



# Upland Primary School Behaviour Policy

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## 1. Introduction

This policy was developed in consultation with staff, governors and parents.

It follows the recommendations and principles set out in ‘Behaviour and Discipline in Schools Advice for Head Teachers and School Staff’ (February 2014)

The policy primarily relates to children, but it is important to note that the principles set out here relate to positive relationships and behaviour of the whole school community.

*The school’s mission is to develop children’s active and creative minds through fun and inspiring opportunities. We will develop confident life long learners with skills to tackle the present and the future.*

## Aims

As a school we aim to:

- Provide for our pupils emotional well being
- Keep our pupils safe in the school environment
- Work closely with parents and carers to support their child
- Provide our pupils with opportunities to be active and healthy
- Foster a love for learning
- Develop confident and self-motivated learners
- Equip our pupils with the skills needed to succeed in our ever changing economic environment
- Develop, model good behaviour and encourage respect responsibility and empathy towards all

## Rules

The children have devised the following rules for our school.

We will always ...

- Try to do our best
- Tell the truth
- Listen when we are spoken to

- Be eager to learn
- Respect each other and the environment
- Treat others like we would like to be treated
- Manage our distractions
- Let other people learn
- Mind our language
- Keep our hands and feet to ourselves
- Walk sensibly around the school
- Put our rubbish in the bin
- Be happy positive and successful

## Overview

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Central within the policy is choice: we refer to good choices, (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of ‘choice’: it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don’t accept / expect that some children will always behave in such a way), and it avoids labelling children – instead, we refer to the choices we all make and that we should always try to make good choices. *See Appendix 2.*

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to ‘catch’ good behaviour. If we become complacent, many good choices could be taken for granted and many children who always make good choices could become ‘invisible’.

## Roles and Responsibilities

## Pupils

It is the responsibility of pupils to make good choices at all times. This will lead to pupils behaving well and building up and maintaining good relationships.

Pupils should follow the schools behaviour system that is displayed and actively used in each classroom.

*See appendix 1 Behaviour Plan for the Whole School*

## Staff

All staff in our school must have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships – ‘catching’ pupils behaving well is vital, explaining about how well a pupil has behaved and not becoming complacent.

Specific responsibilities of the whole school staff are to:

- Praise children on individual / group basis (public praise is very powerful), making explicit what rule they have followed,
- Clearly identify what rule children have broken or what choice they have made follow our warnings system, making explicit why: always state what rule they have broken
- Always record the incidents of misbehavior
- Display in the classroom the consequences of their choices (both positive and negative; see appendix 1)
- Be consistent with all consequences. Treat each child fairly and with respect and understanding. Apply this policy with their own class and around school.
- Be a positive role model by demonstrating positive relationships with everyone in school
- Keep a record of stage 2 or final’s applied
- Staff must be responsible for carrying out the sanctions at stage 1
- Where behaviour is persistent within Stage 2 or a child regularly moves to the final stage of the Behaviour Plan the Inclusion Manager should be consulted. This may result in the involvement of external agencies, as necessary, to support and guide the progress of each child, for example, discuss the needs of a child with the education social worker or LA Behaviour Support Service,

## Head Teacher

In addition to the above, it is the responsibility of the head teacher to:

- Support the staff by implementing the policy and by setting the standards of behaviour.
- Ensure consistency of the policy throughout the school and report to governors, when requested, on its effectiveness (under the School Standards and Framework Act 1998).
- Ensure the health, safety and welfare of all children in the school.
- Maintain records of all reported serious incidents of misbehaviour.
- Issue fixed-term suspensions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour.
- The head teacher may permanently exclude a child.
- Where a member of staff has been accused of misconduct, and pending an investigation, the head teacher should draw on the advice in *Dealing with allegations of abuse against teachers and staff*. This sets out the pastoral support school staff should expect if they are accused of misusing their powers.

## Parents / Carers

When their child joins the school parents are asked to complete a “Home School Agreement” that includes the School Behaviour Policy. The school works collaboratively with parents and carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents and carers immediately if we have concerns about their child’s welfare or behaviour. We expect parents / carers to:

- Be aware of the school rules (which will be frequently communicated to them) and to support them.
- Co-operate with the school.
- Support their child’s learning.
- Support the school’s decision when applying consequences to deal with any specific incident or issue.
- Be responsible and ensure that their child is behaving appropriately when they are on the school premises before and after school and when attending school events.
- Ensure their child attends school regularly and is on time

- If parents or carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If this discussion does not resolve the issue parents or carers should put their complaint in writing to the head teacher and the formal complaints procedure will be followed.
- “*Working together for good behaviour in schools*” is a helpful document for parents / carers, available on the following website (reference to this will be made to parents / carers when appropriate):
- <http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00960-2009.pdf>

## Governors

The governing body is responsible for setting down these general guidelines on standards of discipline and behaviour, and for reviewing their effectiveness. The governors support the head teacher in implementing this policy.

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

## Consequences

### Positive consequences

All children follow the behaviour system set out in this policy at all times during the school day. Some of the positive consequences for the good learning, good choices and good behaviour that children show are:

- Regular verbal feedback to reinforce positive behaviour
- Reference to good role models
- Children are congratulated
- Stickers or other small prizes / treats
- Certificates: usually at least one based on learning, awarded during Friday assembly and at least one based on a social, moral or emotional standard awarded during Monday assembly

- Sweets are occasionally used as rewards in school competitions.
- Attendance is also rewarded. The school awards weekly and termly certificates for good attendance and at the end of the year there is a reward for all children who have attained outstanding attendance.

### Negative consequences

Staff at Upland Primary School employ a hierarchy of negative consequences if a child does not follow the Whole School Behaviour Plan at any point in the school day. This is to ensure a safe and effective environment in which positive, happy and healthy relationships flourish. Low-level, on-going disruptive or uncooperative behaviour (e.g. not following instructions straight away, talking in class, interrupting) are small issues but over time may stop a child and others from learning or feeling settled. Please refer to Appendix 1 Whole School Behaviour Plan.

We aim to encourage and support the children to reflect on and change their behaviour- make the right choices. Using this system is a way of developing children’s ability to make the right “good” choices and amend their behaviour appropriately. Variation from the warning system is rare in order to maintain its effect and avoid personal judgement. But we allow for differentiation of sanctions where appropriate to reflect the different social, emotional and behavioural needs of pupils.

The following sanctions are carried out if a child reaches the following stages.

- Stage 1– 5 minute playtime detention with class teacher or teaching assistant
- Stage 2– 10 minute lunchtime with phase leader.
- Stage 3 (Final) – Head teacher or Senior Leadership Team involvement

### Serious Misbehaviour

Disrespect to staff, property or cultures, swearing, fighting, racism, sexualised behaviour and homophobic behaviour are taken very seriously at Upland Primary School. Such behaviour would mean warnings are automatically by-passed and taken to the final stage of our behaviour system.

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. (Refer to Anti-Bullying Policy)

The number of sanctions issued are monitored weekly and analysed termly. We aim to spot patterns when warnings occur. The following stages are followed to reduce such behaviour:

- A letter to parents informing them of 5 separate Stage 1 levels of behaviour within a week.
- A letter to parents informing them of 3 separate Stage 2 levels of behaviour within a week.
- Parents will be informed immediately of Stage 3 and will be required to meet with the head teacher or SLT.

## **Behaviour Outside of School**

This policy applies when a child is representing the school at any extra curricular events or school visits.

The head teacher will respond to any notification of unacceptable behaviour of our pupils within the community. The head teacher will liaise closely with parents and carers, acting supportively and advising parents or carers on the behaviour of their child whilst wearing school uniform.

## **Screening, Searching and Confiscation**

The information below relates to advice that can be found in the following documents

- Education Act 1996;
- Education and Inspections Act 2006;
- The Schools (Specification and Disposal of Articles) Regulations 2012;
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012; and
- Health and Safety at Work Act 1974
- If the school feels that it is appropriate the following can be applied
- School staff can search a pupil for any item if the pupil agrees (The ability to give consent may be influenced by the child's age or

- other factors.)
- Head teachers and staff authorised by them have a statutory power under Section 550Za<sup>1</sup> of the Education Act (1996) and Section 2 of The Schools (Specification and Disposal of Articles) Regulations (2012) to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
    - knives or weapons
    - alcohol
    - illegal drugs
    - stolen items
    - tobacco and cigarette papers
    - fireworks
    - pornographic material (including digital material, even when these are on a personal electronic device)
    - any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence or cause personal injury to, or damage to the property of, any person (including the pupil)

## Confiscation

School staff can and will seize any prohibited item found as a result of a search. They can also seize any item, how so ever found, which they consider harmful or detrimental to school discipline. Any item that is confiscated will be retained, disposed of, destroyed or passed to the Police, according to the Guidance in ‘Searching, screening and confiscation Advice for headteachers, school staff and governing bodies’ (February 2014)

Staff should exercise caution when deciding to search a pupil in circumstances where they expect to find a weapon or item that could injure them or other pupils. Under such circumstances, the school recommends seeking an appropriate amount of assistance, either from other staff members or the Police before commencing a search or even making the pupil aware that such suspicions are held against them.

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1. Section 550Za of The Education Act 1996 was inserted by section 242 of the Apprenticeships, Skills, Children and Learning Act 2009 as amended by Section 2 of The Education Act 2011

## The Use of Force

All school staff and any person that the Head Teacher has temporarily put in charge or pupils such as sports coaches, unpaid volunteers or parent helpers have the power to use force under section 93 of The Education and Inspections Act (2006). The Head Teacher and Governing Board will support members of staff who lawfully exercise this power and no member of staff will be *routinely* suspended from work for doing so, even if the school receives complaints connected to the incident afterwards that require investigation.

Force and restraint may be used in a wide variety of circumstances. The following represents a list of possible occasions that force or restraint may be used. The list is not exhaustive:

- 1) To prevent a person from harming themselves
- 2) To prevent a person from harming another person
- 3) To prevent damage to or destruction of property
- 4) To remove a pupil from a class that s/he is disrupting, having already issued an instruction to the pupil to leave that was refused or ignored
- 5) To prevent a pupil from entering or leaving a room, area or building where doing so would conceivably allow them to come to harm
- 6) To prevent a pupil from causing disorder
- 7) To prevent the commissioning of a crime

The use of force must always be

- 1) Necessary
- 2) Proportionate
- 3) Reasonable
- 4) Legal

Any person making the decision to use force does so lawfully when they act on a 'honestly held belief' about the circumstances they are presented with, even if this later turns out to have been a mistaken belief.

The use of force cannot ever be used as a punishment. This is illegal. The school has zero tolerance of physical chastisement and anyone known or suspected to have used it will be immediately reported to the Police and suspended from work.

## Training

Senior leaders and middle leaders will be trained in techniques to restrain and control pupils. All staff will receive a legal briefing about their rights and responsibilities at appropriate intervals determined by need and staff turnover. Staff members do not need to be trained in order to use force. The school anticipates that trained leaders will carry out planned interventions. The distribution of leadership around the school means that trained persons will be able to respond quickly to urgent incidents. Where immediate intervention is required any member of staff can and should act according to the circumstances with a mind for the following procedures.

## Normal Procedures for the Use of Force

Any person making the decision to use force should first consider their own health and safety and that of other pupils around them. Whilst sometimes unavoidable, single person interventions are risky and any person should consider their ability to manage the situation before doing so. While it may be safe and necessary, for example, to prevent a pupil from running into the road or touching a hot surface single handedly, It would be an error in judgment to attempt to restrain a violent or emotional pupil without the proper assistance, especially when in most ordinary circumstances assistance will be very close by.

Wherever possible and practicable, planned interventions should normally be carried out by 2 trained persons in accordance with the Safer Handling Training Manual and the training they have received.

Persons using force against a pupil are expected to treat the pupil respectfully, with as much dignity as the circumstances allow and with consideration for their emotional wellbeing. Persons considering the use of force should make reasonable adjustments to meet the needs of a pupil with special educational needs or a disability.

Any use of force must be recorded on the school's behaviour log.

It is good practice to consider informing parents about the use of force on a pupil. The decision to inform or otherwise will be made on a case-by-case basis by the head teacher.

Any injuries must be reported as soon as practicably possible to a senior leader. No assumptions will be made about the use of force based on a

report of an injury. The concern is for the wellbeing, health and safety of pupils and staff exposed to such circumstances and to ensure that prompt first aid or medical treatment is administered where it is required.

### **Caring for Those Involved in the Use of Force**

The use of lawful use of force is an unusual and potentially stressful event for the pupil affected and the staff involved. It is important that at the earliest opportunity after a serious incident, that has affected either party emotionally, that a senior leader who was not directly involved in the management of the incident (where possible) is made aware and takes steps to look after the wellbeing of affected staff and pupils.

The senior leader should consider the welfare of the pupil first and take steps to meet any needs that have arisen from the incident. It may be necessary to explain to the pupil why force was used and answer questions that they have honestly and in a straightforward manner without casting assertions or making judgments. The most important role of the senior leader is to consider the underlying reasons for the behaviour that led to the intervention and take steps to ensure that these needs are met in both the short and long term. If force is being used more than once against the same pupil, senior leaders should consider devising a personal behaviour plan for the pupil that is tailored to their needs.

The senior leader should also consider the needs of the staff members affected by the intervention. It may be necessary to provide them with a short time away from their duties to compose themselves and recover. It is important to recognise that teachers are likely to feel concern for the pupil and might fear the consequences of their actions even when they have acted entirely lawfully. After a lawful use of force, the senior leader should debrief the staff member and answer their questions in an honest and straightforward way without casting assertions or making judgments. Staff should be made to feel supported and not treated as though they have done something wrong.

### **Equal opportunities**

The school complies with its duty under The Equality Act (2010) and 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. See Ethos, Mission Statement and Appendices.

## Exclusion

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, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Pupil Referral Units* (DCFS, September 2007). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher 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 Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

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

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

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

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.

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

If the governors' appeals panel decides that a child should be reinstated,

the Head Teacher must comply with this ruling.

## **Record Keeping**

Any person applying a sanction of Stage 2 or worse must record this on the school's behaviour log. The behaviour log must be completed promptly and fully in order to support monitoring and strategic improvement of behaviour. Exclusions and the use of force must also be recorded here.

Racial incidents must be reported to the local authority; homophobic incidents are also recorded separately.

## **Monitoring**

The head teacher monitors the effectiveness of this policy on a regular basis. The head teacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Review**

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.

## **Appendix 1: Whole School Behaviour Plan**

### Behaviour Plan for the whole school.

All members of staff will follow the list of behaviours and the sanctions involved. This is within the classroom and at playtime.

The behaviour described below are examples.

<p style="text-align: center;"><b>Head Teachers Award</b></p> <p>(recognition of excellence in class the child has produced an excellent piece of work that highlights many leaning skills )</p>
<p style="text-align: center;">5 team points</p> <p>(Recognition of working well during the school day. A role model to the class by being an efficient learner and following school rules consistently )</p>
<p style="text-align: center;">1 team point</p> <p>(Recognition for working well during a session, supporting peers and completing the work set to the best of their ability)</p>
<p style="text-align: center;">Well done I am proud of you.</p> <p>It has been recognised that you are following school rules and contributing well to the lessons.</p>
<p style="text-align: center;"><b>WARNING!!</b></p> <p>The teacher/TA has had to stop/pause in the teaching and learning because the child is causing a distraction.</p> <p>Low level behaviours</p> <p>Fidgeting</p> <p>Calling out</p> <p>Prodding others</p> <p>Rocking on chairs</p> <p>Talking when an adult is talking.</p> <p style="text-align: center;">This warning equates to standing on the line during the lunch break</p>
<p style="text-align: center;"><b>Stage 1</b></p> <p>Class teacher or staff who moved name to this stage must carry out a 5 min playtime detention.</p> <p style="text-align: center;">If warning behaviours continue automatic move to stage 1</p> <p>Inappropriate shouting/ calling out or noise making</p> <p>Throwing equipment</p> <p>Breaking equipment</p> <p>Refusal to do work</p> <p>Not cooperating</p> <p>Not following school rules</p> <p>Defacing work or equipment</p> <p>Disturbing others whilst learning.</p> <p>If a child gets to stage 1 they are issued with a yellow slip that the children must fill out during their detention. These slips must be kept. 5 slips over the week will result in a letter home.</p>
<p style="text-align: center;"><b>Stage 2</b></p> <p>Once a child has reached this stage they will automatically have a lunchtime detention carried out by a phase leader across the school. It will be for 10mins. They will also receive a Blue slip if they receive 3 slips over the week parents</p>



will be asked to meet with SLT member.

Repeated stage 1 behaviours lead to stage 2

Swearing

Acts of deliberate violence

Leaving the classroom

Destroying of equipment

Climbing on equipment

Consistent refusal and non-cooperation

Inappropriate use / unsafe use of classroom equipment.

Seeking to upset the same individual or group / persistently displaying behaviour that has the potential to be classed as bullying.

Inappropriate hand gestures

Intentionally defacing equipment, or work belonging to others

#### FINAL

Immediately taken to Head teacher or SLT member in HT absence

Repeated stage 2 behaviours lead to Final

Pupils persistent refusal to co-operate that leads to behaviours that may put themselves or other pupils or staff in danger

Deliberate harming and violence towards other

Sexualised behaviour

Racist or Homophobic comments

Vindictive bullying that remains