

Uplands Junior School

Behaviour Policy **“A positive approach”**

Respect For All



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Behaviour Policy

“A Positive Approach”

Introduction

This document is a statement of the aims and strategies for ensuring positive behaviour at Uplands Junior School and will be reviewed annually. This policy has been written following guidance outlined in the ‘Governing Body Behaviour Principles Written Statement’ which can be found on our school website.

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Uplands Junior School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community. The policy reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff.

This policy been written in conjunction with the UN convention on the rights of the child: article 2 non-discrimination, article 3 best interest of the child, article 5 parental guidance and a child’s evolving capacities, article 12 respect the views of the child, article 28 right to education and article 29 goals of education.

Aims

The aim of Uplands Junior School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to support the school vision and promote an environment where all feel happy, safe and secure.

Uplands Junior School has one over-arching “Rule” or ethos, which permeates all that we do.

Respect For All

The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. Uplands Junior School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our

power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).

The Behaviour Policy and our expected standards of behaviour also applies outside the school premises for example on school trips, swimming lessons and to and from school.

Expectations

At Uplands Junior School we will:

- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the main school rule and that each class has its own classroom code.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Work in partnership with parents to resolve behavioural concerns and difficulties.
- Ensure all adults in school act as role models to reinforce our behaviour principles in line with Uplands Code of Conduct.

A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. In line with our school vision we aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Uplands Junior School are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

School Rules

We have one main rule at Uplands that permeates every aspect of our school life. This rule is **“Respect for all”**. Children have an understanding of the meaning of this as a result of class discussions at age appropriate levels. The children have all been consulted in deciding on general rules for the safe and appropriate behaviour in their classroom. These rules are clearly displayed in the classrooms and form the expected standard of behaviour both in and outside school.

Class Charters

Each class creates a child rights based charter which aims to support a positive learning environment. Creating a charter makes the UNCRC more prominent and relevant and is a framework for both adults and children on how to respect each other’s rights.

The charter is not intended to be a set of rules but rather promises that pupils and adults (as duty-bearers) make to the class in order to promote a ‘rights respecting’ ethos. While rights are unconditional, the charter can help develop responsible behaviours through pupils respecting their rights and those of others.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise.

Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Notes/communication home to parents/carers
- Been brilliant text messages
- Smiley faces
- Stickers and stamps
- Certificates
- Weekly Reading, Writing and Maths awards
- Sending good work to other staff members for reward or praise
- House points
- Table points
- Names in the jar
- Mocca Mondays
- Reading prizes
- Individual points e.g.: Merit stickers/table points

- Star of the week certificates
- Individual behaviour charts

Golden Time

Every half term during the final week of school each class will have the opportunity of 1 hour of “Golden Time”. Children will decide in conjunction with their class teacher on the format of the Golden time session. This may be a DVD, games from home, extra outside playtime, a class quiz, a walk to the park etc.

Golden time is a reward for all children who have shown consistently good behaviour over the half term period. If a child has received a “reflective time-out” (Stage 5) they will have to miss out on part of their class Golden time session and have “time-out” with a member of the Senior Leadership team. 10 minutes of Golden Time will be lost for each “reflective time-out” (Stage 5) given with a maximum of 30 minutes being lost.

Sanctions

Despite positive responses as a means to encouraging good behaviour in Uplands Junior School, it may be necessary to employ a number of sanctions to enforce the rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. It is imperative that any sanction is applied fairly and the consequences fully explained.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school’s special educational needs co-ordinator will 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.

Reasonable adjustments and special arrangements to rewards and sanctions may need to be made to support individual cases in school. Staff will liaise with parents/carers and external agencies to support children through behaviour plans and individual targets.

Stages of Behaviour Management

If the class/school rules are not followed the following sanctions will be taken:

1. Child will be given **a verbal warning** by the class teacher, learning support assistant or lunchtime supervisor. This is not recorded on the class behaviour monitoring sheet. The pupil is informed that they have a Stage 1 as they are given the verbal warning.
2. Child will have their **name put on the weekly behaviour log.**
3. **Miss a playtime.** Children are to be sent to the dining room area where they must sit quietly
4. **'Time out'** in another teacher's classroom. Work must be sent with the pupil along with the class Stage 4/5 book briefly explaining why the pupil has been sent out
5. **Child sent to the Deputy Head teacher or Headteacher** A "Reflective time-out" will be issued at this point and a letter sent home to the parent/carer. This letter requires the return of a signed slip to show the parent is aware of the time-out. Please send the Stage 4/5 book briefly explaining why the pupil has been given a Stage 5. If you are unsure if the displayed behaviour is a "5" or feel that SLT need to investigate further then use the phrase **"This behaviour may lead to a Stage 5"**
During a Stage 5 time out the pupil will sit in silence and reflect on their behaviour

If three "Reflective time-outs" are given in a half term then parents/carers will be invited into school by the Head or Deputy and the class teacher to discuss behaviour and ways forward.

A pupil receiving multiple Stage 5's may...

- be put onto a "success" behaviour chart and a review date to look at its impact set
- be placed into lunchtime or playtime isolation
- receive a lunchtime exclusion
- be removed from representing school on a team
- have their attendance at extra-curricular clubs reviewed
- Be seen by other professionals with the consent of parents/carers

Extremely poor behaviour must be reported to the Headteacher or Deputy Head teacher immediately (straight to Stage 5) Behaviours that would lead to an instant "Reflective time-out" include:

- **Swearing**
- **Physical assault on a child**
- **Racism**
- **Homophobic/Transgender Comments**
- **Inappropriate sexual comments**
- **Verbal abuse to others**
- **Dis-respect and rudeness to a staff member**
- **Endangering others and property through breaching Health and Safety**

A letter will be sent home or a phone call made to the parents. For persistent unacceptable behaviour or in case of serious verbal or physical violence the child may be excluded from school. This could take the form of fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

All behaviour stages are recorded on a weekly class record sheet which is sent to the Headteacher each Friday to follow up on and track low level behaviour incidents. After school club also follow use the record sheet.

“Reflective time-out” sessions are led by the Headteacher or Deputy Head teacher in a designated room. They last for 15mins and are recorded in the “Stage 5 Reflective Time out” book kept in the Headteacher’s office.

Fixed-term and permanent exclusions

Any exclusions from Uplands Junior School, Fixed Term or Permanent will be made in line with the Statutory guidance from the DfE ‘Exclusion from maintained schools, academies and pupil referral units in England.’ The decision to exclude a pupil must be lawful, reasonable and fair. Only the Headteacher (or Acting Deputy Headteacher) has the power to exclude a child from the school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. Fixed Term exclusions may be for part of a school day eg. lunch times or for full days. Fixed Term exclusions cannot be extended or ‘converted’ to a permanent exclusion. However, in exceptional circumstances, usually following an investigation where relevant evidence has come to light, a further fixed-period exclusion may be issued to start immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

A decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

If the Headteacher excludes a child the parents must be informed immediately in writing, giving reasons for the exclusion. At the same time the Headteacher makes it clear to the parents their right of appeal to the Governing Board. If the number of days of fixed term exclusion exceeds 5 days in one term then the Governor Board (or delegated panel of at least three governors) at the request of parents can consider reinstatement. The LA will also be notified. If less than 5 days in one term then parents have the right of representation but Governors do not have the power to reinstate.

The Governing Board (or delegated panel of at least three governors) must meet to consider reinstatement within 15 school days of notification if the exclusion is permanent; it is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or it would result in a pupil missing a public examination or national curriculum test. The parent will be invited to the Review Meeting.

Use of reasonable force

All staff will follow the guidelines set out in the ‘Physical Restraint and Reasonable Force Policy’ written in conjunction with DfE Behaviour and discipline in school (Jan 2016) and DfE Use of Reasonable Force (July 2013).

What is reasonable force?

- This term covers a broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or when a student needs to be restrained to prevent violence or injury.
- “Reasonable” means as much as is appropriate coupled with having sound judgement.
- Schools use force to control pupils or restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder
- In a school force is used for two main purposes-to control pupils or to restrain them.
- 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.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use reasonable force as a form of punishment

Schools do not require parental consent to use force on a student

School will inform parents if reasonable force has been used and a complete and detailed written report will be made on any occasion where force is used.

(see DFE guidance “Use of reasonable force” 2013)

Roles

The Role of School Council

The School Council meets approximately once every 2 weeks. The School Council consists of children from Year3 – Year 6 who wear special badges that identify them throughout the school.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been reprimanded, they should initially contact the class teacher. The Headteacher or a member of the Senior Leadership Team may then be involved and, if the concern remains, they should contact the school Governors following our complaints procedure which is found on the school website. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas. They should also support the class teachers in enforcing the rules in the classroom.

The Role of the Class Teacher

Uplands Junior School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. Teachers at Uplands Junior School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the school's standards of behaviour are enforced consistently in their class, and that their class behaves in a responsible manner during lesson time.

Role of the Governors

The Governing Board has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Role of the Headteacher

It is the responsibility of the Head teacher to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Communication

The Behaviour Policy and expected standards of behaviour and the school ethos of 'Respect for All' is communicated and reinforced to staff, pupils and parents throughout the school year.

This is included through

- the school website
- assemblies
- within each classroom and study area
- newsletters
- parent meetings
- social media

This policy is to be reviewed: January 2021

Behaviour Consequences

To be displayed in every classroom and areas around school

1. Spoken warning
2. Name recorded on behaviour log
3. Miss a playtime
4. Time out of the classroom with a senior member of staff
5. Sent to Head or Deputy for "Reflective time-out". Letter home

