Uxendon Manor Primary School

Policy on Behaviour and Attitude

1 Aims and objectives

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

1.2 The school has a number of rules, but our behaviour and attitude policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.7 Our core values are shown by these three statements which are displayed around the school and were agreed following discussions with the school council.

'We show respect' 'We make the right choices' 'We roll up our sleeves'.

2 Rewards and consequences

2.1 We praise and reward children for good behaviour in a variety of ways:

Praise can be given in formal and informal ways, in public or in private, for maintenance of good standards as well as for particular achievements.

The use of a range of rewards for children can be effective. These may be individual or group rewards. Among those used are:

- Teachers congratulate and praise children.
- Teachers give children team/table/house points.
- Children receive stickers and/or certificates for particular achievements.
- Teachers speak to parents to inform them of their child's positive behaviour.
- Each week, teachers nominate a child from each class to be awarded an 'Achievement Award' certificate in our Friday 'Celebration Assembly'.
- Children can earn 'Golden Time' on Friday afternoons
- All classes have an opportunity to lead a class assembly where they are able to show examples of their best work.
- The Headteacher chooses one child a week to be awarded the 'Headteacher's Award' in the Friday 'Celebration Assembly'.

- Opportunities for greater responsibility in school, e.g. – Head Boy/Head Girl, Year 6 prefects, 'Uxendon buddies', 'Friendship Squad', monitors.
- Opportunities to represent the school. This could be in sports teams, when the choir sing at local events, visiting other schools or places in the local area etc.
- Golden Time awarded once a week, on a Friday afternoon, when children can select their own activities, e.g. – board games, drawing etc.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. In our celebration assemblies, we often celebrate children's achievement out of school, e.g. music or sport certificates / medals.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. We follow a system of appropriate sanctions as shown below in our 'Behaviour Steps'.

Step 1 – Rule reminder
A child who has broken one of our rules will be given a warning and a rule reminder. The child will be asked to change their behaviour. If this does not occur then proceed to Step 2.

Step 2 – Loss of privileges
Where Step 1 has been ineffective, the teacher will impose the appropriate sanction – this may be loss of a set amount of Golden Time or being kept in at break/lunch. The child will be asked to change their behaviour. If this does not occur then proceed to Step 3 or in more serious cases move onto Step 4, 5 or 6.

Step 3 – Cool off time
The child will be sent to an area in the classroom or just outside, as isolated as possible, for an appropriate amount of time. The child may not participate in the lesson. When the teacher feels the child is ready to re-join the class they may do so.

Step 4 – Time Out (Pink)
If the child needs to be removed from the room immediately then the time out system will be used. Pink level is for incidents / behaviour of a nature that requires the child to be taken to another class. At this level, the pink card will be shown and the child will be sent to another class for a fixed period of time. This will usually be for around 10 - 15 minutes. The child is expected to sit in an isolated place in the room. The member of staff who issued the 'Time Out' should record the incident in the child's class pink time out book and ensure that the card is returned.

Step 5 – Time Out (Purple)
If the child needs to be removed from the room immediately then the time out system will be used. Purple level is for incidents / behaviour of a very serious nature. A member of the leadership team will deal with this and it will be followed up by them. This level will be used for two reasons:
1. It may be that the time out following a pink card has not been effective and therefore a purple card is issued.
2. If there is a serious incident and a member of the leadership team is needed immediately to deal with it. The card should be taken, usually by another adult, to the appropriate member of staff.

Step 6 – Parents/Carers formally contacted.
If this behaviour continues, the parents/ carers of the child will be contacted formally by telephone or letter. This step can also be reached from Step 2 if behaviour is consistently poor.

Step 7 – On Report
If this behaviour continues, the parents will be notified again and the child will be placed on report. This may involve staff signatures at either lessons or break times or both. Parents will be expected to sign this at the end of each day.

Step 8 – Internal Exclusion
If no improvements are made, the child will be withdrawn from class lessons for a fixed period of time.

Step 9 – Fixed Term Exclusion
If there are very serious breaches of the School Behaviour Code, these stages may be by-passed and fixed term exclusions will be considered by the Headteacher.

Step 10 – Permanent Exclusion
Should such serious breaches of the School Behaviour Code continue, the exclusion may be made permanent.

These behaviour procedures are regularly discussed with the children. The procedures are displayed around the school on posters using child friendly language.

In dealing with unacceptable behaviour the principles on which we base our sanctions are that they should be:

- consistent
- implemented as soon as possible
- focused on the act not the child
- expected by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or teacher
- sufficiently disagreeable to discourage future unacceptable behaviour.
- the safety of the children is paramount in all situations.

2.4 The class teacher discusses the 'Rewards for Positive Behaviour' and 'Behaviour Steps' with each class. In addition to these, each class also has its own 'Rights Respecting Schools' (RRS) charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, 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.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain

children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3 Attitude

3.1 We expect every child to be polite and courteous around school, showing their good 'Uxendon Manners'. We promote the importance of having good manners and expect the children to say 'please', 'thank you', 'excuse me' etc.

3.2 We believe that hard work and resilience are key drivers in achieving success. We promote the importance of having a positive work ethic and believe that in developing a 'Growth Mindset'

3.3 We believe that the whole school community should adopt a positive attitude towards learning and we promote resilience through our school saying, 'Roll up your sleeves!'

4 The role of the class teacher

4.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

4.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

4.3 The class teacher treats each child fairly, and enforces the classroom charter consistently. The teachers treat all children in their classes with respect and understanding.

4.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher, following our 'Behaviour Steps', seeks help and advice from their phase leader or member of the leadership team.

4.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with members of our inclusion team, the education social worker, educational psychologist or the LA's behaviour support service.

4.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

5 The role of the Headteacher

5.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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.

5.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

5.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.

5.4 The Headteacher has the responsibility for giving fixed- term suspensions 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. These actions are taken only after the school governors have been notified.

6 The role of parents and carers

6.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

6.2 We explain our school expectations in our Home School Agreement, which we expect every child and parent to read, sign and support.

6.3 We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

6.4 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact their child's phase leader or a member of the Senior Leadership Team. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The role of governors

7.1 The Board of Governors has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

7.2 The Headteacher has the day- to-day authority to implement the school's policy on behaviour, 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.

8 Fixed-term and permanent exclusions

8.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DCSF, January 2003). We recognise the legislative changes which took effect from 1 September 2007, namely the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

8.2 Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

8.3 If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

8.4 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

8.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

8.6 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

8.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

8.8 If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

9 Monitoring and review

9.1 The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents in a green book. The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: our senior lunchtime supervisors keep written details of any incident in their incidents book. More serious incidents are now recorded on a computerised system – CPOMS.

9.3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non- statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

9.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

To be approved by the Board of Governors of Uxendon Manor Primary School – January 2022

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