

## UIS and UJS Behaviour Policy 2020

### Our Vision and Values

Our Vision is to take our children on a journey of discovery and adventure that ignites a passion for learning, challenges their thinking and excites their imagination.

At Upminster Infant and Junior Schools, we learn and grow together.

On the journey we will develop four key areas. They are: the individual; skills for life; the world around us; and our community.

Values of Upminster Infant and Junior Schools:

<b>Upminster Infant School</b>	<b>Upminster Junior School</b>
Respect Kindness Pride Imagination Effort	Trust Compassion Self-belief Creativity Resilience

Why is this important?

Our Vision and Values are the foundation for all work and learning in the school. Therefore, they underpin the principles that determine our approach to behaviour and discipline within the school and apply to all pupils, staff, governors, parents and visitors.

### Principles

The principles of our Behaviour and Discipline Policy are as follows:

- Our school values are the benchmark for our behaviour and these are promoted widely
- Interactions with pupils are overwhelmingly positive
- Every individual is treated with equality and fairness
- The school approach to managing behaviour is consistent from one class to the next and one year group to another
- Behaviour and Discipline is everyone's responsibility
- Focus on the finer details of behaviour and maintain high expectations at all times (no slippage from anyone – if you see it, deal with it!)

By following the rules and acquiring habits of good behaviour pupils will develop self-discipline. Good behaviour and consideration for others will attract praise and approval, and feelings of self-worth and respect. Good behaviour and consideration for others will be rewarded and, where our expectations are not being met, disciplinary sanctions will be applied fairly and consistently.

## The Behaviour Management Plan

The Behaviour and Discipline Policy consists of five basic elements:

- The **rights** of every individual
- The **rules** which we must follow
- The **values** that define our behaviour
- The **rewards** which pupils receive for following the rules
- The **consequences** which result from not following the rules

## Our Rights

At Upminster Infant and Junior Schools we have three common rights and these form the basis of the policy. These rights are non-negotiable. Everyone has a right:

- To feel safe at school
- To learn to the best of their ability
- To be treated with dignity and respect

These rights relate to all members of the school community. Our challenge is to teach and protect such rights, and call individuals to account whenever those rights are ignored or abused.

Rights can only be enjoyed when other people act responsibly and considerately. This is where there is need for agreed rules, to make clear of the expectations, and values, to define our behaviours.

## Our School Rules

Our school rules are designed to protect our rights and uphold high standards of behaviour and discipline. At Upminster Infant and Junior Schools, we always:

- Follow instructions given by adults
- Work hard and try our best
- Keep our hands and feet to ourselves
- Treat others how we wish to be treated
- Care for our own and other people's property
- Wear the correct uniform with pride

## Our School Values

Our School Values should be woven into the daily dialogue with children: through assemblies, in the playground, in the curriculum and in our 'Value of the Week'.

The following tables describe what each Value means to our school community with examples of behaviours. The list is by no means exhaustive. The examples can be used to praise and encourage such behaviours and correct when the opposite occurs.

## Values of Upminster Infant School

Value	Behaviours that demonstrate this value
<p><i>Respect</i></p> <p>We treat each other how we would like to be treated.</p> <p><i>“A person’s a person, no matter how small.”</i> Dr Seuss</p>	<p>I am polite I show good manners I listen carefully to others I line up sensibly I sit on the carpet or in assembly and pay attention I am patient I look after my property and the school’s property</p>
<p><i>Kindness</i></p> <p>We are kind and caring to others.</p> <p><i>“No act of kindness, no matter how small is ever wasted.”</i> Aesop</p>	<p>I share with other children I help others when they are stuck I help others when they are hurt or upset I invite other children to play I encourage others</p>
<p><i>Pride</i></p> <p>We care about ourselves, others and our school.</p> <p><i>“Don’t wait until you reach your goal to be proud of yourself. Be proud of every step you take.”</i> Karen Salmansohn</p>	<p>I take care with my work I wear the correct uniform each day I represent my class or my school at events</p>
<p><i>Imagination</i></p> <p>We think about what we do and try out different ideas.</p> <p><i>“Imagination is the highest kite one can fly.”</i></p>	<p>I try out different ideas I use ideas I have gathered from what I have seen, heard or read I think carefully about my work</p>
<p><i>Effort</i></p> <p>We try our best at all times.</p> <p><i>“It’s okay to not know, but it’s not okay to not try.”</i></p>	<p>Practise. Practise. Practise. I try my best I keep going even if it’s difficult I try out different ways</p>

## Values of Upminster Junior School

Value	Behaviours that demonstrate this value
<p><i>Trust</i></p> <p>We are honest, reliable and work together. We are open, loyal and respect each other.</p>	<p>I show total respect to everyone at all times  I collaborate with others, knowing when to give and take</p>

<p><i>"Individually we are one drop. Together we are an ocean."</i> Ryunosuke Satoro</p>	<p>I do the right thing even when I am not being watched</p> <p>I am pleased for others and their achievements</p> <p>I have courage to be honest and up front</p> <p>I always demonstrate good manners and am polite</p> <p>I am patient</p> <p>I don't say anything behind someone's back that I wouldn't say to them in person</p> <p>I own my own behaviour – I own up, accept consequences and apologise without excuses</p> <p>I take collective responsibility for tidying up and looking after my class and school environment – I don't wait for others to do it for me</p> <p>I do my homework on time</p> <p>I arrive on time to school, music lessons and any meetings</p> <p>I am ready for school everyday – correct uniform, equipment and attitude</p>
<p><i>Compassion</i></p> <p>We are kind, caring and listen to each other. We are thoughtful, selfless and show empathy for one another.</p> <p><i>"No act of kindness, no matter how small is ever wasted."</i> Aesop</p>	<p>I listen to understand others and put myself in their shoes</p> <p>I look out for others and go to them if they are in need – I ask if I can help in any way</p> <p>Befriend someone in the playground</p> <p>Include others – invite them into a group, take turns in a game and share</p> <p>I am tolerant and accept that everyone is different and in so many different ways</p> <p>I hold the door for others – I smile at other people or say a greeting</p> <p>I show good sportsmanship</p> <p>I accept it when things don't go my way</p> <p>I am selfless and help others</p>

	<p>I volunteer and support good causes within the school and beyond</p> <p>I am forgiving</p> <p>I speak to someone if I need help or advice</p> <p>I treat others how I want to be treated</p>
<p><i>Self-belief</i></p> <p>We are confident and believe in each other. We are leaders, have courage and a growth mindset.</p> <p><i>“You must believe in great things of yourself before you can achieve them.”</i> Michael Jordan</p>	<p>I work hard</p> <p>I take pride in my work and appearance</p> <p>I have the confidence to question others in a debate</p> <p>I attempt the unknown and am not afraid to try something new</p> <p>I think and talk positively – I use the language of Growth Mindset</p>
<p><i>Creativity</i></p> <p>We are problem-solvers, deep thinkers and resourceful. We ask questions, communicate clearly and express ourselves.</p> <p><i>“Creativity is seeing what everyone else has seen, and thinking what on-one else has thought.”</i> Albert Einstein</p>	<p>I use my imagination and explore possibilities</p> <p>I think ‘outside the box’</p> <p>I am curious; I ask interesting questions and delve beneath the surface of things</p> <p>I ask ‘What if....?’</p> <p>I look for links, connections and patterns</p> <p>I draw on the full range of resources from the wider world (other people, books, the internet, past experience, etc)</p> <p>I rise to the challenge and tackle problems head on</p> <p>I get inspired and stay motivated</p>
<p><i>Resilience</i></p> <p>We are independent, adapt ot change and are not afraid of failing. We take on challenges, persevere and we are reflective.</p> <p><i>“Think left and think right and think low and thing high. Oh, the things you can do if only you try.”</i></p>	<p>Practise. Practise. Practise.</p> <p>I evaluate and reflect on my successes and failures</p> <p>I remember that mistakes help us to learn</p> <p>I watch and learn from others</p>

Dr Seuss	<p>I talk about a problem or challenge with a friend before asking the teacher</p> <p>I am willing to redraft, correct and improve</p> <p>I stick with things – clubs, choir, a maths problem</p> <p>I remain calm in times of difficulty</p> <p>I persist even when it is something I do not enjoy</p> <p>I remember that learning can be a slow and uncertain process</p> <p>I try out different ways.</p>
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## Rewards

It must be recognised that perhaps the most important aspect of any learning environment is the positive rewards children receive from both adults and peers. We can create a positive learning environment by recognising positive efforts, praising pupils and building mutual respect between staff and pupils and between pupils themselves.

Individual, class and house rewards can be earned and are celebrated.

### Individual and Class Rewards

The following rewards are available for use by all staff:

- Verbal praise
- Stickers
- A note in the pupil's homework diary
- Silver / Gold awards (linked to 'Good to be Green' system – see below)
- Value points
- STAR award
- Golden Time

### Value points

Value points are given out to a child to praise positive behaviours – linked to the values in the tables above.

Value points are capped at two - the general guidance is that on the majority of occasions just one value point will be given out at a time.

Examples of giving out value points:

<p><b>1 VP</b></p> <ul style="list-style-type: none"> <li>• For making a good effort in class work (Effort – UIS, Resilience – UJS)</li> <li>• Picking up coats off the floor without prompting (Respect – UIS, Trust – UJS)</li> </ul>	<p><b>2 VP</b></p> <ul style="list-style-type: none"> <li>• For above the expected standard – e.g. outstanding classwork or homework (Imagination, Effort – UIS, Creativity, Resilience – UJS)</li> </ul>
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- Sitting attentively at the beginning, during and end of assembly (Respect – UIS, Trust – UJS)

### Certificates

Each time a child achieves a value point, they will record this on the class Value Point Chart with the correct code:

Upminster Infant School		Upminster Junior School	
Respect	R	Trust	T
Kindness	K	Compassion	Co
Pride	P	Self-belief	S
Imagination	I	Creativity	Cr
Effort	E	Resilience	R

The following certificates will be awarded once the children have achieved the acquired number of value points. These will be awarded in either Friday Celebration Assembly or Year Group assembly. It is the teachers' responsibility to monitor the level of points being awarded and have ready the certificates promptly once children have acquired the stated number.

Number of Value Points	Certificate
30	Jade (green)
30 + 40 (70 in total)	Sapphire (blue)
70 + 50 (120 in total)	Diamond (white)

As a rule of thumb, children, on average, should achieve 2-3 value points each week. Jade certificate should be aimed for by the end of the autumn term, sapphire by the end of the spring term, and diamond by the end of the summer term.

### Team Rewards (UJS only)

The school is split up into four houses: red, blue, yellow and green. When individuals earn value points, they also earn points for their team. These are recorded on a separate House Chart in the form of a tally. At the end of the week, the points for each team are counted up by the House Captains. These are then announced in Monday's assembly.

To promote team work, the school organises sports events and inter-school competitions between houses.

### STAR Award

Each week, the class teacher will appoint one child in the class to receive the STAR Award – this is in the form of a trophy and STAR Award certificate. The child keeps the trophy for one week in the classroom and takes a certificate home. This is awarded for one child who has shown exemplary attitude towards their learning. Teachers need to keep record of which children are achieving these awards, with the aim of every child receiving this award at least once throughout the school year.

## 'Good to be Green'

Each classroom has a 'Good to be Green' chart prominently displayed. The chart consists of a pocket for each child that holds different coloured cards.

Colour of card	What it means
Green	Each day, every child will start on green. Green exemplifies appropriate behaviour.
Silver	Child demonstrates behaviour in their learning that is above expectations.
Gold	Child demonstrates behaviour in their learning that is above expectations <b>and</b> helps others. (max 1-2 pupils per day)
Yellow	Warning
Red	Time out in partner class for specific time

Children who have achieved a Gold Award will be noted by the class teacher in the class behaviour folder. At the end of the term, the teacher will calculate the two children who have achieved the most gold awards that term. These children will be given 'Golden Time' in the final week of term. This could be an extra PE session or afternoon tea with the Headteacher for example.

## Consequences

### Class Sanctions

Step 1 – A look

Step 2 – A clear verbal warning (yellow card)

Step 3 – Move positions in class

Step 4 – Time Out in partner class (red card)

EYFS – 5 mins in own classroom (Autumn Term), 5 minutes in partner class (Spring and Summer Term)

KS1 – 10 minutes in parallel classroom

KS2 – 15 minutes in partner class

Children sent on a 'Time Out' must take work with them as well as the 15-minute timer. They will not be spoken to about their behaviour by the receiving teacher, but will be allocated a place to sit and work without disturbing others. At the end of their Time Out, they should return to their classroom, apologise to the class teacher and return to their work.

Time Outs will be recorded by the class teacher on CPOMS, in class behaviour folder and a sticker will be placed in the child's homework diary, and if children receive more than 2, then parents will be notified (see Appendix i for Time Out flow chart)



Step 5 – If behaviour continues on return to class, then the pupil will be sent to a member of SLT for the remainder of the lesson.

## Behaviour Reflections

For serious misbehaviour, a Behaviour Reflection will be issued. This is a 20 minutes of missed lunchtime on the day of the incident or the day following the incident (depending on time incident occurs). Examples of behaviour that would warrant a behaviour reflection are:

- Swearing
- Derogatory name calling related to sexual orientation
- Racist comments
- Name calling after a warning has already been issued
- Physical aggression towards another child
- Rudeness towards an adult
- Destruction of property
- Incidents in a public place where school is in disrepute
- Misuse of social media or any online incident

Parents will be kept informed if behaviour reflections are issued. (see Appendix ii for Behaviour Reflection flow chart).

## Positive Handling

Positive handling should be limited to emergency situations and used only in the last resort. It enables restraint trained staff in the school, authorised by the Head Teacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

## Exclusions

If all the steps have been taken, and the pupil's behaviour has not improved, then it may be necessary to consider the following:

- Internal exclusion for a set period of time
- Lunchtime exclusion
- Exclusion from school for a fixed period of time
- Permanent exclusion

Only the Executive Headteacher is able to exclude a pupil for any amount of time. If it is deemed a pupil is at risk of exclusion then other agencies will be involved, e.g. Behaviour Support, Educational Psychologist. The pupil may also be referred to the IYFAP (In Year Fair Access Protocol) panel for consideration regarding next steps that will support the pupil. If the pupil has an EHCP, then an Early Review meeting will be called, in conjunction with the parents, to re-assess the targets and to discuss whether the school remains the most suitable placement for the pupil.

For major offences such as a serious assault on another pupil or member of staff, this can lead directly to a fixed term exclusion, regardless of the pupil's history.

Further information around exclusions can be located in the Exclusions Policy.

### **Vulnerable Groups**

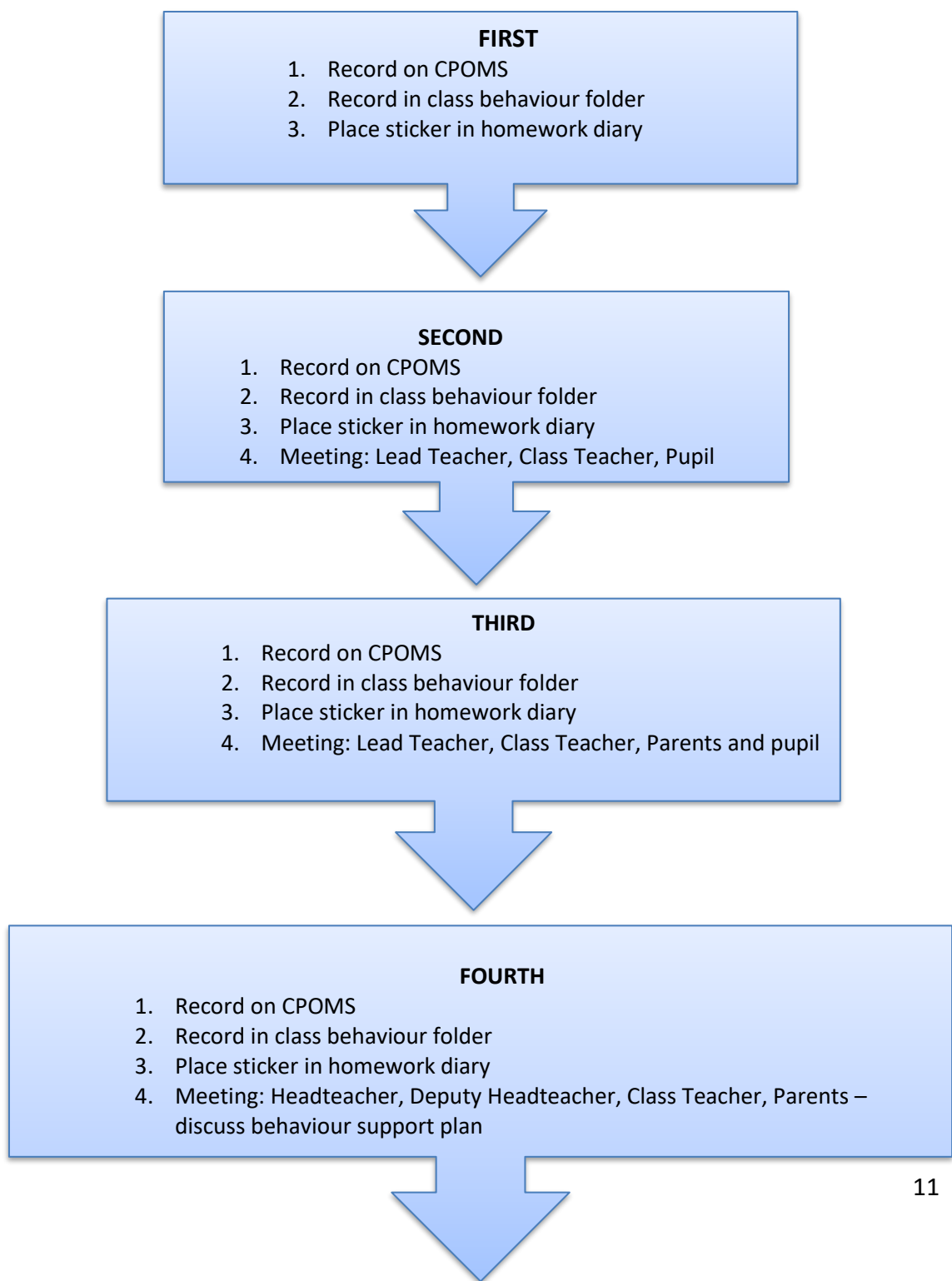
It is recognised that some children need a more individual approach to independently display positive behaviour. To do this we offer the following approaches:

- Time out opportunities
- Modified timetable
- Social skills groups
- Targeted interventions
- Home School Link Worker
- Learning Mentor Team
- School Counsellor

## Appendix i

### Upminster Infant and Junior Schools - Time Out Procedure

- Take work to time out class
- Take 15-minute timer to time out class
- Not be spoken to about their behaviour by the receiving teacher
- Allocated child a place to sit and work without disturbing others
- At the end of their Time Out, they should return to their classroom, apologise to the class teacher and return to their work.
- Time span for TIME OUT is **one half term**



## Appendix ii

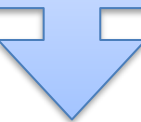
### Upminster Infant and Junior Schools – Behaviour Reflection

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- Rudeness towards an adult
- Destruction of property
- Incidents in a public place where school is in disrepute
- Misuse of social media or any online incident
- Time span for BEHAVIOUR REFLECTION is **one half term**

#### FIRST

1. Record on CPOMS
2. Record in class behaviour folder
3. Place sticker in homework diary
4. Lunchtime Reflection with SLT



#### SECOND

1. Record on CPOMS
2. Record in class behaviour folder
3. Place sticker in homework diary
4. Lunchtime Reflection with SLT
5. Meeting: Lead Teacher, Pupil



#### THIRD

1. Record on CPOMS
2. Record in class behaviour folder
3. Place sticker in homework diary
4. Meeting: Lead Teacher, Class Teacher, Parents and pupil



#### FOURTH

1. Record on CPOMS
2. Record in class behaviour folder
3. Place sticker in homework diary
4. Meeting: Headteacher, Deputy Headteacher, Class Teacher, Parents – discuss behaviour support plan

## Appendix iii

### Upminster Infant and Junior Schools – Class Sanction

**Good to be Green**

- Each day ALL children start on a **GREEN CARD**
- After a **YELLOW CARD** sanction children can earn their **GREEN CARD** at the discretion of the class teacher

**STEP 1**  
A LOOK



**STEP 2**  
A CLEAR VERBAL WARNING  
**(YELLOW CARD)**



**STEP 3**  
MOVE POSITION IN CLASS  
**(REMAINS ON YELLOW CARD)**



**STEP 4**  
TIME OUT IN PARTNER CLASS  
**(ON RED CARD)**



**STEP 5**  
If behaviour continues on return to class, then the pupil will be sent to a member of SLT for the remainder of the lesson.  
**(ON RED CARD)**



## Appendix iv

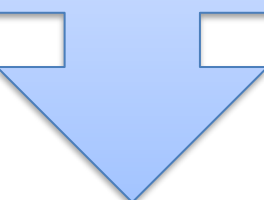
### Upminster Infant and Junior Schools – Silver & Gold Reward

#### Silver & Gold Reward

- Award silver and gold rewards during the week for those children who consistently display positive learning attitude
- At the **END OF EACH TERM** the class teacher has to calculate the 2 children who have achieved the most golden stickers
- These children will be given 'Golden Time' in the final week of term decided upon by the Headteacher.

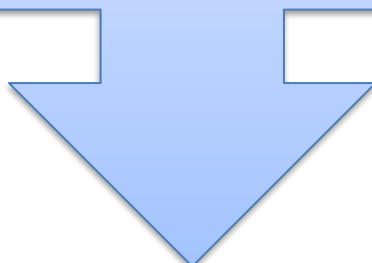
#### SILVER REWARD

1. Child demonstrates behaviour in their learning that is above expectations.
2. Class teacher keep records in Behaviour Folder or on display in the classroom.
3. Place a silver sticker in the Homework Diary.



#### GOLD REWARD















1. Child demonstrates behaviour in their learning that is above expectations **AND** helps others.
2. Class teacher keep records in Behaviour Folder or on display in the classroom.
3. Place a gold sticker in the Homework Diary.
4. Allocate maximum **1 – 2 children PER DAY**
5. At the **END OF EACH TERM** the class teacher has to calculate the 2 children who have achieved the most golden stickers and inform the Headteacher.



## Appendix v

### Daily Timetable

Name..... Date.....

Time	Lesson	Comment	
8.55 – 9.05	Registration		 
9.05 – 9.30	Guided Reading		 
9.30 – 10.30	Maths / English		 
10.30 – 10.45	Assembly		 
10.45 - 11	Break		 
11 – 12.15 / 30	Maths / English		 
12.15 / 30 – 1.15 / 30	Lunch		 
1.15 / 30 – 3.15	Afternoon session		