

UPPERBY PRIMARY SCHOOL

BEHAVIOUR POLICY



School Details

Headteacher:	Mrs P Burns
Chair of Governors:	Mr W Atkinson
Policy Date:	October 2023
Policy Review Cycle:	Annually
Next Review Date:	October 2024

Introduction

At Upperby Primary School we believe that positive behaviour is an essential condition for effective teaching and learning. We believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour, underpinned by our Upperby Values of Respect, Responsibility, Resilience, Caring, Confidence and Aspirations, which are based on respect for each individual within our community and their individual needs.

Aims

The school aims to create a caring and learning environment in the school by:

- Encouraging good behaviour and discipline
- Promoting self-esteem and encouraging respect for others
- Ensuring fairness of treatment for all
- Providing a safe environment free from disruption, bullying and any form of harassment
- Fostering respect for the children's own property, for others and for the school environment
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention

Roles and Responsibilities

The Governing body will establish in consultation with the Headteacher and staff the policy for promotion of good behaviour and keep it under review. It will ensure that the policy is communicated to pupils and parents and is non-discriminatory and that the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher and Deputy Headteacher will be responsible for the day to day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher and Deputy Headteacher.

Staff, including teachers, support staff and volunteers will be responsible for ensuring that the policy and procedures are followed and are fairly and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have the responsibility, with the support of the Headteacher and Deputy Headteacher for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy consistently.

The Governing body, Headteacher and staff will ensure that the policy is not applied differently on any grounds, particularly regarding ethnic or national origin, culture, religion, gender disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child(ren) both inside and outside the school. They will be encouraged to work in partnership with the school and to assist the school in monitoring high standards of behaviour. They will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made aware of the policy, procedures and expectations. Pupils need also to ensure that any incidents of disruption, bullying and/or any form of harassment are reported.

We expect to achieve these aims in the following ways:

Good Classroom Management

- Where there is an emphasis on the positive, including praise for good behavior and thoughtfulness as well as for good work.
- Where classroom and lesson are interesting and well organised so that the children are well motivated and opportunities for disruption are kept to a minimum.
- Where teachers model respect and the standards of courtesy expected from the children.
- Where resources are accessible to all children and where a sense of ownership is developed so that the children take care of classroom equipment and tidy it away carefully.
- Where examples of children's contributions are shared, celebrated and valued. (e.g. through good work assemblies, celebrations boards, etc).
- Where children take an increasing responsibility for their own learning.

Good Communications

- Where parents are informed verbally about their child's behaviour.
- Where parents are supported to understand expectations in school.
- Where all adults in school, teacher, classroom assistants and lunchtime staff have a clear understanding of the behaviour policy and are aware of their own important contribution to its implementation.

School Rules

The school has a set of rules:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

(Taken from Paul Dix)

Bronze, silver and gold discs are to be used within each classroom. All children (from Y1 up) will start the day on bronze. Good behaviour will be recognised and rewarded and children can move up to silver and / or gold for showing the desired behaviours.

Some children need to be taught our desired behaviours, so teachers will focus upon what their class / individuals need to improve on and work on it that week e.g. stopping and being ready to listen as soon as asked.

We focus upon the positives rather than negatives.

Whenever possible, children will not be addressed about their behaviour in front of the class.

Rewards

We at Upperby Primary School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Celebration Assemblies

Assemblies will be held weekly to celebrate excellent work and behaviour from the previous week.

You Can Do It Points

Staff are encouraged to reward children with 'You Can Do It' points for good behaviour or good work. In KS1 children will get a dip in the box after each '10' YCDI points earned. In KS2, YCDI points (also known as house points) will be earned for their house team. At the end of each term, house points will be collated and the winning house team will be awarded a prize.

Sanctions

The following chart outlines examples of each behaviour and possible consequences and sanctions.

Behaviour	Sanction
Step 1 Offence Child day dreaming, looking around, talking (non-disruptive) Talking, distracting others, slow to complete work, arguing with peers, calling out	Non-Verbal A look, standing near the child, reminder of class rules, praise children nearby Verbal Request 'Name' you are breaking our rule of (describe rule) by (describe action) please can you (desired behaviour) .
Step 2 Offence Low level disruption, calling out, consistently being off-task, rudeness to staff, throwing small equipment.	Time out in class - thinking table / chair 'Name' you have continued to (describe action) you now need to have time out on the thinking table / chair and move your name down the ladder. If you choose to describe (desired behaviour) you can move back up.
Step 3 Offence – Name taken off bronze reward chart Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions, disruption to learning, hurting another child.	Time out in another class / sanctions at lunchtime. Class teacher to speak to parent 'Name' you have continued to (action) , you now need to think about making the right choice desired behaviour in time out in another class and move your name down the ladder.
Step 4 Offence – Sent to SLT Swearing directly at an adult, refusal to come in from playtime/lunchtime, violence or intimidation directed at any member of the school community, leaving the classroom without permission, racist incidents, upturning furniture.	Sent to Phase Leader 'Name' you need to because.... Class teachers will track the number of times each child has out of class each half term. On the second time out, the phase leader will call parents. A behaviour book will then be introduced and a meeting will be held with parents once a week.
Step 5 Exclusion Continuation of level 2- 3 offences. Deliberate violence towards a child in the classroom, racist incidents, upturning furniture, damaging school equipment, vandalism	Sent to the Head teacher The head will then decide possible sanction: School detention Internal exclusion Fixed term suspension Lunchtime exclusion Meeting with parents/ carers A behaviour record of the child will be made

If an incident happens during playtime, again the child needs reminding first of all about expectations. If after this, the behaviour continues, they will be asked to stand by the staff member for two minutes to think about their behaviour.

Physical violence will never be accepted within our school. If a child strikes out at another, they will automatically miss their playtimes for two days. Children are told not to retaliate back but instead tell an adult straight away. If they do strike back, they will receive the same punishment as the perpetrator.

Restorative Justice/Reflection on Actions

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

Bullying

As a school we take allegations of bullying very seriously. This is covered in our Anti-Bullying Policy.

For a few children the system listed above will not discourage inappropriate behaviour. For these children an individual behaviour plan will be devised. A child with emotional and / or behavioural difficulties may also be referred to outside agencies for further support. The school will follow advice and support from outside agencies to improve behaviour in school. Referrals to outside agencies such as the Educational Psychologist will be made as appropriate. Children may also be referred to the pupil referral unit.

In exceptional circumstances pupils may be at risk of permanent exclusion and may need longer term intervention to help them manage their behaviour better. The exclusion policy sets out the procedure the school will follow for an exclusion.

WE ALWAYS TRY TO REMEMBER TO PRAISE / CONDEMN THE BEHAVIOUR NOT THE CHILD.

It is important that everyone who has responsibility towards the children in our school fully understands this system and that it is acted upon fairly and consistently.

Monitoring and Review

This policy is monitored on a day-to-day basis by the Head teacher, who reports to Governors about the effectiveness on request.

The policy will be reviewed every year.

This policy was agreed by the Governing Body 4th October 2023.

Date of the next review October 2024.