



# Grangefield Primary School

## Behaviour Policy

Last Review Date:	November 2023
Next Review Date:	November 2025

## 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 Achievement 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.

For children whose behaviour is having a significant impact on either their own or their peers learning, or who are not responding to the rewards and consequences outlined in UBACUSUP, a way forward will be discussed between the class teacher, the SENCO and phase leader/SLT. This could lead to the implementation of:

- 1) A positive behaviour chart - This format will differ depending on the needs/age of the child. The intention of this chart is to highlight and grow the positive behaviours desired from the child. This will be most effective if it designed with the child’s interests in mind and should be shared with parents
- 2) A behaviour contract - When a child is put on a behaviour contract, a ‘team around the child’ meeting will be held which will be organised by the SENCO. The meeting should include the parents/carers, class teacher and the SENCO. The child’s views about what could help them should be gathered before the meeting so they have a say in their plan. The behaviour contract should be shared with the child both at home with parents/carers and in school with the class teacher.
- 3) A positive support plan (PSP) – Where a child’s needs are more complicated a positive support plan should be used. A ‘team around the child’ meeting will be held which will be organised by the SENCO. The meeting should include the parents/carers, class teacher and another member of SMT. This meeting should truly involve the parents e.g. find out things their child likes, ways of keeping them calm and what works or doesn’t work for them

at home when managing challenging behaviour. The child's views about what could help them should be gathered before the meeting so they have a say in their plan. Although this initial meeting is unlikely to draft a complete PSP, the staff team can then look at how best to respond to different behaviours, producing a completed draft. The completed PSP should then be reviewed by Headteacher or Deputy Headteacher. This plan is a working document and will be reviewed as behaviours change.

Ideally, these are implemented sequentially but it may be necessary to go immediately to any of the stages above. From the positive behaviour chart stage onwards all evidence should be saved in CPOMS and relevant staff alerted.

The above 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. These children may also be referred to our Children and Family Support Worker.

Where negative behaviour continues and the extra support doesn't have the desired effect more formal support 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
6. Behaviour Contract template
7. Positive Support Plan template



# Good To Be Me



	Our Rights	Our Responsibilities
 <b>LEARNING</b>	<p>We have a right to:</p> <ul style="list-style-type: none"> <li>• learn.</li> </ul>	<p>We have a responsibility to:</p> <ul style="list-style-type: none"> <li>• take control of our learning</li> <li>• identify and solve problems</li> <li>• be creative and express our ideas</li> <li>• help, support and encourage others</li> <li>• inspire and listen</li> <li>• be courageous and resilient</li> <li>• keep focused</li> <li>• try our best at all times.</li> </ul>
 <b>RESPECT</b>	<p>We have a right to:</p> <ul style="list-style-type: none"> <li>• feel safe and happy</li> <li>• belong, and enjoy school.</li> </ul>	<p>We have a responsibility to:</p> <ul style="list-style-type: none"> <li>• think kind thoughts and speak kindly</li> <li>• be gentle</li> <li>• be polite</li> <li>• be helpful</li> <li>• co-operate and collaborate</li> <li>• resolve problems peacefully</li> <li>• understand and celebrate difference</li> <li>• contribute to our community</li> <li>• dress smartly.</li> </ul>
 <b>SAFETY</b>	<p>We have a right to:</p> <ul style="list-style-type: none"> <li>• a vibrant and exciting environment where we can flourish</li> <li>• an environment that can be enjoyed by all.</li> </ul>	<p>We have a responsibility to:</p> <ul style="list-style-type: none"> <li>• look after the school</li> <li>• take care of our resources</li> <li>• reduce, re-use and recycle</li> <li>• live well</li> <li>• protect the planet</li> <li>• stay within the school boundaries</li> <li>• take care of each other.</li> </ul>



# 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.

	LEARNING	RESPECT	SAFETY	
WHITE CARD	<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. <u>Staff involved</u> Member of staff involved and duty teacher.			
YELLOW CARD	<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. <u>Staff involved</u> Mrs Lewis or Mrs Kydd or appropriate member of SMT.			
RED CARD	<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			
	** a BLUE card cannot be obtained if you have obtained a YELLOW / RED card**			

**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.

<u>Demonstrating poor behaviour for learning</u> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Not listening</li> <li>• Fiddling</li> </ul>	<u>Using inappropriate language</u> <ul style="list-style-type: none"> <li>• Telling a peer to shut up</li> <li>• Silly name calling (eg. poo head)</li> </ul>	<u>Moving around the school inappropriately</u> <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/back in corridors or cloakroom</li> </ul>
<u>Being disrespectful to others</u> <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>	<u>Hurting someone as part of an incident</u> <ul style="list-style-type: none"> <li>• Hitting, kicking, pushing, pinching, biting – in retaliation or with provocation, without causing serious injury</li> <li>• Unwanted physical contact - inappropriate touching, gesturing , interfering with clothes etc.</li> </ul>	<u>Fighting (minor/physical)</u> <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>
<u>Demonstrating repeated discriminatory behaviour</u> <ul style="list-style-type: none"> <li>• Racism</li> <li>• Homophobia</li> <li>• Sexism</li> <li>• Faith hate</li> </ul>	<u>Physical/verbal assault on others</u> <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> <li>• Sexual violence</li> </ul>	<u>Endangering others</u> <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 \_\_\_\_\_



**Grangefield Primary School**  
**Behaviour Contract**  
**Date Contracted Started:**

We have discussed **CHILD'S NAME** behaviour and together have decided the following.

**Unacceptable behaviour**

Together we have identified the following behaviour as unacceptable:

- **DETAILS OF BEHAVIOURS**

**Targets**

**I am going to**

- **STRATEGIES TO USE**
- **DESIRED BEHAVIOURS**

**If I continue with my unacceptable behaviour then:**

- **AGREED CONSEQUENCE**

**Tracking my behaviour**

Each day I will have my success card signed by an adult in my learning environment.  
Each week I will have my success card signed by Mrs Kydd/Mrs Lewis/Miss Green

Signed (Child)

Signed (Parent/ Carer)

Signed (SENCO)

Signed (Class Teacher)

Please take your contract to Mrs Kydd to have it signed:

Signed (Mrs Kydd)

**We are all going to work together.**





## Grangefield Primary School

### POSITIVE SUPPORT PLAN

**Name:** \_\_\_\_\_ **DOB:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date plan started:** \_\_\_\_\_

This will usually be put in place after or alongside:

1. A positive behaviour chart.
2. A behaviour contract

Things to know about me:

•

Things that can make me anxious:

•

Comments/Further Information/behaviours to ignore

•

	<b>Stages of Agitation</b> <b>(What are the behaviours?)</b>		<b>Staff Intervention/ Key phrases</b> <b>(How do staff manage the behaviour at this stage?)</b>
<b>0</b>	<u>All calm</u>	<b>0</b>	
<b>1</b>	<u>Level 1 – low level behaviours/ physiology</u>	<b>1</b>	
<b>2</b>	<u>Level 2 – challenging behaviours/ physiology</u>	<b>2</b>	
<b>3</b>	<u>Crisis level – need for physical handling?</u>	<b>3</b>	
<b>4</b>	<u>Calming down/debrief/restoration</u>	<b>4</b>	

Agreed by:

SENCO \_\_\_\_\_ Date \_\_\_\_\_

Class Teacher \_\_\_\_\_ Date \_\_\_\_\_

Parent / Carer \_\_\_\_\_ Date \_\_\_\_\_

Head teacher \_\_\_\_\_ Date \_\_\_\_\_

☐

Discussed and agreed with the pupil (tick)

Signed by (other staff working with the pupil)