



Ubacusup Behaviour Policy

We want every child to be safe and happy in our school and believe that everybody has the right to:

- feel safe, cared for and respected.
- be able to learn to the best of their ability and to fully develop whatever skills they possess.
- be treated equally irrespective of gender, race, physical characteristics or any other factors.
- learn and play without disruption.

Everyone is expected to:

- be responsible for their own behaviour.
- respect the rights of others.
- share and demonstrate our values.

The staff of Grangefield School make every effort to establish a happy and secure environment, in which achievement is valued and celebrated. Mechanisms and procedures exist to support positive, self disciplined behaviour and our ethos promotes concern and consideration for others. UBACUSUP is based around our school values of friendship, respect, responsibility, honesty, trust, excellence and determination. These help to form our school rules.

This document sets out the rewards and sanctions practised in the school through the use of a coloured card system (see page 5). Good behaviour is rewarded through praise, stickers, owl merits, super achievers certificates (weekly) and blue achievers certificates (termly) (see page 4).

We will always try to support behaviour by positive praise and reinforcement but there will be occasions when inappropriate behaviour needs to be reprimanded, here we use White, Yellow and Red cards. The enclosed table outlines the positive rewards and consequences at each coloured level under the areas of learning, respect and safety.

Every term a member a staff collates the UBACUSUP information to monitor each class and specific children. Where there are repeated poor choices in a child's behaviour, class teachers will discuss with parents and individual behaviour plans may be put in place. These will last for as long as is deemed necessary. SMT are made aware of any ongoing behaviour concerns and the children may be referred to our Children and Family Support Worker. Repeated red cards will lead to the next stage of support for the individual child.

Where poor behaviour continues and the extra support doesn't have the desired effect, then more formal Pupil Support Programmes will be put into place and external agencies contacted. This is in the hope that we can eliminate any temporary or permanent exclusion. The promptness of this decision will depend on the safety of all pupils and any safeguarding issues that may arise.

Our aim is to work together, with the support of our parents, to uphold the happy and secure school environment of Grangefield.

Updated March 2017



Good to be me.



	Our Rights	Our Responsibilities
 LEARNING	We have a right to:  learn.	We have a responsibility to:  take control of our learning  identify and solve problems  be creative and express our ideas  help, support and encourage others  inspire and listen  be courageous and resilient  keep focused  try our best at all times.
 RESPECT	We have a right to:  feel safe and happy  belong, and enjoy school.	We have a responsibility to:  think kind thoughts and speak kindly  be gentle  be polite  be helpful  co-operate and collaborate  resolve problems peacefully  understand and celebrate difference  contribute to our community  dress smartly.
 SAFETY	We have a right to:  a vibrant and exciting environment where we can flourish  an environment that can be enjoyed by all.	We have a responsibility to:  look after the school  take care of our resources  reduce, re-use and recycle  live well  protect the planet  stay within the school boundaries  take care of each other.



Good to be me.



By following the Grangefield Behaviour Conduct, the children are rewarded in several ways. They most often take the form of Owl Merits. These are given out as when is necessary and are collected each day in assembly.

At the end of each week, the owl merits are counted and a total for each group given. These are displayed on each owl, who sits on our tree in the hall.

Over the course of a term, each owl group are competing to see who will finish top of the tree. Academic and behavioural achievements contribute to this. At the end of each half term, the winning owl group colours are attached to the handles of the cup which is displayed in the entrance hall.



Rewards



Stickers

given out by all members of staff for good work and behaviour

Owl merits

given out by all members of staff for good work and behaviour; can be individual, in twos or a big fat five

Super Achievers

certificates given out weekly for good work and behaviour + 10 owl merits for the owl group

Rewards and trophy

for the winning owl group which are counted each week, trophy displayed in cabinet with corresponding colour ribbon

Blue Cards and badge

given out termly per class for constant high standards and above and beyond contributions to the school – children get to keep and wear the badge for the next term + 20 owl merits



Good to be me.



At Grangefield we try really hard to avoid wrong behaviour. If we do make poor choices, we use the UBACUSUP plan to guide what happens next.

Date:

On the Playground

In the classroom

LEARNING

RESPECT

SAFETY

Behaviour Shown

Following a warning, continuing to:

- not completing work
- having poor presentation
- distracting others
- demonstrating poor behaviour for learning

Behaviour Shown

Following a warning, continuing to:

- being unkind
- not doing as you are told
- shouting out or interrupting
- answering back
- using inappropriate language

Behaviour Shown

Following a warning, continuing to:

- move around the school inappropriately e.g. running in the corridor
- talking and moving after the whistle has blown after being reminded
- mistreating equipment and resources

Two WHITE cards in a week results in seeing Key Stage Lead.

Consequences

Break time missed with duty teacher (STAR sheet to be completed). Child's name will be recorded. Parents may be informed if it is felt necessary and beneficial for the child. If after two white cards for the same reason, a child receives another white card in that same week (totaling 3 white cards in a week) then a yellow card will be issued.

Staff involved

Member of staff involved and duty teacher.

Behaviour Shown

e.g.

- continually disrupting others
- continually not completing work
- spoiling others work with intent

Behaviour Shown

e.g.

- continually being unkind
- being disrespectful to others
- swearing
- stealing

Behaviour Shown

e.g.

- fighting (minor/physical)
- non- accidental damage of property

Persistent YELLOW card offences equals RED card

Consequences

Half the lunchtime to be spent with Mrs Lewis completing the STAR sheet and talking through their actions. Child's name will be recorded. Parents will be informed by class teacher. The child will miss one opportunity to represent the school in any event.

Staff involved

Mrs Lewis or appropriate member of SMT.

Behaviour Shown

e.g.

- continued refusal to participate in lessons

Behaviour Shown

e.g.

- physical / verbal assault on others
- vandalism of property
- demonstrating repeated discriminatory behaviour

Behaviour Shown

e.g.

- leaving school premises
- endangering others
- repeated mis-use of school property

Persistent RED card offences may result in EXCLUSION

Consequences

Up to 1 hour detention after school and meeting with parents. The child will not be able to represent the school in any event for the remainder of the half term.

Staff involved

Class Teacher and Mrs Lewis or SMT
Parents

** a BLUE card cannot be obtained if you have obtained a YELLOW / RED card

WHITE

YELLOW

RED