



# Grangefield Primary School

## Behaviour Policy

Last Review Date:	November 2021
Next Review Date:	November 2023

## 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 – which are written as rights and responsibilities and linked to our school driver of ‘Good To Be Me’ and under the categories of learning, respect and safety (appendix 1).

Good behaviour is rewarded through praise, stickers, owl merits, Super Achiever certificates (weekly) and Blue Achiever certificates/badges (termly) (appendix 2). Whilst we will always try to support behaviour by using positive praise and reinforcement, there will be occasions when inappropriate behaviour needs to be reprimanded. We have a consistent system of consequences (sanctions) practised in the school through the use of a coloured card system (appendix 3). To help children understand their behaviour and consequences we also categorise these using learning, respect and safety.

As part of our PSHCE scheme ‘Jigsaw’ children learn in detail about rights, responsibilities and consequences. They also create their own agreed set of class rules. Many classrooms provide children with a visual behaviour management system which serves as an early warning when behaviour needs to improve and reinforces positive behaviour by rewarding it.

When a child receives a consequence (white, yellow or red card) this is recorded on CPOMS. The Headteacher, Deputy Headteacher and Phase Leaders monitor these, and will provide further support to class teachers, the child and/or parents where necessary. 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. Individual Behaviour Plans may also be put into place where a Special Educational Need or Disability (SEND) affects a child’s behaviour and their ability to access/follow UBACUSUP. 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.**

Links to other policies: Safeguarding Policy, Anti-Bullying Policy, E-Safety Policy

## **Appendices**

1. Good To Be – Rights and Responsibilities
2. Good To Be - Rewards
3. UBACUSUP – Consequences Chart
4. Detailed examples of behaviours (for staff and parent reference)
5. Yellow Card Think Sheet



# Good To Be Me



	Our Rights	Our Responsibilities
 <b>LEARNING</b>	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.
 <b>RESPECT</b>	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.
 <b>SAFETY</b>	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 showing responsible behaviour as detailed in 'Rights and Responsibilities', the children are rewarded in several ways. They most often take the form of Owl Merits. These are given out as often as necessary and are recorded online using ClassDojo.

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

### Sharing Work

children are invited to share examples of outstanding work with Mrs Lewis and Mrs Kydd, or with another class

### 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 on their uniform + 10 owl merits



# UBACUSUP



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.

These are examples - the list cannot show all possible behaviours and staff will use their professional judgement, knowledge of the child and the individual circumstances of each incident to decide on the most appropriate consequence.

	<b>LEARNING</b>	<b>RESPECT</b>	<b>SAFETY</b>	
<b>WHITE CARD</b>	<u>Behaviour Shown</u> Following a warning, continuing to: <ul style="list-style-type: none"> <li>- lack of effort to complete work</li> <li>- lack of effort with presentation</li> <li>- distracting others</li> <li>- demonstrating poor behaviour for learning</li> </ul>	<u>Behaviour Shown</u> Following a warning, continuing to: <ul style="list-style-type: none"> <li>- being unkind</li> <li>- not doing as you are told</li> <li>- shouting out or interrupting</li> <li>- answering back</li> <li>- using inappropriate language</li> <li>- talking in assembly</li> </ul>	<u>Behaviour Shown</u> Following a warning, continuing to: <ul style="list-style-type: none"> <li>- move around the school inappropriately</li> <li>- talking and moving after the whistle has blown</li> <li>- mistreating equipment and resources</li> <li>- inappropriate use of technology</li> </ul>	Two WHITE cards in a week results in seeing Phase Leader.
	<u>Consequences</u> Break time missed with duty teacher. Logged on CPOMs. 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 (totalling 3 white cards in a week) then a yellow card will be issued.			
<b>YELLOW CARD</b>	<u>Behaviour Shown</u> <ul style="list-style-type: none"> <li>- repeated white card behaviours</li> <li>- continually disrupting others</li> <li>- continually not making an effort to complete work</li> <li>- spoiling others work with intent</li> </ul>	<u>Behaviour Shown</u> <ul style="list-style-type: none"> <li>- repeated white card behaviours</li> <li>- continually being unkind</li> <li>- being disrespectful to others</li> <li>- swearing</li> <li>- stealing</li> <li>- being unkind online</li> </ul>	<u>Behaviour Shown</u> <ul style="list-style-type: none"> <li>- hurting someone as part of an incident</li> <li>- fighting (minor/physical)</li> <li>- non-accidental damage of property</li> <li>- Inappropriate use of technology</li> </ul>	Persistent YELLOW cards result in RED card
	<u>Consequences</u> 20 minutes, not including lunch, to be spent with Mrs Lewis or Mrs Kydd reflecting on their actions (Y2-Y6 complete Think Sheet). Parents will be informed by class teacher. Where appropriate the child will miss one opportunity to represent the school in any event.			
<b>RED CARD</b>	<u>Behaviour Shown</u> <ul style="list-style-type: none"> <li>- continued refusal to participate in lessons</li> </ul>	<u>Behaviour Shown</u> <ul style="list-style-type: none"> <li>- physical/verbal assault on others</li> <li>- vandalism of property</li> <li>- demonstrating repeated discriminatory behaviour</li> <li>- repeated bullying</li> </ul>	<u>Behaviour Shown</u> <ul style="list-style-type: none"> <li>- leaving school premises</li> <li>- endangering others</li> <li>- repeated mis-use of school property</li> </ul>	Persistent RED card offences may result in exclusion.
	<u>Consequences</u> 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.			
<u>Staff involved</u> Class Teacher and Mrs Lewis or Mrs Kydd Parents				
<b>** a BLUE card cannot be obtained if you have obtained a YELLOW / RED card**</b>				

**Detailed examples of behaviours (for staff and parent reference)**

These are examples - the list cannot show all possible behaviours and staff will use their professional judgement, knowledge of the child and the individual circumstances of each incident to decide on the most appropriate consequence.

<p><u>Demonstrating poor behaviour for learning</u></p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Not listening</li> <li>• Fiddling</li> </ul>	<p><u>Using inappropriate language</u></p> <ul style="list-style-type: none"> <li>• Telling a peer to shut up</li> <li>• Silly name calling (eg. poo head)</li> </ul>	<p><u>Moving around the school inappropriately</u></p> <ul style="list-style-type: none"> <li>• Running</li> <li>• Being too loud/shouting</li> <li>• Pushing/overtaking in the line</li> <li>• Swinging coats/backs in corridors or cloakroom</li> </ul>
<p><u>Being disrespectful to others</u></p> <ul style="list-style-type: none"> <li>• Rude name calling (eg. stupid fat pig)</li> <li>• Shouting in someone's face aggressively</li> <li>• Using homophobic language (eg. you're so gay)</li> <li>• First incident of a racist remark</li> <li>• Bullying behaviours</li> <li>• Making unkind comments online</li> <li>• First incident</li> <li>• Challenging an adult (eg. arguing)</li> <li>• Not being truthful</li> </ul>	<p><u>Hurting someone as part of an incident</u></p> <ul style="list-style-type: none"> <li>• Hitting, kicking, pushing, pinching, biting – in retaliation or with provocation, without causing serious injury</li> </ul>	<p><u>Fighting (minor/physical)</u></p> <ul style="list-style-type: none"> <li>• A minor scuffle as part of a disagreement or where rough play has got out of hand</li> </ul>
<p><u>Demonstrating repeated discriminatory behaviour</u></p> <ul style="list-style-type: none"> <li>• Racism</li> <li>• Homophobia</li> <li>• Sexism</li> <li>• Faith hate</li> </ul>	<p><u>Physical/verbal assault on others</u></p> <ul style="list-style-type: none"> <li>• Sustained or severe hitting, kicking, slapping, biting that is dangerous and may cause serious injury, may be without provocation or in a disproportionate response to provocation</li> </ul>	<p><u>Endangering others</u></p> <ul style="list-style-type: none"> <li>• Throwing furniture</li> <li>• Serious fight that requires physical intervention from staff</li> </ul>



# Yellow Card Think Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Tick all that apply...

I was not:

 Being responsible for my learning

 Being respectful

 Being safe

Describe what happened...

And \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What should you have done?

I should have \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My Signature \_\_\_\_\_

Staff Signature \_\_\_\_\_