



Behaviour Policy

Date reviewed by School	Spring 2022
Date ratified by FGB	8 March 2022 (amended 06 December 2022)
Date for next review	Spring 2025

1 Introduction

- 1.1** At Uplands Primary School and Nursery, we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Uplands Primary School and Nursery. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.
- 1.2** The Governing Board accepts that good behaviour is a necessary condition for effective teaching and learning to take place, and seeks to create an environment in the school which encourages and reinforces good behaviour.
- 1.3** Although Uplands will do everything possible to promote positive behaviour and be proactive in behaviour management, the school recognises that there is a need for a clear, graduated and structured discipline process, to ensure that processes and systems are fair for pupils and understood by staff, parents/carers and children. We also ensure we promote British Values as part of our positive behaviour ethos and understanding of others.

2 Purpose and aims of the policy

- 2.1** This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school, to allow everyone to understand the policy of the school and to apply it consistently and fairly.
- 2.2** One key aim is to create a positive, caring, family atmosphere within Uplands which encourages and reinforces good behaviour, and is supported by the promotion of our Uplands behaviours. We expect pupils to be:
- Respectful;
 - Kind;
 - Resilient;



- Brave; and
- Motivated.

2.3 This policy outlines the responsibilities of key parties, as well as the positive behaviour expected and the sanctions for undesirable behaviour.

2.4 The benefits of positive behaviour are many, and include:

- For children:
 - The ability to work conscientiously
 - The opportunity to develop an understanding of how to interact with different personalities
 - An environment where children value friendship and respect for others
 - An increased feeling of self-worth and increased self-esteem
 - An understanding of behaviour expectations in the wider community.
- For staff
 - An environment where staff can teach without interruption or disruption
 - The opportunity to develop positive relationships with pupils
 - Consistency in approach and, therefore, expectation of pupils' behaviour.
- For parents/carers
 - The reassurance that their child is in a safe environment
 - To be confident that their children are developing personally, socially and academically.

3 Behaviour principles, as set by the Governing Board

3.1 The Governing Board and staff believe that high standards of behaviour are essential to facilitate effective teaching and successful learning. This, in turn, will enable children to make the best progress possible, socially and academically, and ensure a happy and productive learning environment.

3.2 The Governing Board feels a positive ethos is key, and staff create a positive, caring, family atmosphere within the school which encourages and reinforces good behaviour and is supported by the promotion of Uplands school behaviours.

3.3 The Governing Board agrees that all children, staff and visitors have the right to feel safe at school at all times.

3.4 The Governing Board expects pupils to display the same high standards of behaviour that are demanded at school when they are representing Uplands offsite and at school-related events and visits, when they are travelling to and from school, when they are wearing the school uniform or any other time they can be identified as an Uplands pupil.

3.5 The Governing Board agrees that policies, such as the Behaviour Policy and Anti-Bullying Policy, must be core documents in helping children develop respect, tolerance and understanding for the rights, views and property of others.



- 3.6** In order to promote and recognise good behaviour, the Governing Board expects a range of consistent and fair rewards to be offered and used throughout the school. This should be monitored for effectiveness.
- 3.7** Sanctions for negative behaviour should be known and understood by all staff and children, and should be applied consistently. The full range of sanctions should be available in the Behaviour Policy so that staff, children and parents can understand how and under what circumstances they are applied.
- 3.8** The Governing Board expects children to be taught, in school and at home:
- To understand the consequences of their actions
 - To develop a sense of responsibility for their own actions
 - To recognise the choices they make, and the impact that has on others, as well as themselves.
- 3.9** The Governing Board recognises the need for the use of reasonable force, following guidelines from the DfE. The Physical Restraint Procedure explains procedure for use of reasonable force.
- 3.10** The Governing Board also accepts that it may, on occasion, be necessary to search a pupil or their possessions. This is referred to in section 13 of this policy.
- 3.11** The Governing Board feels that suspensions and permanent exclusions must only be used as a last resort.
- 3.12** The Governing Board believes it is important to:
- define acceptable standards of behaviour
 - promote self-esteem, self-discipline, responsibility and positive relationships
 - encourage and celebrate the efforts made by all children
 - encourage the active involvement of home and school in the implementation of this policy.
- 3.13** It is the responsibility of the Head Teacher to draw up a Behaviour Policy and Anti-Bullying Policy in line with current guidelines and ensure that these are made available to pupils, staff and parents/carers (mainly via the school website).
- 3.14** Staff should be confident that they have the support of the Governing Board to follow this policy in full.

4 Responsibilities

- 4.1** All members of the school community (teaching staff, support staff, non-teaching staff, parents/carers, volunteers and governors) work towards the school's vision by:
- Treating all individuals fairly and respecting their rights, values and beliefs
 - Working as a team, supporting and encouraging one another



- Providing an environment in which all are fully aware of behavioural expectations, and by applying strategies fairly and consistently to eliminate undesirable behaviour both within and outside the classroom
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Rejecting all conduct involving bullying, harassment or discrimination.

4.2 The Governing Board, Head Teacher and Senior Leadership Team (SLT) work towards the school's aims by:

- Establishing and maintaining a positive ethos throughout the school
- Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring necessary revisions are undertaken
- Recording and reporting incidents of alleged bullying, harassment and discrimination (including racial incidents) to the Governing Board.
- Evaluating the effectiveness of sanctions issued and measures taken in cases, and discussing these (anonymously and where appropriate) in formal meetings such as FGB meetings.

4.3 Teachers and support staff work towards the school's aims by:

- Enabling children to take increasing responsibility for their own behaviour and conduct
- Acting as role models by displaying positive behaviours
- Taking firm, decisive action to prevent or take action against negative behaviours
- Providing opportunities for pupils to discuss positive behaviours in both formal and informal settings.

4.4 Pupils work towards the school's aims by:

- Contributing to the positive ethos of the school by understanding and adhering to behavioural expectations
- Taking responsibility for their own actions, learning and conduct
- Displaying the Uplands behaviours and British Values, and demonstrating the positive behaviour expected of an Uplands pupil inside and outside of school.

5 Expectations

The following states the behaviours we expect of our pupils, staff and parents/carers.

5.1 Pupils

5.1.1 We believe that children should develop good discipline through positive encouragement and instruction whilst understanding their rights and responsibilities within the school setting.

5.1.2 All pupils have the right to feel safe at school, and all have the right to learn, be respected and to be treated fairly. In classrooms, children are made aware of our 'non-negotiable'



expectations/rules, which are to:

- Be kind
- Be polite and helpful
- Be honest and tell the truth
- Develop awareness and understanding of others' feelings
- Listen carefully to others without interrupting them
- Share feelings openly, without fear of judgement
- Look after our own and other people's belongings
- Have a positive attitude toward school life and learning: try our best, work hard and learn from our mistakes
- Treat other people the way we would like to be treated, both emotionally and physically. This includes not engaging in inappropriate physical contact, including hurting others
- Respect others, their beliefs, attributes and characteristics
- Respect our premises and equipment, including keeping the school tidy and free from litter
- Display the school behaviours.

5.1.3 These expectations have been agreed as a staff, in consultation with our School Council and Parent and Carer Council, and many take the form of a set of class rules or a class charter.

5.1.4 Children are expected to follow these rules inside and outside of school, and understand that these rules are good practice for being a model citizen, not just for being a pupil at Uplands.

5.2 COVID-19 addendum: Please see The COVID-19 addendum document (a separate document) for updated behaviour expectations for children returning to school from lockdowns or extended periods of absence (if relevant).

5.3 Staff

5.3.1 We believe that a positive ethos and practice amongst staff will lead to a consistent approach to behaviour, and improved learning as a result.

5.3.2 Staff should recognise and apply the following rules of good classroom management:

- Know the children as individuals. This means knowing their personalities, interests and who their friends are.
- Ensure that lessons and the classroom environment are conducive to positive behaviour and learning.
- Arrive before the class and begin lessons promptly.
- Be flexible with teaching and open to addressing misconceptions and errors, including one's own. Prepare to show children that you, the teacher, are a learner and may, on occasion, make mistakes as well.
- Ensure behaviour is a priority in every lesson.



- Be aware of and control your own behaviour, including stance and tone of voice.
- Model the standards of courtesy, timekeeping and tidiness expected from the pupils.
- Emphasise positives at all opportunities, including praise/rewards for positive behaviour as well as good work.
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil and criticising the behaviour, not the person.
- Use private rather than public reprimands wherever possible. Be fair and consistent.
- Explain the consequences of a child's actions, and give the child a chance to explain their feelings and actions.
- Make appropriate and consistent use of sanctions (also see 9.2.1 regarding SEND pupils). Analyse your own classroom management performance and learn from it.

5.3.3 Some of the above expectations for staff overlap with the Staff Code of Conduct/s and Staff Handbook. Staff should refer to these documents as well.

5.3.4 Staff should support the Behaviour Policy at all times. Wherever possible, staff should deal with discipline/behaviour problems directly. However, where there is a need to seek help from colleagues, an appropriate colleague should be sought, such as a Key Stage Leader or SENDCo. More complex or serious issues should be referred to the Deputy Headteacher/Head Teacher. Discussion of discipline/behaviour problems may be put on the staff meeting agenda or discussed with colleagues including the Head Teacher, whenever a teacher feels the need for additional support or awareness.

5.3.5 The Deputy Headteacher will oversee and lead on behaviour.

5.3.6 Staff will report any instances of negative behaviour, any changes in behaviour or any recurrence of negative behaviour to the behaviour lead.

5.3.7 The behaviour lead will record and monitor all significant instances of negative behaviour and will create a file for each child concerned, where all incidents are logged.

5.4 Parents/carers

5.4.1 Parents/carers should support the Behaviour Policy and Anti-Bullying Policy at all times.

5.4.2 Parents/carers should take full advantage of all the channels of communication made available by schools and develop good working relationships with teachers in order to help their children to become constructive members of the school community.

5.4.3 Parents/carers should make every effort to attend twice-yearly parents'/carers' evenings to discuss their child's behaviour as well as their academic progress.

5.4.4 Parents/carers are expected to model good behaviour and to act as positive role models at all times.



6 Communication with parents and carers

- 6.1** The school gives high priority to clear communication within the school and to a positive partnership with parents/carers. Both are crucial in promoting and maintaining high standards of behaviour and work from pupils.
- 6.2** Early communication with parents/carers is seen as essential, and it is the school's view that involving parents/carers early on is the best way to improve behaviour and support a child. However, it is also recognised that it is important, at times, for children to make their own mistakes and learn from them without parents/carers being involved (particularly for minor incidents) so the school may choose to refrain from contacting parents/carers immediately to give the child the opportunity to take ownership of their behaviour/mistakes and their improvement.
- 6.3** Where the behaviour or work of a pupil is giving cause for concern, communication of the concerns is vital to ensure all adults working with the pupil are made aware of the problem, and of the steps which are being taken in response.
- 6.4** Positive partnership with parents/carers is crucial for building trust and developing a common approach to behaviour and work expectations, and to develop strategies for dealing with problems. The participation of parents/carers in many aspects of school life is encouraged.
- 6.5** We hope that building links in this way will encourage parents/carers to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour or work.
- 6.6** The class books (known as a behaviour book, friendship book or communication book) are used to record behaviour incidents, as well as pastoral incidents or relevant discussions with parents/carers/family members, and will act as a chronology or point of reference for communicating with parents. Issues which more of the staff may need to know about are disseminated via staff meetings or group emails. Documents are logged in the secure child folders within SharePoint.
- 6.7** Where possible, behaviour incidents are dealt with in school, and parents/carers may not be informed of all incidents. This is to help promote a sense of ownership of action/consequence for the child in question, as well as allowing the child space to make mistakes and learn from them. However, where the school feels it is appropriate or necessary, parents/carers will be informed of any changes in behaviour or any significant behaviour incident.

7 The Gold Book and Red Book

7.1 The Gold Book

- 7.1.1** The Gold Book is a tool for promoting and recording positive behaviours. There is a Gold



Book in all primary school classes (Reception to Year 6).

7.1.2 However, it should be noted that Uplands expects excellent behaviour at all times, and the Gold Book is used to reward 'above and beyond' positive behaviour and effort.

7.2 The Red Book

7.2.1 The Red Book is a tool for identifying, recording and monitoring negative behaviours/actions. There is a Red Book in all primary school classes (Reception to Year 6). When a child enters their name in the Red Book, a reason for that entry will be added alongside the name (either by the child or by an adult).

7.2.2 At the earliest opportunity, a conversation should be initiated with the child to explain why their name has been entered in the Red Book. It is important to help a child understand, if they do not already, the consequence of their behaviour or action.

7.2.3 If a child's name is repeatedly entered in the Red Book (e.g. multiple times in one week or over a period of time), a member of staff will contact the parent/carer to inform them of this and alert them to their child's behaviour, with the aim of facilitating an improvement in behaviour. A trigger for contact with a parent is often a child's name being entered in the Red Book 3 times or more times over the course of one week, but the child's overall behaviour and other circumstances are taken into account.

8 Positive behaviours, praise and rewards

8.1 The non-negotiable behaviours that are expected of children can be found in **5.2.2**.

8.2 Rewards reinforce good behaviour and work to celebrate success and achievement. The range of rewards includes (but is not limited to):

- Verbal/non-verbal praise and encouragement
- Teachers will contact parents specifically to share positive feedback
- Child writes his/her name in the class Gold Book.
 - Children who have been in the Gold book at least 3 times in one week are given a sticker and stand up in Celebration Assembly
 - The two children who have been in the Gold Book the most times during a term in each class are presented with a certificate in assembly
- Children who have achieved well or shown improved effort in Reading, Writing, Maths, Science, Oracy, PE and Homework are recognised in Celebration Assembly
- Children who have displayed one or more of the school behaviours are awarded a certificate in Celebration Assembly
- Stickers/stamps are given to pupils for good effort/positive behaviour
- Sent to show work to another teacher/Deputy Headteacher/Head Teacher
- House points are awarded to Key Stage 1 pupils within their individual classes



- House points are awarded to pupils in Key Stage 2 for good effort/positive behaviour. The house points are collected weekly and the total is displayed in the school hall
 - A shield is awarded to the house with the most points at the end of the summer term
 - A cup is awarded to the individual with the most house points at the end of the summer term
- A merit sticker is awarded, in class, when a child achieves 10 house points
- Merit certificates and badges are awarded in assembly for denominations of 10 merits
- A postcard may be sent home to parents from the Head Teacher, describing a particular noteworthy achievement
- Opportunities for children to attend special events, inside or outside of the school premises
- Opportunities for whole-class rewards such as using a marble jar or 'ladder' to earn class treats and parties
- 'Star of the Day/Week' may be awarded in individual classes.

9 Negative behaviour, actions and sanctions

9.1 Negative behaviour

- 9.1.1 Sanctions will be issued when children do not follow or adhere to the non-negotiable expectations for behaviour. The non-negotiable behaviours that are expected of children can be found in **5.2.2**.

9.2 Children with SEND

- 9.2.1 When a child with SEND displays negative behaviours, the school will consider the nature of the child's SEND and the extent to which they understand and are in control of what they are doing. Children with SEND will not be issued sanctions for behaviours which they cannot control.

9.3 Additional examples of negative behaviour/actions

- 9.3.1 The list of incidents below is not exhaustive, but gives an indication of the type of incident that may result in a sanction.
- Bullying
 - Disrupting learning; for example:
 - Shouting out
 - Talking inappropriately
 - Answering back
 - Frequent talking while the teacher is talking
 - Distracting others
 - Being off task



- Not following reasonable instructions or requests by an adult
- Talking during assemblies
- Play fighting with rough physical contact and inappropriate actions
- Being in a classroom unsupervised
- Being in an out of bounds area
- Throwing litter on the floor
- Not following agreed game rules e.g. cricket rules/football rules
- Not treating equipment with care (including misuse)
- Fighting or violence towards others
- Stealing or hiding others' property or possessions (including school property)
- Playing on/using school equipment before/after school
- Riding scooters and bikes on school premises.

9.4 Assessing a situation for fault/guilt

- 9.4.1 While investigating an incident relating to negative behaviours or actions, the school behaviour lead should consider it is more likely than not that a fact is true. This means that, when establishing a series of events or the truth of an incident, the school behaviour lead may choose to accept that it is more likely something happened than the likelihood of it not happening, and proceed with the investigation in this way and deliver sanctions or preventative measures accordingly. It can be challenging to establish truth and fact instantly in some cases, so some measures may be applied to protect all parties.

9.5 Sanctions

- 9.5.1 Sanctions are used to register disapproval of negative behaviours, in order to protect the welfare of pupils, and the security, stability and ethos of the school community. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

- 9.5.2 The range of sanctions includes (but is not limited to):

- Verbal and non-verbal checking of behaviour
- Child writes their name/adult writes the child's name in the class Red Book with reason
- A penalty, where possible relevant to the offence, such as picking up litter for those who drop it or removing graffiti for those who have defaced school property
- Withdrawal of privileges (e.g. the right to go on visits, residential trips, participation in class activity, membership of school teams and attendance at discos/UFC activities run by the school)
- Time out – child given time to reflect on their behaviour
- Sent to Head Teacher, Deputy Headteacher or Key Stage Leader



- Child placed on a Behaviour Support Plan (BSP) (see 9.6 for an explanation of a BSP and its aims)
- Meeting with parents/carers regarding child's behaviour/actions and with the aim of facilitating an improvement in behaviour. This may be with or without the child present
- Repeated, or extra, work where the presentation or content is clearly below the pupil's potential
- Withdrawal from part of a break or lunch time
- Child is asked to reflect on their behaviour/action and write a letter of apology
- Class awards/treats will be revoked (if the whole/majority of a class are involved).

The sanctions listed above are not in order of severity, and different measures and methods are applied depending on the child and circumstance.

9.6 Behaviour Support Plans (BSPs)

9.6.1 A BSP is written with the aim of facilitating an improvement in the child's behaviour. A BSP should include:

- Background information
- Triggers for behaviour
- SMART (Specific, Measurable, Achievable, Realistic and Time-bound), child-friendly targets
- A date for review.

9.6.2 Parents/carers are also informed at this stage.

9.6.3 Once the BSP period has been completed, a review should include:

- A discussion regarding the impact of the BSP in improving the child's behaviour
- Reference to ongoing actions in monitoring or further improving behaviour

9.7 Formal Investigation of options

9.7.1 If behaviour is still a cause for concern and/or does not improve after sanctions have been issued, the parents/carers are asked to attend a meeting to discuss options for the child, parents/carers and the school. This may involve outside agencies (e.g. Behaviour Support, Support for Learning, Educational Psychologist etc.) being contacted for help and advice. Suspensions or permanent exclusions are also an option, although permanent exclusion is used as a last resort, following Local Authority guidelines.

10 Suspensions and Permanent Exclusions

10.1 The school will follow the DfE guidance for suspensions and permanent exclusions (<https://www.gov.uk/government/publications/school-exclusion>).



11 Behaviour beyond the school gates

- 11.1** Children are expected to uphold the reputation of the school whenever they are out of school, whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.
- 11.2** The school sees its role in developing caring children and young adults as very important, and may also investigate and/or sanction a pupil for an incident outside of school, regardless of whether they are in uniform or not. However, this will depend on the specific circumstances of the incident reported.
- 11.3** The school has a duty to investigate any incident which is reported to the school. The school will always co-operate with the police in any investigation of incidents which are thought to involve Uplands children or other local children, where applicable.
- 11.4** The behaviour of a pupil outside school can be considered grounds for a suspension or exclusion.

12 Allegations against staff

- 12.1** Any allegation of misconduct against a member of staff will be taken seriously and referred to the Local Authority and dealt with using Bracknell Forest Borough Council's procedure.
- 12.2** Pastoral support is offered to any individual against whom an allegation is made and the matter is kept strictly confidential. If the allegation is against the Head Teacher, the Chair of Governing Board will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious, the matter will be referred to the Governor Discipline Committee (GDC) for action.
- 12.3** Any complaint against a staff member will follow the school's Complaints Policy, which is an adopted version of Bracknell Forest's model policy. If it is a safeguarding/child protection concern, it will be dealt with in line with the school's Safeguarding and Child Protection Policy, which is also an adopted version of Bracknell Forest's model policy.

13 Screening and searching

- 13.1** It may occasionally be necessary to search a pupil with or without their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items. The school will follow the guidance laid out in the DfE's Searching, Screening and Confiscation document, which contains advice for Head Teachers, staff and governing bodies. The current link (at time of ratification) is noted



below, but can be found by using Google if the document has moved.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

14 Use of physical restraint

14.1 Please refer to the Physical Restraint Procedure.

15 Bullying

15.1 Please refer to the Anti-Bullying Policy.