

Upper Beeding Primary School

Good Behaviour Policy

March 2019

Upper Beeding Primary School's shared values and beliefs about behaviour comprise of the following:

- Behaviour principles written statement by the governor body - section 88 Education and Inspections Act 2006.
- School Behaviour policy by the headteacher - section 89 Education and Inspections Act 2006.

The governing body of Upper Beeding Primary School will ensure that policies are designed to promote good behaviour and discipline on the part of its pupils and are pursued at the school. The governing body **has** determined that the school's shared values and beliefs about behaviour are:

- a) School agreed routines encourage good behaviour.
- b) Good behaviour can be encouraged and undesirable behaviour discouraged.
- c) Extreme undesirable behaviour will not be tolerated by the adults in the school.
- d) The school will work together with the home to promote good behaviour.
- e) All staff deserve support and encouragement at times when they experience a child whose behaviour is undesirable.

The headteacher of Upper Beeding Primary School has determined that in order to meet the behaviour principles, the following routines will be adhered to:

1. The beginning of the day
2. The end of the day
3. Moving around the school
4. Assembly
5. Morning break
6. Lunch break
7. Wet breaks
8. Use of cloakrooms
9. Going to the toilet
10. PE Kit and getting changed for PE/Games

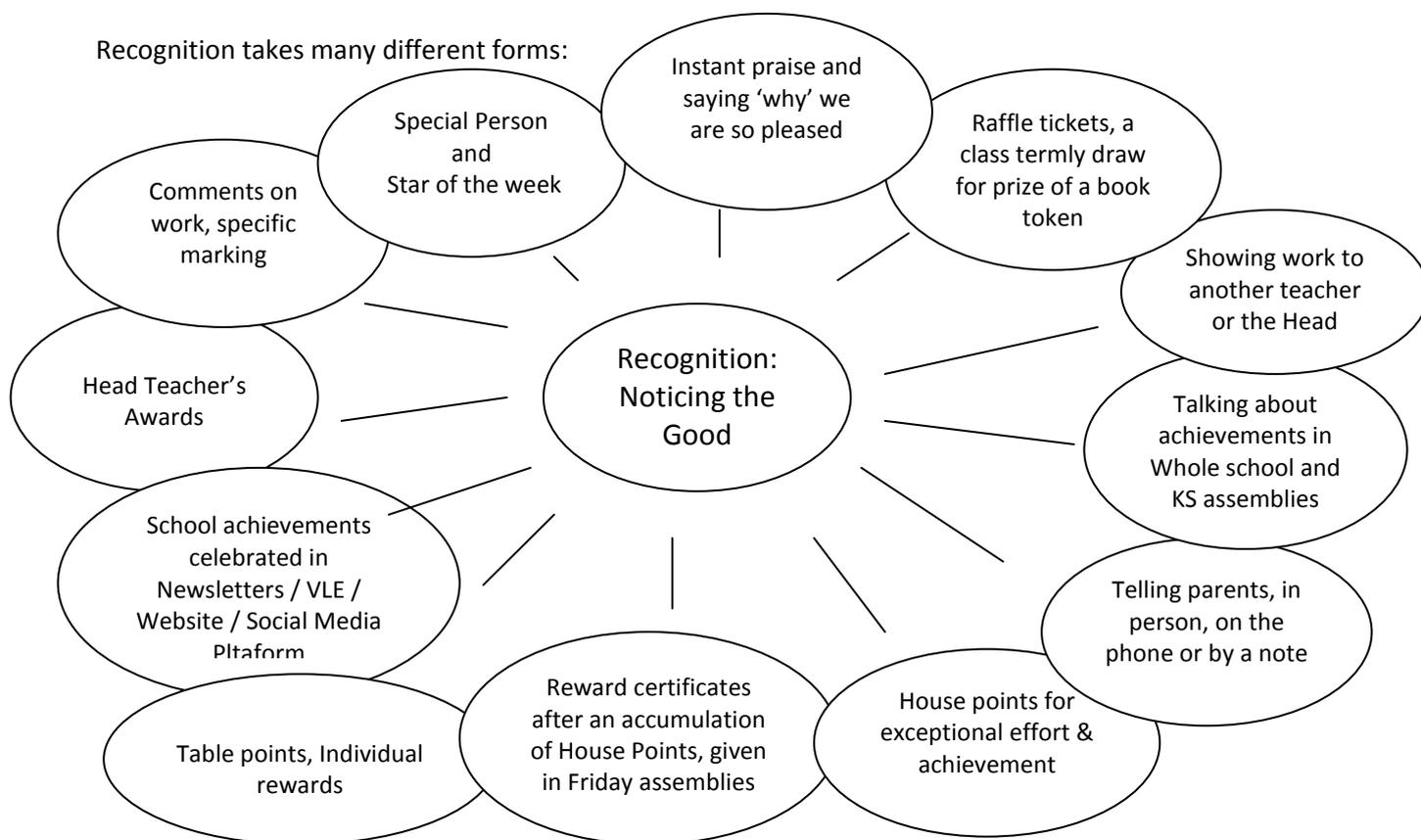
Good behaviour can be encouraged and undesirable behaviour discouraged. The school community will adopt a set of agreed rules aimed at making our school a safe environment, which encourages self-respect and the opportunity to learn.

We believe that everyone gives their best, tries their hardest, and shows the best of themselves when they feel valued and treated with respect. When this happens, everyone feels happy.

Our Good Behaviour Policy is based on positivity, praise and encouragement; we like to ‘Notice the Good’, and verbalise it. Our definition of ‘being good’, is anything connected with our School Values and our Key Learning Skills:

Our School Values are:	Our Key Learning Skills are:
<ul style="list-style-type: none"> * Respect * Teamwork * Curiosity * Creativity * Independence * Enjoyment 	<ul style="list-style-type: none"> * Have confidence – ‘I can do it!’ * Plan and think things through * Be persistent – stick at it, even when it’s tough * Be curious – ask questions * Be creative – try things out – problem-solve * Make links with things you already know * Talk and share ideas with your team – then have the confidence to form your own ideas

Recognition takes many different forms:



Behaviour Management Principles at Upper Beeding

Principles behind the way we handle undesirable behaviours

- Always involve the parents sooner rather than later – don’t wait, get their involvement and awareness – class teacher informs them on the day it happens
- If you need to meet the parents, let your Key Stage Assistant Head or the Headteacher know
- Decide on a plan of action as a result of the behaviour which includes both a sanction and a way forward to change the behaviour and tell the parent
- Log incidents and actions in the behaviour section of Pastoral Records on resources/pastoral records/intake year/behaviour
- All incidents which involve danger to self or others go straight to Head or Assistant Head (in Heads absence)

- Refer to list of acceptable and unacceptable behaviour when talking with the children
- Use social stories when appropriate to help illustrate and support behavior understanding
- TAs always inform the class teacher of anything you are concerned about in relation to behaviour you have been dealing with
- If an incident involves hurt or danger to a member of staff, a child running out of class or school and/or exceptional circumstances go straight to the Head; complete and ABC form found in SEN folder on the school intranet.
- Discuss concerns with SENCO, Assistant Heads, colleagues, Head, previous teacher, other professionals to support behaviour strategies

When talking through an incident:

- Find out from all parties, what happened, asking them separately
- Jot notes so they can see you are recording what happened
- Date the notes and add to behaviour logs
- Discuss choices and consequences of actions to all children involved and inform colleagues of sanctions and next steps put in place
- Inform the parent of the incident and what has happened consequently

Our school values of respect, independence, curiosity, creativity, enjoyment and collaboration mean that we believe that EVERY child and adult has a right to be treated as a unique and worthwhile individual in their own right, irrespective of ethnicity, attainment, age, disability, gender, faith or background. We treat everyone with respect.

The behaviour of some children will be unaffected by a whole school Behaviour Policy. It is important to address their behaviour and work towards changing it. This will be done through an Individual Behaviour Plan.

Use of Restraint

If a child leaves the school premises without permission, they will not be restrained. The school will inform the parents immediately or the police if the parents cannot be contacted.

A teacher can restrain a child using reasonable force if they are behaving violently towards themselves, another person or property. Where we feel a child maybe unable to keep themselves safe or unable to regulate their behaviours / emotions we may be required to use safe holding techniques. The teacher will send for another adult immediately and as soon as possible record the incident in writing. The school will inform the child's parents of the incident and reasonable adjustments will be made for pupils with disabilities and/or Special Educational Needs.

All staff deserve support and encouragement at times when they experience a child whose behaviour is undesirable.

- Staff will be encouraged to share the situation with other members of staff so that support can be given and strategies discussed.
- The school will request support from outside agencies when necessary and provide INSET opportunities when appropriate.
- The SENCO will advise on preparing an Individual Behaviour Plan.
- Staff will be supported appropriately if accused of misconduct.

Section 89 Education and Inspections Act 2006 requires that the headteacher's Behaviour Statement be publicised in the form of a written document as follows:

- a) they must make the measures generally known within the school and to parents of registered pupils at the school and

b) they must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).

Informing and Reporting

At Upper Beeding Primary School section 89 (b) will be delivered at the annual year group welcome parent meetings in the Summer term.

This will be reported upon to the governing body by the headteacher at the next Full Governing Body Meeting.

The adults in the school will not tolerate undesirable behaviour that is extreme.

Extreme behaviour is:

- Seriously upsetting or hurting others
 - Deliberately destroying property
 - Repeatedly refusing to follow instructions
 - Consistently behaving in a way that stops others or themselves from learning
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- Any child involved in any of the above will by-pass the sequence of consequences and be sent immediately to the Headteacher or Assistant Headteachers, or if they are unavailable, to a member of the SLT.
 - When dealing with children in this category, take time to discover what has happened.
 - The exclusion of a child will only come into effect when at least 2 adults have discussed and agreed exclusion is the best course of action.
 - Parents will be informed of the decision by phone if possible but all parents will receive an official letter of exclusion.
 - On return to school there will be a meeting between a member of SLT and the parent and the child previously excluded to discuss the incident leading up to the exclusion, the reason for the exclusion, and to plan future strategies to deal with similar situations.
 - If it is appropriate a home/school contact book will be set up.
 - The child will be put monitored closely for one week on return to school and parents will be contacted at the end of the week to discuss the child's behaviour. Every attempt will be made to make the report of this week positive.

Anti-Bullying Policy

'Bullying' is defined as persistent, targeted behaviour. It is not a term used lightly. The principles of dealing with it are exactly the same as those listed above. Bullying can be:

- VERBAL** · Name calling, teasing, rumours, threats, manipulating others.
- NONVERBAL** · Leaving people out, ignoring people, following people, making gestures.
- PHYSICAL** · Hitting, being pushed or pulled about, being attacked, having your possessions thrown around or purposely moved, being forced to hand over money or possessions.
- RACIAL** · Deliberately causing offence to someone because of the colour of their skin, their religion, culture or ethnic background.
- CYBER** · Inappropriate use of texting, emailing, VLE postings, social networking sites. (Links to Acceptable User Policy, Computing Policy, E-safety Policy, Cyber Bullying Guidance and WS guidance on e-safety)

- We aim to empower children with the confidence to say when they don't like a behaviour and have the courage to explain why.
- Children are encouraged to tell an adult if persistently uncomfortable behaviour towards them does not stop.
- The aim of all our behaviour management is to help children understand why they may behave in the way they do, and to turn negative behaviour which have unpleasant outcomes, into positive behaviour for all.
- We understand that for some children expressing their distress may be difficult and we will make exceptional provision for monitoring them as well as teaching individual strategies appropriate to their needs.

If someone is doing something you don't like:

1. **Tell them to STOP!**
2. **Tell them why you don't like it.**

If they don't stop.....

3. **Tell an adult**



Racial equality and racial harassment (Link to Equality Policy and PSED)

- 'Racial harassment' is defined as any unpleasant behaviour towards an individual, specifically because of their ethnic, cultural or religious background.
- The principles of dealing with it are exactly the same as those listed above.
- We aim to help children in every way possible, see that every person is a dignified and unique individual who deserves the same courtesy and respect as themselves
- Any incidents of racist behaviour will be reported to both the Governing Body of the school and the Local Authority.

Behaviour Rules

You start EVERY day on a green card.
A raffle ticket is given for wonderful behaviour.



If you are behaving in a way we have agreed is unacceptable:



1) Verbal warning

- you will be asked to stop behaving in a way we have agreed is unacceptable

If you carry on misbehaving in class
2) Your class teacher will warn you visually, e.g. name on board

If you continue to carry on misbehaving in class

3) Yellow card

- You miss 5 minutes of break
- you can carry on playing, but must do so properly

If you carry on misbehaving for the same behaviour:

4) Red card = Time Out

Your parents are informed and you miss the next play and some of lunchtime.

If on the playground, you can't play any more

5) 2 red cards in one week = Time Out

A meeting is arranged with your parents and the Assistant Head
You miss the next play, half of lunch to complete an activity

- The amount of time a child is kept in at break or lunchtime is dependent on the age of the child and up to the teacher's discretion.
- Each person has a chance for a fresh start (green card) at the beginning of each day and week, unless the same behaviours happen consistently, in which case your teacher may make a behaviour plan for you with your parents.
- **Some behaviours go straight to a red card – look at our agreed list and you may meet with Mrs Linford straight away, and your parents informed.**

A yellow card is given for:

- Aggressive behaviour
- Being rude / disrespectful
- Talking over the teacher / back chat
- Being deliberately mean / unkind
- Throwing or pushing things
- Refusal to follow instructions
- Using inappropriate language
- Rough play fighting

A red card is given for:

- Persistent, targeted behaviour = bullying
- Stealing (if there is concrete evidence)
- Aggressive physical contact eg:
 - Punching
 - Strangling
 - Hitting
 - Pinching
 - Slapping
 - Kicking
 - Fighting
 - Spitting
- Extreme rudeness

Classroom Behaviour Rules

Everyone starts the day afresh on green. There are all sorts of, praise, rewards you can win in your classroom. Each class is slightly different. All adults can give raffle tickets.

If you are choosing to do the wrong thing, according to our agreed behaviour rules, you will get a warning.
If you carry on, you will get 'a yellow card' equivalent

If you still carry on you will get a 'red card' equivalent and go into time out.
Your parents will be informed.



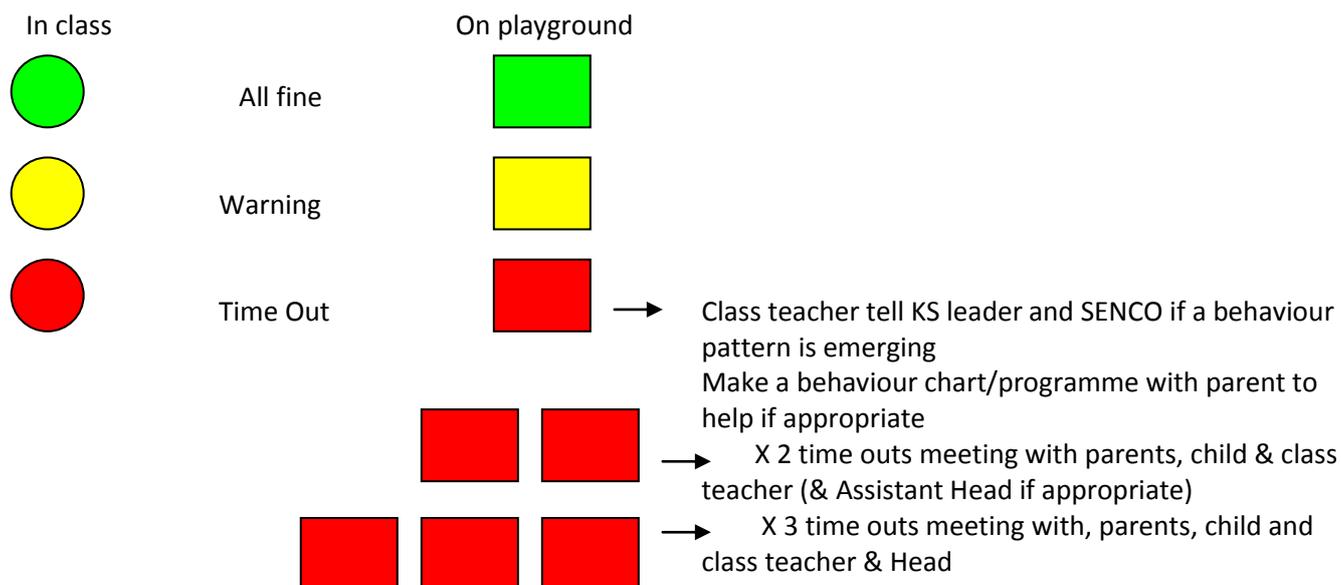
2 time outs = a meeting with your parents (and Yr group leader / Assistant Head when appropriate)



3 time outs = a meeting with your parents and Assistant Head or Head when appropriate

Playground behaviours and classroom behaviours are all part of the same system, and may be adapted to the needs of individuals if required, for example a child with ASC or Speech and Language difficulties.

Recording Systems for Behaviour



Each class teacher is responsible for tracking pupil behaviour and recording on Pastoral Records

- Incidents are logged when causing concern and are becoming repetitive. This is a confidential file.
- Everyone on playground duty must pass on and if necessary record any incidents with clear detail Including: date, time, type of behaviour exhibited, action taken. At the end of play give information to the class teacher.
Class teacher must read, log it, see if it needs immediate action, and follow school guidelines

Major incidents

- If something happens beyond normal low level behaviours, inform a member of the leadership team, explain the situation and complete a detailed incident record (ABC form)

Reviewed, Adopted and Ratified by:

Staff	March 2019
Governing Body	March 2019
Date for Review	March 2022