



Uplands Junior L.E.A.D. Academy

A L.E.A.D. Academy

**A Community that Lives,
Learns and Laughs Together**

Behaviour Policy

Reviewed October 2017

Annual review October 2018

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Introduction

Uplands Junior L.E.A.D. Academy aims to promote an environment where all feel happy, safe and secure. Every member of the school community should feel valued and respected, and all persons must be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together with the common purpose of helping everyone to learn.

Special Educational Needs and Disability (SEND)

Whilst the same standards of behaviour are expected of all pupils, staff must be aware of and take into account any special educational needs and/or disabilities that a pupil may have i.e. social, emotional and mental health needs. It is recognized that some children with a high level of emotional need (of which poor behaviour is a symptom) are not responsive to routine school sanctions, for example children on the Special Educational Needs (SEN) register who have diagnosed medical conditions such as Autistic Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD). Such children will have personalised behaviour management plans which must be followed.

Expectations

we will:

- As adults in school treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the school rules and that each class has its own classroom code.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

“A Positive Approach”

A Positive Approach

We follow a whole school approach to behaviour management and believe that good discipline arises from good relationships and from setting expectations of good behaviour. All staff are trained in using TEAM TEACH to deliver a de-escalation approach to managing behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Uplands Junior L.E.A.D. Academy are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children’s self-esteem and thus help them to achieve more.
- Celebrating success is empowering.
- Being aware of each child’s needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

How we encourage good behaviour

Everyone at Uplands Junior L.E.A.D. Academy agrees that the following are effective ways of encouraging good behaviour.

Adults should:

- show an interest and listen to the children.
- treat all children fairly and equally. Don’t label children and jump to the wrong conclusions.
- give gentle reminders
- stay calm. This will help the member of staff to remain in authority and be effective.
- give praise frequently- it’s more effective than criticism.
- recognise and reward good behaviour.
- encourage children to take responsibility.
- encourage children to apologise and be considerate and caring of other people’s feelings.
- help children out of awkward situations, preventing bad behaviour occurring.

- smile and appear happy; hence producing happy children.

Around the school, remember to:

- Talk to pupils in informal situations
- Greet pupils, especially those with whom you have difficulty
- Set high standards in all you do with pupils
- Take any opportunity to rebuild relationships soon after using de-escalation tactics from TEAM TEACH

School Rules

Have a shared well defined set of school rules to which pupils, staff and parents have contributed. These will be displayed around school and referred to constantly.

As well as the school rules every member of the school community should apply the following principles:

- If you don't stop the inappropriate behaviour you are condoning it;
- You own your own behaviour.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour. The school follows the "Good to be Green" reward system.

Included in this policy are suggestions for behaviour management techniques. All teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate children's best efforts will be celebrated through display and performance.

Teachers should work on the principle of at least 4:1 praise to sanction ratio.

Rewards may involve:

- Verbal praise and smiling at children

- Verbal praise to parents about their children
- Green Dots
- Sending good work to other staff members or the Headteacher for reward or praise
- Special responsibilities
- Special privileges (e.g. free time)
- Positive phone call home/text messages
- Class wide rewards
- Awards during celebration weekly assembly
- Headteacher awards.

How to prevent inappropriate behaviour

We believe that it is more effective to try to prevent inappropriate behaviour. The following guidelines are to help prevent poor behaviour.

What to look for:

- Noise level- too loud, too quiet, inappropriate laughter
- Groupings- large groups or an isolated child
- Facial expression- crying, looking worried, upset or angry, frowning
- Body language- hunched shoulders, physical contact, boisterous play
- Pupils checking of adults' whereabouts

As an adult you too can make it worse. Think about your:

- Voice-avoid the "loudness cycle"
- Gesture- pointing
- Body language- hunched shoulders, extended neck, tense
- Proximity- invasion of personal space
- Facial expression- looking miserable and cross

Avoid conflict. Keep things calm by:

- Making rules clear
- Using the rules as buffers
- Avoid audience participation
- Give choices-this helps avoid more confrontation
- Remain in control of yourself
- Don't shout
- Avoid standing over pupils when addressing issues
- Explain how you feel
- Always follow up the incident
- Rebuild the relationship
- Be aware of cultural differences e.g. looking at the ground rather than looking into someone's face

Sanctions

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of sanctions to enforce the School Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours. Some children may benefit from using a Behaviour Record Booklet on a weekly basis as a reminder of expected behaviour.

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained.

If the class/school rules are broken the following sanctions may be taken:

(Sanctions will be differentiated to the needs of the children)

- Children will be given a verbal warning by the class teacher, learning support assistant or supervisor;
- ‘Time out in class’ may be used.
- Teachers may send their children to another class (a member of staff or responsible child should accompany them). When sending a child to another class, the teacher should ensure they have work to do.
- After a combination of the above sanctions (or in extreme cases of inappropriate behaviour when immediate removal is necessary) children may then be sent to the year group leader, Assistant Heads, Deputy Head teacher or Headteacher .
- Under certain circumstances meeting with parents will be necessary.

Persistent incidents or extreme behaviour must be recorded on the SIMs. A letter will be sent home or a phone call made to the parents to report the behaviour. Minor disruptive behaviour will be recorded in the year group behaviour log which is situated in the Year Group Leads classroom. Parents will be contacted via a phone call if a child is entered into the book on three separate occasions.

For continual unacceptable behaviour or in case of serious verbal or physical violence the child may be excluded from school. This could take the form of a fixed-term exclusion (lunch time, internal or external), or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Playground Removal at break and lunch time

Where a pupil has displayed inappropriate behaviour on the playground this is deemed to be 'unsafe' for themselves or others and they should be kept in under supervision.

NB. This sanction should not be used as a sanction for silly behaviour in class.

Midday supervisors must follow the behaviour policy and be consistent in their approach to dealing with incidents during dinner time.

Nurture, Guided Imagery, Managing Feelings, Friendship and Social Skills Groups

Children that continually display poor decisions or poor social skills will be allocated a place in various groups which have been set up to provide for their different needs. Children in these groups engage in activities that address their particular behaviour or social needs. Children may participate in more than one group depending upon their assessment of needs.

These groups are run by the Learning Mentor during class time and dinner time. It is important for children to have an opportunity to have their playtime to "let off steam".

Fixed-term and permanent exclusions

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

If the Headteacher excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Interim Executive Board (IEB)/governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Education Authority (LEA) and the AAB (Academy Advisory Board) about any fixed term or permanent exclusions.

Recording, Monitoring and evaluating behaviour

Teachers use Sims or the year group behaviour log to record incidents. Year Group Leaders will monitor and evaluate behaviour on a termly basis along with the Deputy Head.

Lunchtime incidents

Incidents of disruptive behaviour in the playground are recorded on the 'lunchtime slip' by those on duty. At the end of lunch these are collated and recorded on Sims and information passed on to teachers to keep them informed.

These records are used to inform the child or children involved in such incidents, teachers, parents/guardians and other interested parties of an individual's poor behaviour when necessary.

Selected children may also go to lunchtime clubs, run by the Learning Mentor, to work on their social skills in a more supportive environment.

Roles

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Pupils and parents are asked to sign the home school agreement.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

Parents are encouraged to have dialogue with staff through phone calls, informal discussions on the playground at 3.10 or by appointment.

The Role of Non- Teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

The Role of the Teaching Staff

Uplands Junior LEAD Academy is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers are positive, enthusiastic and have high expectations of both behaviour and learning. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the open door approach for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the School Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The Role of the AAB

The Academy Advisory Board body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The AAB support the Headteacher in carrying out these guidelines.

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

The Role of the Head teacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to AAB when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

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

The Headteacher keeps records of all reported serious incidents of misbehaviour (via SIMs) and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Rationale

This document is a statement of the aims and strategies for ensuring positive behaviour.

It outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at UJS. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents, and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school's general rules and the contribution of the members of the School Council.