have physical contact with the children and use reasonable force. All staff, based on their professional judgement, have the legal power to use reasonable force. Such cases may be to control or restrain a child dangerous to others and themselves or who is damaging property. Another would be to intervene in fighting after a refusal to separate or where they refuse to leave an area and are led by the arm out of an area, this is not a finite list.

All staff will make reasonable adjustments when using reasonable force for children with special educational needs and disabilities.

If such incidents occur and reasonable force has been used, the incident is recorded and a letter will be sent to the parents/carers of the child.

Pupils' conduct outside the school gates- teachers' powers

The law allows: -

- Teachers to have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such as is reasonable'.

The school may discipline a child for any misbehaviour when the child is: -

- Taking part in any school-organised activity or school related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way, identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school depending on the incident

This policy has been discussed and agreed by all members of the teaching and support staff.

Prepared by: Conrad North

Date: June 2020

Approved by: Eliza Austin-Lea (Chair of the Local Governing Committee)

Date: 17/06/2020

Appendix 1

Upton Heath C of E Primary School Expectations of Behaviour of everyone.

Behaviour is built on mutual respect and positive, thoughtful relationships and is demonstrated at all times, everywhere and by everyone.

Manners/behaviour

Adults in the school should set a high standard for the children showing politeness and good manners.

All staff should insist on good manners and politeness at all times from all children.

General courtesy (thank you, excuse me etc.) should always be shown

Noise levels should be kept to a reasonable level to avoid disturbing others

Movement around school

Children should give way to adults at doors.

Children should move around the school in an orderly manner- walking and talking with an 'indoor voice'.

Children should only visit other classrooms at the beginning or end of a session unless urgent or unavoidable

Children moving around the school should respect equipment, resources and displays and should not touch them.

Children should wear a green lanyard permission card to walk around school unsupervised.

School grounds

The children will be encouraged to be interested in the school environment, showing respect by keeping it tidy and litter-free. Children should be supervised at all times.

The playground

Staff will be on duty at playtimes. Children should not be on the playground unsupervised.

Respectful behaviour is expected at all times

Toys should not be brought into school.

Balls and other playground equipment are only allowed in designated areas and the children using them follow a rota.

When the bell is rung/whistle is blown at the end of playtime, the children line up quickly, safely and quietly. Staff are at the door ready to lead their class back into school.

Wet playtimes

Staff will liaise in order to cover all the necessary areas during a wet playtime. There must be prepared activities in each class for use during wet playtimes. Teachers will stay in the classroom with their class during wet playtimes. If they need a comfort break they will send for another adult to supervise their class in their absence.

Classrooms and cloakrooms

All property in the classroom and cloakrooms must be respected. They should be left tidy at the end of every session unless work is ongoing.

Dress

There is an expectation that children wear the school uniform including a sensible pair of shoes. All staff will respectfully and privately support the children to wear the appropriate uniform and shoes.

Worship

Children should enter and leave quietly. (Although conducting this remotely whilst COVID safety measures are in place.

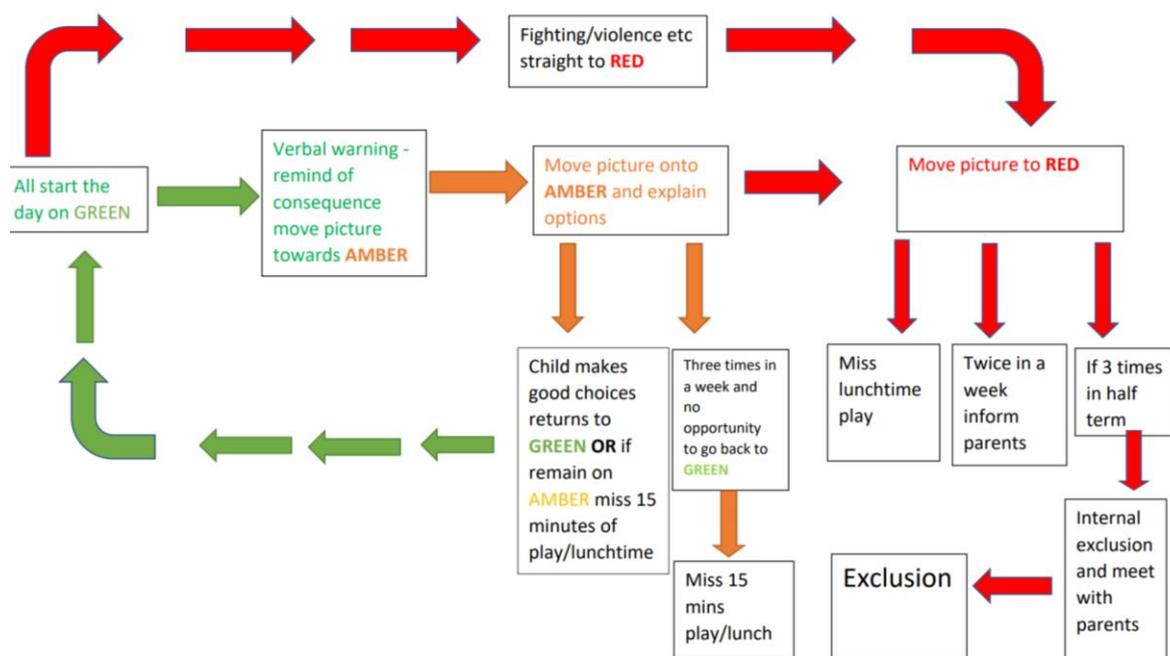
During the worship they should sit well and listen quietly

Class teachers will monitor the behaviour of all the children and particularly, but not only, their class.

Ready, Respectful, Resilient- Behaviour Policy Summary

We aim to ensure that every child has the opportunity to experience success and gain 'rewards' dependant on the age, need and choice of each child. (Appendix 1) There are many options to achieve this and they may include: - smiles, thumbs up, secret student, tweets, praise postcard or note, phone call home.

All the children 'belong' in 1 house- Rhinos, Elephants, lions and Tigers. 1 House Point may be awarded for being ready, respectful or resilient; for home learning or for excellent work in books. Each class can work towards an agreed 'celebration' for all children when appropriate.



We will also be adding additional behavioural rules and expectations shared with the children:

- Pupils will be dropped off and picked up at different times
- Pupils will follow school instructions on hygiene, such as handwashing and sanitising throughout the school day
- Pupils will only interact with children in their 'bubble'
- Pupils will move carefully around the school and keep apart from their friends
- Pupils will use 'catch it, bin it, kill it' when using tissues for sneezing and coughing and put them in the lidded bin in each room
- Avoiding touching your mouth, nose and eyes with hands
- Tell an adult if you are experiencing symptoms of coronavirus (COVID-19) or not feeling well
- No sun-cream, water bottles or pencils are to be shared with other children
- During play and lunchtime, pupils will stay in their bubbles
- Pupils will use the toilet one at a time
- There will be no coughing or spitting at or towards any other person