



**Uffculme Primary School**

# **Behaviour Policy**

Approved by The Local Governing Body on: 30.01.18; 07.05.19;  
19.11.19; 17.11.2020, 09.11.2021, 28.11.2022, 26.09.23

Next review date: 26.11.24



## Behaviour Policy

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## 1. Value Statement – Core Beliefs

We want the children in our school to develop the skills that will help them to achieve and become successful, independent and lifelong learners. We can achieve this aim when we work as a team; children, parents and staff, to create the best conditions and environment for learning.

- We believe that good behaviour has a positive effect on progress and learning.
- We believe that children who are treated with respect will learn how to offer that respect to others.
- We believe that we all have a responsibility to help children achieve a high level of positive behaviour and that best results come from working together with regular communication between home and school.

It is essential that there is consistency in dealing with behaviour throughout the school. This policy was therefore reviewed and agreed by all members of teaching and support staff.

Parental support is of crucial importance so parents/carers are made aware of the school's approach to promoting positive behaviour from the time their children enter school and parents are consulted about this policy.

Through both the hidden and taught curriculum we foster a sense of community and caring for each other. In daily life, good manners and thoughtfulness are encouraged and children are praised for demonstrating these qualities.

### Aims

- To ensure that all children feel and are safe, secure and happy.
- To enable pupils to acquire and develop a range of social skills that will prepare them for life.
- To promote an appreciation of the needs of others and respect for their property.
- To fully involve parents in all aspects of their child's behaviour.
- To foster positive attitudes towards everyone with achievement at all levels being acknowledged and valued.
- To provide a stimulating, caring, purposeful learning environment throughout the school where every child feels valued and is given the opportunity to achieve their full potential.
- To encourage independence, self-discipline and raise self-expectations so that children learn to accept responsibility for their own behaviour and learning.
- To ensure a clear and consistent approach to behaviour throughout the school that is supported by children, staff, parents, governors and visitors.
- To continue to build upon the values of the school as laid out in the school's vision statement. **(Everything with HEART)**
- To promote an atmosphere where children have good self-esteem and are equipped with the skills to form positive relationships.



## 2. Rights and Responsibilities

### a) School

#### Rights

- To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this.
- To enforce the school's behaviour policy – including rules and disciplinary measures.
- To expect pupils and parents' cooperation in maintaining an orderly climate for learning.
- To expect pupils to respect the rights of other pupils and adults in the school.
- Not to tolerate violence, threatening behaviour or abuse by pupils or parents.
- To take firm action against pupils who harass or denigrate teachers or other staff on or off the premises, including cyber-bullying – engaging external support services, including the police, as appropriate.
- Under the Education and Inspections Act 2006 teachers can instruct a pupil to turn out their pockets and discipline them as appropriate if they refuse to do so.
- The Headteacher can authorise a search of pupils or their possessions (including bags and lockers) without their consent if there are reasonable grounds for doing so.

#### Responsibilities

- To ensure the whole school community is consulted about the principles of the school behaviour policy.
- To establish and communicate clearly measures to ensure good order, respect and discipline.
- To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.
- To ensure the school behaviour policy does not discriminate against any pupil on grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- To support, praise and, as appropriate, reward pupils' good behaviour.
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.
- To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying including cyber-bullying, and dealing effectively with reports and complaints about bullying. Further information is detailed within the Anti-bullying policy which is on the school's website or available upon request.
- To ensure staff model good behaviour and never denigrate pupils or colleagues.
- To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.
- To keep parents informed of their child's behaviour.
- To work with other agencies to promote community cohesion and safety.



## **b) Families**

### **Rights**

- To make representation about the school behaviour policy.
- To be kept informed about their child's progress.
- To expect their children to be safe, secure and respected in school.
- To have any concern they have about their child being bullied taken seriously by the school and investigated as necessary.

### **Responsibilities**

- To respect the school's behaviour policy and the disciplinary authority of school staff.
- To read and commit to the Home/School Agreement.
- To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- To ensure their child understands that bullying and abuse in all its forms, including cyber-bullying, will not be tolerated.
- To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.
- To ensure school staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm.
- To be prepared to work with the school to support their child's positive behaviour.
- To attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour.
- To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.
- If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and to attend a reintegration interview with the school at the end of a fixed period exclusion.

## **3. Roles**

### **a) Children are expected to;**

- Abide by the school behaviour policy and do whatever they can to adhere to it.
- Report bullying (including cyber-bullying) and abuse and poor behaviour.
- Act as positive role models for other children in school and as ambassadors for the school when off school premises.
- Show respect to adults in school, fellow children, school property and the school environment.
- Never be disrespectful, harm or bully other pupils or staff in or out of school.
- Cooperate with, and abide by, any arrangements put in place to support their behaviour.

### **b) All staff are expected to;**

- Promote and model good behaviour.



- Intervene and take appropriate action where necessary when a breach of the code of conduct takes place.
- Report poor behaviour swiftly to an appropriate member of staff.
- Operate in a culture of mutual respect.
- Accept guidance and support when given.
- Use a range of appropriate strategies for dealing with students.
- Wherever possible de-escalate incidents.
- Ensure that the school environment and classrooms are in a fit state for use.
- Listen to students' perspectives of reported incidents.

**c) All teaching staff are expected to;**

- Create a positive learning environment and model good behaviour
- Making it clear that it is the *behaviour* which is unacceptable, not the child.
- Agree a set of class rules at the beginning of each school year which are clearly on display in each classroom, regularly referred to and adhered to
- Plan and deliver lessons which engage the interest of students.
- Follow agreed system of rewards and sanctions.
- Understand their collective responsibility for safe behaviour out of lessons, e.g. at break and lunch and after school.
- Arrive on time for duties and make arrangements for cover where necessary.
- Make sure resources are taken care of including exercise books.
- Ensure that systems for managing behaviour are applied consistently.
- Seek advice and support with managing behaviour when needed.
- Employ a full range of strategies to manage poor behaviour.
- Make effective use of teaching assistants.
- Contribute to the reflection rota
- Support pupils' learning and personal and social development.
- Keep parents informed of behaviour concerns and respond swiftly and expediently to parental concerns

**d) All Key Stage Leaders (who are also the senior leadership team) are expected to;**

- Communicate values which underpin behaviour policy and model them to whole school.
- Reinforce key messages in assemblies.
- Provide effective and efficient support for teams which are line managed.
- Ensure support is provided for all other staff.
- Deal effectively with instances of bullying.
- Deal effectively with concerns about out of lesson behaviour, including breaches of the Acceptable Use Policy.
- Ensure that protocols for administering sanctions have been correctly observed and that appropriate opportunities have been provided to listen to pupils including gathering witness statements.
- Manage internal exclusions.
- Instigate external exclusions including reintegration meetings and PSPs where necessary.
- Initiate TAFs where necessary.
- Keep informed and gather information about behaviour concerns.



- Conduct regular Learning Walks
- Monitor standards of behaviour in each Key Stage
- Inform parents of behaviour issues which affect teaching and learning in subject and maintain effective relationships with parents
- Maintain a high visibility and presence about the school.
- Manage Reflection rota.
- Organise and monitor duty rotas.
- Review the Behaviour Policy regularly.
- Ensure that relevant training opportunities are provided for staff.
- As Deputy Child Protection Officers, ensure that safeguarding is fully in place.
- Manage referrals to SENDCo
- Regularly discuss vulnerable and challenging pupils.

#### **e) The Headteacher**

- The headteacher is responsible for reviewing and approving this behaviour policy.
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

#### **f) The Local Governing body**

- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

## **4. Uffculme School Values**

A set of Uffculme Values was devised which encapsulates the **essence of school life**:

<p><b>Everything with HEART</b></p> <p>H – Healthy  E – Equitable  A – Ambitious  R – Respectful  T – Togetherness</p>
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This is displayed in every classroom and referred to regularly through our assembly programme.

## **5. Strategies for Positive Behaviour Management**

Uffculme Primary School will develop a range of appropriate strategies for Positive Behaviour Management to support all staff in maintaining an effective learning environment. Staff will be given appropriate training and support to implement these strategies

## **6. Rewards and Sanctions**



## a) Rewards

Staff responses to children are positive whenever possible. Our aim is to catch the child doing good things, to notice and reinforce positive behaviour. Across the school, achievement is celebrated in the following ways;

- The child may be commended to other children and other staff members
- Stickers or Dojos are awarded to children throughout the week by any staff member recognising a significant development in learning, attitudes and/or behaviour. A Dojochart is displayed electronically in the classroom so that rewards can be instant and the children earn Dojocertificates that they receive in assembly.
- Nugget treats. This is a collective class reward for working well together or displaying an outstanding aspect of learning or behaviour. The treat is agreed between staff and the children and takes place during an afternoon session as soon as they have achieved 25 nuggets
- Showing and celebrating work with others e.g. other classes, their parents, the Headteacher.

## How else do we promote positive behaviour?

- Praising children in close proximity to those behaving inappropriately in order to reinforce appropriate behaviour and manage low level inappropriate behaviour.
- **Playground rules** are referred to regularly and displayed in the playground to promote positive play (Appendix 1).
- **The Personal Social Health and Emotional (PSHE) Curriculum** is devoted to developing social, emotional and behavioural skills. There is a focus on encouraging a positive attitude towards school and a disposition to learn.
- **Celebration Assemblies** take place every week. A child from each class is identified who has achieved particular success or demonstrated positive attitudes or behaviour. Their name is placed onto a Learning Leaf which is displayed in the school hall as well as this being sent on a postcard home to their family.
- **Uncovering the Individual** - this is a new whole-school behaviour initiative to ensure children are displaying characteristics that will stand them in good stead throughout their educational journey and for later life. We reward when children display the following characteristics: challenge, confidence, curiosity, inspiration, responsibility and self-worth.
- **The Behaviour Cup which is** awarded weekly by the Mealtime Assistants to a child from across the school who has had positive lunch times all week.
- **Year 6 Ambassadors** – In Year 6 pupils can apply to become school ambassadors. They will be making progress in reading, writing and math's; volunteer to help around the school; always behave well and try their best and always wear the correct school uniform. Ambassadors will receive an ambassador's badge, sit on benches during assembly and will have an agreed ambassador's reward every half term.

## b) Sanctions

Some children need extra support to enable them to behave appropriately with consequences being implemented. At all times we demonstrate a just and fair approach to regulating children's behaviour, endeavouring to build each child's self-esteem through praise and recognition of effort and

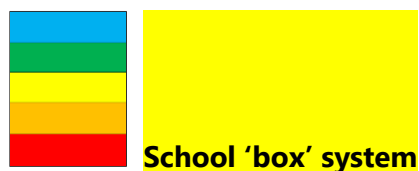




appropriate behaviour. Additionally, we attempt to further every child's self-discipline by encouraging them to think for themselves, use their initiative and make responsible decisions.

It is impossible to match sanctions with misdemeanours but it is important that any punishment is seen as proportionate to the action leading to the sanction.

If reminders of the appropriate ways to behave are ignored, there are a range of consequences that we use, depending on the severity of the situation.



All children are familiarised to the 'box' system from reception upwards. Each classroom has a visible A4 sheet divided into 5 sections of different colors. This constitutes a blue box for outstanding behavior for learning at the top (which if the child reaches they receive a Dojo), followed by green for good which is where each child starts at the beginning of each learning session. There are then yellow, amber and red sections which represent the number of warnings which can be given for inappropriate behaviour with a child's name being moved down through these boxes according to the behaviour that that has been observed. They are given an explanation as to why the behaviour was inappropriate. The expectation of future good behaviour is made clear and as soon as they are behaving appropriately they will be praised and their name will be moved back up the system. The box system will re-start each day after lunchtime.

- However, if the inappropriate behaviour persists it will be made clear that there will be a consequence if they continue e.g. moving to a different part of the classroom, missing some play time/being asked to have some 'time out' away from the classroom/being removed to another classroom for a short time. This is dependent on the member of staff's professional judgement.
- If the child's behaviour is seriously disrupting the other children or threatening their safety (e.g. fighting or hurting another child on purpose) their name is placed directly onto the red box. The child is then sent out of the classroom for some 'time out' (max. 10 minutes) to either the Key Stage Leaders classroom or the Head teachers office. If a child refuses to comply with the adult instructions given in these situations, and all de-escalation strategies have been deployed, then positive handling would be initiated (Please refer to further guidance in the Safer Handling Policy).
- If a child has their name placed into the red box, they will be required to attend a 15-minute session at lunchtime, on the next day, within a 'reflection period' where they will be encouraged to think about their actions and a restorative approach used with each child (Please refer to Appendix 2). This is also recorded our online reporting system.
- When a child returns to their own class, their name will be moved back to the amber section. This is to ensure consistency in approach if another member of staff is teaching the class, for example during PPA cover or a PE lesson, to allow them to be aware that a child has displayed low-level disruption to learning.
- If a child's name has been placed into the red box 3 times in a half term period, the class teacher will initiate a conversation with the parent to establish if there are any underlying difficulties that may need addressing. The aim is to work in partnership with parents and develop a more personalised approach to their child's behaviour (for example playground or



lesson report cards) or make any reasonable adjustments if this is felt to be necessary. The Key Stage leader may also get involved at this stage.

- Other sanctions will also be considered at this stage such as non-attendance on a school trip, not being able to attend extra-curricular activities or represent the school at a sporting fixture selection due to their behaviour. These options would be discussed with the parent and their child before they are actioned.

The following sanctions are not appropriate and should not be used by staff:

- Whole class detentions are not appropriate as they punish good pupils unfairly.
- Writing lines (it is more appropriate to write out the code of conduct).
- Protracted periods of time outside of classroom – if more than 5 minutes are required, Time Out should be used.
- Belittling or humiliating pupils.
- It is not helpful to get into a confrontation with pupils – allow a cooling off period before trying to explain why their behaviour is inappropriate.
- Sarcasm or humiliation.

If unacceptable behaviour is repeated and the above strategies have been ineffective then the Head Teacher may need to be involved. Where necessary the advice of the school's Special Educational Needs and Disability Coordinator (SENDCo) is sought and an individual behaviour plan may be developed.

When a pupil's behaviour cannot be modified by the school's procedures as outlined, further advice from outside agencies may be requested e.g. Behaviour Improvement Team, an Educational Psychologist, the school nurse. Parents are informed and involved as soon as such action is being considered. The ultimate sanction used by the school is to exclude a pupil. This is always a last resort and rarely used.

The Head teacher may issue either an internal, a fixed-term or permanent exclusion for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour. The latter two actions are only taken after the school governors have been notified. Further information about exclusion is listed in section 7.

## **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **Outside the Classroom**

Outside the classroom it is the responsibility of **all** members of school staff to maintain the Behaviour Policy ensuring that they use appropriate strategies for promoting positive behaviour as mentioned in the expectations above. All teachers are expected to support the Reflection rota. (Details of our Reflection approach can be found in Appendix 2)



When the children return to the classroom it will be the responsibility of the member of staff involved (teacher/teaching assistants/meal time assistant) to inform class teachers of any incidents and they will decide whether further action is necessary.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## **7. Suspensions**

Suspension is a sanction used by the School and the decision to suspend a pupil will be taken in the following circumstances:

- In response to a serious breach or persistent breaches of the School's Behaviour Policy and;
- Where allowing the pupil to remain in the School would seriously harm the education or welfare of the pupil or others in the School.

The School seeks to reduce the number of incidents leading to suspensions by promoting a positive atmosphere of mutual respect and discipline.

Pupils may be excluded permanently or for one or more fixed periods of time up to a maximum of 45 days in one academic year.

It may sometimes in exceptional circumstances be appropriate to issue a further suspension following an initial fixed-period or to issue a permanent exclusion. These will be treated as fresh suspension decisions and are subject to the same decision making and notification requirements as the original suspension decision.

The School will follow the latest DfE statutory guidance regarding suspensions, in order to make sure that pupils are treated fairly and not discriminated against.

Suspension, whether fixed-term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy:

- Verbal abuse to a member of staff, to a pupil or other.
- Online abuse to a member of staff, to a pupil or other.
- Physical abuse to, or attack on a member of staff, on another pupil, or other.
- Indecent behaviour.
- Damage to property.
- Misuse of substances.
- Theft.
- Serious actual or threatened violence against another pupil, a members of staff or other.
- Sexual abuse, harassment or assault against another pupil, a member of staff or other
- Upskirting.
- Distributing images of a sexual nature
- Possession, misuse and supplying of illegal drugs.
- Carrying an offensive weapon.
- Arson.
- Persistent disruptive behaviour



- Refusal to follow the instructions of senior members of staff
- Unacceptable behaviour which has previously been reported and for which School's sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Behaviour outside school likely to bring the School or the Academy Trust into disrepute.

This is not an exhaustive list and there may be other situations where the School makes the judgement that suspension is an appropriate sanction.

Where a pupil has received multiple suspensions, or is approaching the legal limit of 45 school days of fixed period suspension in an academic year, the Headteacher will consider whether suspension is providing an effective sanction.

### **a) Permanent Exclusion**

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which Permanent Exclusion may be considered:

- A final, formal step in a concerted process for dealing with disciplinary offences, following the use of a wide range of other strategies which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as the last resort. Offences would include persistent and defiant misbehaviour, persistent bullying (including racist or homophobic bullying), or repeated possession of an illegal drug on school premises.
- Where there are exceptional circumstances (such as a first or 'one off' offence) and the headteacher deems that the readmission of the pupil would seriously harm the education or welfare of the pupil or others in the School. Such circumstances might include:
  - Serious actual or threatened violence against another pupil or a member of staff or other
  - Sexual abuse, harassment or assault against another pupil or a member of staff or other.
  - Supplying an illegal drug.
  - Carrying an offensive weapon\* (as defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him.")
  - Arson.

Again this is not an exhaustive list, however these instances indicate the severity of offences that might result in a permanent exclusion given the serious impact they have on the discipline and wellbeing of other pupils in the School and the need to keep safe the pupils and staff of the school. The School will consider police involvement for any of the above offences.

This policy links with the Uffculme Academy Trust's Exclusion Policy, which should be read in conjunction with this Policy



## **8. Use of Force**

Teachers have the right to use reasonable force to control or restrain a pupil if this proves necessary to stop a pupil committing a criminal offence (or for younger pupils what would be a criminal offence), causing injury or damage to property, or prejudicing good order and discipline.

The school will record and report any 'significant' incidents where a member of staff has used force to control or restrain a pupil.

All permanent and temporary staff (including supply teachers) will be advised of this right.

Further information is detailed within the Safer Handling of Children Policy which can be made available on request.

## **9. Communication and Documentation**

It is the responsibility of all staff dealing with behaviour that relevant and interested parties are kept informed and up to date. Staff should use their discretion to judge whether the issue needs documenting and who needs to know about it.

If a child has a pattern of behaviour that causes concern, parents/carers will be informed as soon as possible in order for school and parents to work in partnership to promote positive behaviour. We will work with parents to plan support for their child's development and invite parents to contact their child's teacher if they have any concerns or worries relating to their children's development in the area of personal, social and emotional development.

Minor misdemeanours do not need to be recorded but incidents of a more serious nature **MUST** be recorded even if no further action is required.

Parents will be informed by letter or telephone call in the case of the following:

- When a pupil has incurred three sessions in 'Reflection'
- Internal Exclusion.
- Suspension – a letter will be sent.

The teaching staff will keep accurate records of communications and agreed actions with reference to managing behaviour through our online reporting system in school.

In addition, the senior leadership team will keep parents informed of ongoing concerns re attitude, behaviour, attendance, punctuality, quality of work and uniform.

### **Appropriate methods of communication:**

- Telephone calls home.
- Email.
- Talking to parents at the end of the school day.
- Letter home.



## **Record keeping**

It is vital that staff keep accurate records of communications and agreed actions with reference to managing behaviour.

Where colleagues communicate directly with parents and agree a course of action this should be shared with the Key Stage Leader and a note made on the pupil's CPOMs file.

## **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **Monitoring and evaluation**

The Headteacher, Senior Leadership Team (SLT) and Governors will keep this policy and our procedures for promoting positive behaviour under review and will amend or change them in the light of reflection or any feedback through on-going monitoring and evaluation. Staff will attend training where appropriate in order to support the implementation of this policy.

A half termly behaviour and attendance audit is compiled and this is shared termly with the senior leadership team and the Governors

## **10. Strategies to Support Vulnerable Children**

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 (SENDCo) 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 a behaviour support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Support for potentially vulnerable pupils will be coordinated through a weekly meeting of the staff charged with monitoring and maintaining the pastoral care provision within the school. The main functions of the meeting will be to:

- Maintain the school's register of vulnerable pupils.



- To review the provision which is in place to help support those pupils already on the pupil welfare register.
- To discuss new cases and appropriate actions to support pupils.
- To link together the working of various agencies who might be supporting a vulnerable young person.

### **Reasonable adjustments under the Equality Act 2010**

Schools have a duty to provide reasonable adjustments for disabled pupils under the Equality Act 2010. In such cases where the disabled pupil has been disobedient or involved in a serious incident consideration needs to be made as to whether it is reasonable for the school to make an adjustment to the sanction. If this is not possible, the school needs to record why it was not appropriate to adjust the sanction. Factors that are likely to be taken into consideration when considering whether adjustments are reasonable for a school to make are:

- the resources of the school and availability of financial assistance
- the practicality of the adjustment
- the effect of the disability upon the individual
- Health and Safety requirements
- the need to maintain academic and extra-curricular activities as standard
- the interest of other students and prospective students.

A school can sanction and exclude students with a disability and tendency to physical abuse, but will show what reasonable adjustments were made and alternative actions were considered before excluding.

### **Conclusion**

At Uffculme Primary School our priority is to enable all children to achieve and learn. In school it is our belief that all children should be able to learn in an atmosphere which is both caring and protective. By promoting positive behaviour, we believe that we provide the conditions in which each child can achieve their full potential. Parents are informed of this policy when they first visit the school, through the prospectus and our school website. By choosing to send their children to this school, parents agree to support us in our policy and commit to our Home/School agreement (Appendix 3).

### **Equal opportunities**

Under the duties of the Equality Act 2010, the school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

### **Links with other policies**

This behaviour policy is linked to the following policies: Anti-bullying policy; Exclusions Policy; Safeguarding Policy; Safer Handling of Children Policy.



## **Appendix 1: Outside classroom and break time guidelines**

- During morning break times three staff members will be present for KS1 and two for KS2. They should move around the playground so they are visible to the children and can see the entire playground.
- During outside classroom times staff members will interact, work with, play alongside, support and extend individuals and groups of children.
- For safety reasons, pupils are not allowed to play on the ramps or the steps.
- All minor accidents will be dealt with by the staff on duty following the guidelines outlined in the Health and Safety Policy
- In the event of a major accident, duty staff should immediately send for help and stay with the child until it arrives (see Health and Safety policy for further details).
- At the end of the outside classroom session/break time a staff member should stand in the middle of the playground and put their hand into the air ensuring signaling that all children are to line up ready to go inside. All children are expected to remain in the lines without talking.
- The staff on duty will ensure a safe and ordered entry into the classrooms.
  - During wet playtimes, children will remain in their classrooms with a member of staff.

### ***Consequences for unacceptable behaviour during break and playtimes***

- Child is reminded of the need for appropriate behaviour
- Child is asked to stand at the side of the playground for part or all of the playtime on the 'time out' bench
- Privileges can also be withdrawn and a child not allowed to re-join a game.
- Unacceptable behaviour will be recorded by either the duty teacher or the MTAs and passed to either the Pastoral Support Assistant or the Head Teacher for further consideration as to whether reflection will need to be attended.
- The child might be removed from the playground for an agreed time.
- For children who consistently fail to co-operate, a lunchtime exclusion for a fixed term may be considered.

The School Council also devised a set of playground rules which are on display in the playground; -

Treat other people the way you want to be treated  
Tell the truth  
Include other people in your games  
Use and look after equipment properly  
Respect our environment and use the bins  
Stay within the agreed boundaries  
Listen to the instructions from adults





## **Appendix 2: The Reflection Approach**

### **Objective**

Reflection takes place for children during the lunch time break in an allocated classroom or the Head teacher's office as a result of inappropriate behaviour (see points below). It is an opportunity for children to reflect on their actions with a member of the teaching staff and consider how they may be able to change these actions in the future, so that inappropriate behaviour can be avoided. It is based on a restorative approach.

### **Reasons why children may be asked to attend 'Reflection'**

- Consistent inappropriate behaviour during lessons or the school day, after the normal behaviour policy has been followed (i.e. child's name has been moved into the red box in the classroom)
- Persistent rudeness/disrespect towards adults or children within the school or on the playground
- Behaviour/actions which are deemed unacceptable, regardless of a prior warning, at the teacher's discretion e.g. aggressive behaviour during the school day

### **Management of the Reflection Room**

The Head Teacher will manage the organisation of Reflection with all other teaching staff carrying out a duty when required as detailed on a Reflection rota.

It is the responsibility of the class teacher to ensure that any supply teachers covering classes during the school day are informed of the 'Reflection' procedures. Equally, if staff are absent from school as a result of PPA or Professional development on their duty day, it is their responsibility to arrange another member of the teaching staff to cover their duty or swap as appropriate.

Reflection will be available for all staff to utilise during the lunchtime period. It is the responsibility of the class teacher to ensure that any children requiring an early lunch as a result of their time in Reflection, is given the chance to do so.

When a child is placed into 'Reflection', a record of this must be kept on the day that the incident occurred by the member of staff that gave it. All records are kept in the 'Reflection' book which is kept in the staffroom. The 'Reflection' book contains information which includes the date, the child's class, the nature of the discretion and how long the child needs to remain in 'Reflection' on that particular day with a suggestion as to the task that needs to be fulfilled e.g. a letter of apology. All records are also recorded electronically on our online reporting system.

During a 'Reflection' session, the overseeing member of staff will adopt a restorative approach, involving a discussion, either at the start or the end, which focuses on;

- What happened?
- What were you thinking?



- What were you feeling?
- Who else was affected? (How do you think they were/are feeling?)
- What do you think needs to happen now?

Possible consequences could also be discussed at this stage to help prevent future occurrences and for the child to understand the choices they need to make as well as understand their own responsibility in what happened. It is an essential element of this process that through a collective responsibility of the staff, a child is given time to reflect and discuss their behaviour. This will also help to prevent a different version given at a later date.

When the child has attended 'Reflection', which is on the following day of the recorded incident, the teacher on duty can then sign the book to show that the child attended and that the task set has been completed. If a child is placed into the 'Reflection' more than 3 times during a half-term with regard to inappropriate behaviour, an initial phone call will be made home to parents to discuss the issue by the class teacher. If it continues, a further conversation will be initiated by either the Key Stage leader and/or the Head teacher informing them of their child's behaviour and requesting for them to come into school to discuss the issue(s) further in order that positive steps forward can be made.

With regard to unacceptable behaviour during lunch break, all MTAs are requested to report any transgressions to the MTA supervisor. The MTA supervisor will then report these incidents to either the Head Teacher or Pastoral Support Assistant after lunch so that the incidents can be recorded centrally and the relevant class teacher can also be made aware and any pastoral support offered if required.

**Appendix 3: Our Home/School Agreement**

Child's Name: .....

This agreement is intended to outline the principles of a partnership between the school, its pupils and parents. In setting this out we are seeking to further enhance each pupil's positive experience of school as well as raise the awareness through the practices which we jointly work.

**Our key aims are to be a school where; -**

- 🌍 Every child feels happy and safe
- 🌍 Every child is engaged in their learning and achieves well
- 🌍 Every child is proud of what they have achieved because they know they have given their best
- 🌍 Every lesson is challenging and inspiring with rich and exciting learning opportunities
- 🌍 Every child acquires the skills needed not only to be a successful and independent lifelong learner, but also to be a confident and responsible citizen



- 🌍 Every member of our school community feels valued and respected
- 🌍 Every pupil values their community and plays an active part in it

**Therefore - The School will:**

- 🌍 Encourage children to do their best at all times
- 🌍 Encourage children to take care of themselves, their environment and other people
- 🌍 Attempt to create an environment in which all members of the school community feel secure and valued
- 🌍 Inform parents of their child's progress through annual school reports and parents' evenings
- 🌍 Send a letter home at the beginning of each term explaining the term's work and how parents can help their child at home
- 🌍 Inform parents of any concerns that affect their child's work and monitor any persistent difficulties
- 🌍 Make sure that we are available, by prior appointment, to meet with you and discuss any concerns that you may have about your child's education
- 🌍 Set, mark and monitor homework appropriate to a child's educational needs
- 🌍 Keep parents informed about school activities through regular letters home
- 🌍 Provide a curriculum which is broad and balanced promoting English and Maths as required by the National Curriculum
- 🌍 Contact you if there are concerns about your child's behaviour or attendance
- 🌍 Inform you of changes that are made to policies that affect your child's education and provide access to policy documents on request.

**Signed on behalf of the School: Mr F Wallace (Head Teacher)**

**Date: September 2023**

In order to achieve these aims, we need to work in partnership with the pupil and their parents. Therefore, we need to invite pupil and parent to enter into the following agreements: -

**As a Parent/carer we/I will:**

- 🌍 Ensure my child attends regularly, on time - the school is open at 8.50am and registration takes place at 9.00am
- 🌍 Ensure my child is physically prepared for the school day having received adequate sleep and morning nutrition
- 🌍 Ensure my child complies with the school's uniform code including appropriate PE clothing and proper footwear
- 🌍 Support the staff in maintaining high standards of behaviour in line with the school's behaviour policy and overall expectations in line with the school's values
- 🌍 Let the school know about any concerns or problems that might affect my child's work or behaviour
- 🌍 Support my child's learning, including the completion of homework
- 🌍 Respond to any reasonable request to attend parents' evenings and discussion about my child's progress



- 🌍 Notify the school of the reason for absence on my child's return, or telephone on the first day of absence
- 🌍 Inform the school as soon as possible of any concerns or problems that might affect their child's work or behaviour
- 🌍 Ensure my child understands and will adhere to the school's ICT rules
- 🌍 Support the school's policies and guidelines.

**Signature of Parent/Carer**..... **Date:** .....

**As a pupil I will:**

- 🌍 Try my best and work hard
- 🌍 Listen to others
- 🌍 Be friendly, helpful and caring to others
- 🌍 Take good care of equipment, the building and the belongings of others
- 🌍 Be polite, respectful at all times and behave well
- 🌍 Take pride in my appearance and wear school uniform
- 🌍 Behave well
- 🌍 Follow the school rules
- 🌍 Follow the ICT rules

Key Stage 2 children:

EYFS/Key Stage 1 children:

*Child's signature:* .....

Parent/Carer signature on behalf of the child:.....

**Together we will:**

- ⚙ address any additional needs
- ⚙ encourage the children to follow the school code
- ⚙ support the children's learning to help them to give and achieve their best.

