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Headteacher: Mrs J Exton

Behaviour Policy

March 2020

This policy was reviewed by staff in March 2020

Signed (Headteacher)

Date.....

Signed (Governor)

Date.....

Date of review: March 2021



Our vision is to inspire a love of learning and discover how to make a difference in our world.

“With God, all things are possible.” Matthew 19 v26

Our school vision is drawn from our Christian Values and school aims.

Our Christian Values are to:

- **Inspire** curiosity awe and wonder
“...O Lord, how manifold are your works! In wisdom you have made them all; the earth is full of your creatures...” (Psalm 104:26)
- **Nurture** our talents, interests and individuality
“We have gifts that differ in accordance with the grace that has been given to us, and we must use them appropriately.”(Romans 12:6)
- **Celebrate** all achievements, large and small
“In all the work you are doing, work the best you can. Work as if you were doing for the Lord, not for people.” (Colossians 3:23)
- **Dream** bigger dreams
“Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable...if anything is excellent or praiseworthy, think about such things...put into practice. And the God of peace will be with you.” (Philippians 4:8&9)

As a school we are a kind, caring community built on Christian foundations of love and respect.

We are a school where:

- Everyone matters and all are equal.
- We all have a clear sense of belonging.
- Individuality is celebrated.
- Everyone is proud of themselves and proud of the school.

“Let every detail in your lives—words, actions, whatever—be done in the name of the Master, Jesus, thanking God the Father every step of the way.” Colossians 3:17

Because we are all special in God’s eyes.

5Rs for Lifelong Learning

We aim for our learners to be able to show and live these values in everything they do.

- **Readiness** – this shows in your motivation, curiosity, the belief that you can achieve and that you deserve to be successful
- **Reflectiveness** – this shows in looking back, improving your learning and performance, and practicing
- **Responsibility** – this shows in your self-awareness in learning, taking ownership of your learning, and being able to learn alongside others
- **Resilience** – this shows in keeping going, learning under stress, and managing your feelings about learning and the people you are learning with
- **Resourcefulness** – characterised by learning with and from others, learning creatively in different ways, being flexible, applying what you have learned

Behaviour Policy

Aims and expectations

The school's behaviour policy promotes good behaviour and respect. It aims to promote an environment where everyone feels happy, safe and secure and allows everyone to work together in an effective and considerate way.

The school rewards good behaviour, developing an ethos of kindness and cooperation. We treat all children fairly and apply this behaviour policy in a consistent way. We take account of individual pupil needs, particularly with regard to race, religion and culture, SEN, disability and the circumstances of other vulnerable pupils.

The school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we will act immediately as outlined in our anti bullying policy.

Recognitions, Celebrations and Rewards

All staff will:

- Be calm and consistent in their approach
- Model positive behaviours at all times
- Name positive behaviours
- Reinforce the 5Rs
- Plan PSHE lessons and activities to respond to events
- Use consistent positive reinforcement
- Create and maintain positive relationships with all learners

Leaders will:

- Provide a consistent model to all
- Support staff in implementing policy
- Support staff training needs around behaviour by using data to identify need
- Support with more complex behaviours – SENDCo support as required

We will promote good behaviour by children by regular praise and rewards. This can include:

- Positive praise, naming the positive behaviour where possible.
- Children can be sent to the Headteacher to share good work and their name can go on the "Wall of Fame."
- Children can be awarded "Team Points" by any adult in school for demonstrating any of the 5Rs in school.

Readiness – this shows in your motivation, curiosity, the belief that you can achieve and that you deserve to be successful

Reflectiveness – this shows in looking back, improving your learning and performance, and practicing

Responsibility – this shows in your self-awareness in learning, taking ownership of your learning, and being able to learn alongside others

Resilience – this shows in keeping going, learning under stress, and managing your feelings about learning and the people you are learning with

Resourcefulness – characterised by learning with and from others, learning creatively in different ways, being flexible, applying what you have learned

- "Star of the Week" - focused on the 5Rs.
- Good behaviour and achievements outside school, e.g. at sporting events or in the wider community, are recognised and praised in Celebration assembly.
- Visitors from the wider community are invited to present awards and share successes in assembly.
- All children have an opportunity to contribute to Celebration assembly to celebrate achievements both in and out of school. E.g. swimming certificates, brownie badges, sporting events.

Behaviour Process

Each class will have the following for all staff to refer to:

- A behaviour ladder with all children's pegs on.
- Golden Card displaying the 5Rs – what children will get team points for!
- Think about it card – explaining what behaviour gets a warning and the process that will be followed.
- Red Card – explaining the extreme cases of inappropriate behaviour that will be referred straight to the Headteacher .

EYFS (Squirrels Class) have a simpler more age appropriate version of these.

All children start at "Ready to Learn" at the beginning of the day on the behaviour ladder. Through out the day children can move up or down the ladder dependent on their behaviour. If children achieve outstanding on the behaviour ladder then they can be awarded a team point or a sticker in EYFS and Y1. If children are having challenges then staff will follow emotion coaching strategies to discuss behaviour incidents with children so children can understand the emotions they experience, why they occur and how to handle them.

When a child is not following school expectations, the adult should praise those who are to highlight correct behaviour

- If the child persists, a verbal reminder will be given about expected behaviour and a warning that peg will be moved down.
- If warning not heeded then peg will be moved down on the behaviour ladder in class.
- If behaviour is not corrected then peg moved down to red card. Adult then needs to speak to the child about their behaviour, discuss the impact of it and what they could do next time. This may take place during the child's playtime or lunchtime if needed.

Behaviour that children may receive a warning for is:

- Answering back
- Ignoring instructions
- Not getting on with and completing work
- Disrupting learning

Extreme cases of inappropriate behaviour as judged by the adult who is present at the time will be referred straight to the Headteacher or a member of the Senior Leadership Team in her absence.

Extreme cases are judged to be:

- Deliberately hurting others with words or actions
- Rudeness or disrespect to any member of staff
- Swearing at another child or member of staff
- Persistently disrupting learning

The Headteacher will discuss behaviour and use questions to understand and improve behaviour e.g.

- What happened?
- What were you thinking at the time?
- What are you thinking now?
- Who has been affected?
- What needs to be done to put things right?
- How can we do things differently in future?

Where necessary parents will be informed and invited into school to discuss ways forward.

Where behaviour escalates a pupil may be at risk of exclusion from school for:

- Verbal or physical assault of a pupil or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

Please refer to the Exclusion Policy for further information and processes.

Pupil Support Systems

At Uppingham C of E we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class.

In such cases any emotional / behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult either individually or within a nurture group. We may also take the decision to refer to an outside agency for additional emotional support.

Managing Pupil Transitions

- When children join us in Reception we work closely with our pre-school providers and gather information from conversations and observations. Where necessary we will add in extra visits to a child's induction if we feel this will help establish relationships with staff and make the transition into school a positive start for the child and parents.
- Mid-year joiners If pupils join us mid-year the Headteacher will meet with the child and parents and share our approach and expectations of behaviour. We ask parents to be honest about any behaviour or friendship issues their child may have experienced.
- As part of our transition work we ensure that relevant information is passed onto Secondary schools. The Year 6 teachers work closely throughout the summer term (earlier if needed for some individuals) to ensure that transition is as smooth as possible and to put in any extra support as needed by the individual child.

Powers to use reasonable force

Our policy on physical Restraint acknowledges that staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to another person or the child themselves. The more detailed school document "Physical Restraint Policy (Positive Handling)" gives guidance in more detail.

Powers to search

The school reserves the right to search a child's belongings or locker without consent should there be a concern over theirs or others safety. This will be completed by two members of staff directed by the Headteacher. In these events the police may or may not be called. No child will be physically searched at any time, though they may be asked to show what they have on them e.g. in their pockets and should there be any concerns the police will be called and parents informed.

Discipline outside of school

The school reserves the right to discipline pupils who misbehave on school activities off-site during the school day and whilst they are under the care of a paid member of staff. In exceptional circumstances the school may choose to discipline a pupil should they be wearing school uniform and bring the school into disrepute by their behaviour. This could include journeys to and from school. The school will consider each case individually considering whether there are any extenuating circumstances and place sanctions in place that may or may not include exclusion in line with the school exclusion policy.

Staff Development and Support

- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- The Headteacher will ensure that staff are kept up to date with DfE publications and guidance.
- The school will provide training for staff around the specific needs of pupils with continual behaviour problems. This will form part of our 'package' for support and intervention for that child usually organised by our SENCo.
- It is the Governors and Headteacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.

Liaising with parents and local agencies

We encourage children to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour. Parents will be contacted promptly by the school to notify them of any serious behaviour incidents in which their child has been involved and we will work together to support behaviour. If further support and guidance is required we will involve the appropriate external agencies.

Monitoring and review

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

The school keeps a variety of records concerning incidents of unacceptable behaviour. If needed the class teacher can log children's behaviour in an individual book as such records can be useful to identify trigger factors. The head teacher will record serious incidents and those that will be reported to Governors e.g. bullying and racial incidents.

The head teacher keeps a record of any child who is suspended for a fixed-term or who is permanently excluded.

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. 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 (Commission for Race Equality 2002)*, and that no child is treated unfairly because of race or ethnic background.

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.