



# UCS Junior Branch Behaviour Policy



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This Behaviour Policy **has been written with consideration of the non-statutory advice in the *Behaviour and Discipline in Schools (January 2016)* and the *Equality Act (2010)***

## **DISCIPLINE AND BEHAVIOUR**

Consistent with the principles upon which UCS was founded, every effort is made to offer pupils as much scope for individual expression as is consistent with high standards of achievement and with proper standards of behaviour. The characteristics of good behaviour are described regularly and discussed explicitly with the whole school in Assembly, and in with class groups in PSHEE lessons. Pupils are regularly praised by staff when they have behaved well, or have achieved an improvement in their own conduct; this may happen in lessons, around the school or off site. Descriptive praise is a powerful tool for improvement.

**Teachers must NOT humiliate children, or put them down in front of others. Blanket punishments, over-reaction, over-punishing and sarcasm are NOT acceptable sanctions at UCS. Corporal punishment is never used at the Junior Branch.**

The relationship between teacher and pupil should be one of mutual respect, trust and confidence and the initiative for setting standards of personal relationship comes from the teacher. Teachers should not talk to boys about other boys. They should neither encourage gossip about members of staff nor pass on Common Room matters or any confidential information.

Ensuring acceptable behaviour from the pupils is the responsibility of all members of the staff. Consideration for others, good manners, reliability and punctuality should always be insisted upon: a teacher's own good example can be invaluable. Staff should be consistent, reasonable and fair. They should be punctual leaving a form room and arriving at all lessons, and avoid leaving a class unattended once a lesson has begun. All boys should be out of the classroom at break before the teacher leaves and when instructed by teachers at lunchtime.

Teachers should set clear standards right from the start and maintain them. If possible, they should avoid sending boys out of lessons. If, however, a boy has not heeded a warning that his behaviour in class is disruptive and unacceptable, he should be told to report at once to the Deputy Head (Pastoral); another boy should accompany him. If his behaviour is unacceptable at a break-time, then the member of staff on duty should deal with the incident in the first instance. If it is considered serious, either due to the nature of the offence or its repetition, then the pupil should be sent to the Deputy Head (Pastoral).

If there is an immediate danger of personal injury to, or an immediate danger of to the property of, a person (including the pupil himself) resulting directly from the behaviour of a pupil, then a teacher may use reasonable physical intervention to restrain that pupil from engaging in certain activities. The Deputy Head Pastoral will be informed as soon as possible, the parents will then be informed and the incident recorded. The Headmaster and Deputy Heads may use such force as is reasonable when conducting a search for items that could be used to commit an offence or cause harm.

The general standards that we expect and that we strive to maintain are briefly summarised below:

Around the school:

- Late-comers must report to the School Office and attend Assembly or form period. If arriving too late for that, pupils must report to the School Office.
- Pupils must be properly dressed. They should wear plain shirts, school ties and school blazers in the Autumn and Spring Terms, and House polo shirts and blazers in the Summer Term. Sweatshirts and pullovers, if worn, must be school uniform. All pupils must be smartly and cleanly dressed.
- Pupils must treat each other and, of course, all members of the school staff and all other adults, with civility and respect.
- Pupils must eat in the Hall or the Lower playground, nowhere else in the building and especially not in classrooms.
- Pupils must respect the property of others and the school.
- Pupils must not leave the school site during the school day; the school day begins when they first arrive at school and finishes when they are collected, or when they leave independently – if they have written permission to do so from their parents.
- Pupils must never behave, either inside or outside the school, in a manner that might bring disrepute upon themselves, their families or the school.
- Pupils must never physically or verbally abuse other pupils or staff; any instance of bullying will be dealt with promptly in line with the school's Anti-bullying Policy.

### In The Classroom:

- Pupils must be punctual for lessons and for games.
- Pupils must complete homework reliably and on time.
- Pupils must not behave in class in a way that might distract others or threaten the learning environment.
- If pupils have permission to miss a lesson - for a music lesson, for example - they should still ask the teacher of whichever lesson they have missed for help in catching up the work.

### Beyond the school gate:

- Pupils must represent the school positively while on school trips.
- Pupils should be mindful of age restrictions on social media sites and know that misuse of online or social media that affects school life is NOT acceptable.

## REWARDS AND SANCTIONS

The school expects high standards of behaviour, self-discipline and learning. When a boy does something well, the teacher will recognise this by telling him, or by writing comments on his work, or in his homework diary.

If he falls behind or misses work, the teacher will make arrangements for him to catch up. This may happen during the school day, or as part of his homework, or with the Deputy Head (Academic) at lunch, or sometimes he may need to stay behind after school, in which case his parents will be told in advance.

### REWARDS – Merits and Commendations (also refer to Appendix 2)

These are awarded for a particularly good piece of work, significant improvement in work or behavior, or for public-spiritedness, or for a specific Junior Branch Learning Character. Commendation Cards are awarded for exceptional work or behaviour and are worth five merits. A commendation stamp is placed on a page in the boy's homework diary. House Teachers may decide to keep their own central record of the number of commendations awarded. If a boy has accumulated five Commendation Cards, he receives a stamp in his diary from the Headmaster, and is presented with a 5 Star Commendation Certificate in Assembly. A boy's merit score may help his House to win the Merit Cup, which is awarded at the end of each year to the House with the greatest total of merits.

### SANCTIONS – Cautions and Misdemeanours<sup>SEP</sup> (also refer to Appendix 1)

If a boy fails to meet the school's standards of behaviour, he should expect to receive a punishment. For less serious offences he will be given a Verbal Reprimand. For repeated or more serious offences he will be given a Caution, which will be recorded, for members of staff to see on SIMs, but not in the boy's diary. Cautions are not given for missing or incomplete work. If a pupil receives a Caution, that pupil must take a completed (yellow) Caution slip directly to the Deputy Head (Pastoral), who records the Caution on SIMs. The boy then undertakes an appropriate task, decided upon by the Deputy Head (Pastoral) and/or member of staff, which should take no longer than 10 minutes to complete.

Five Cautions in the same half term will result in a Misdemeanour, which is recorded, on a red A4 Misdemeanour Card, by the Deputy Head (Pastoral). The pupil's parents are informed and he is required to carry out an after-school detention with a member of the Senior Management Team, performing some public-spirited task such as litter collection or tidying lost property. The card is then placed in the boy's school file. It is passed on to the Senior School at the Headmaster's discretion. Academic and behavioural shortcomings in particular subjects are dealt with by the individual teachers concerned. Form teachers will be fully informed and, if necessary, will offer support. Students may be privately detained at lunchtime if it is deemed necessary.

Persistently poor work and/or behaviour over a period of time may result in a Weekly Support and then Report Card being used. This will identify the areas for improvement that the boy needs to focus upon. Members of staff will comment on each lesson and on a daily basis the form will be reviewed and signed by the Form Teacher and parents. The Deputy Head (Pastoral) will retain the completed card and keep the Headmaster informed. Parents will be informed if a pupil is given a Support or Report Card. Our aim is to limit the period of the sanction as far as possible, in order to encourage pupils to develop reliable habits of study. The pupil will be required to present a completed card to the Deputy Head (Pastoral) at the end of each week.

The Deputy Head (Pastoral) meets weekly with the Learning Support Coordinator and the school Nurse for a pastoral review meeting. They will consider when to involve or contact outside agencies or specialists in assessing the needs of a pupil. Where a child with special/recognized needs is having problems with behavior this will be discussed and , if/when punishments are given to such a child, taken into account by the Deputy Head (Pastoral)

Where the possibility of exclusion is being considered the school will follow procedures laid out in the Exclusions Policy.

Any incident that involves bullying will be dealt with according to the school's Anti-bullying Policy.

## **COVID-19**

*It is likely that adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. (Government Guidance for reopening schools September 2020)*

Charlie Taylors (Government's Expert Adviser on behaviour in schools) Checklist for staff;

- Adults to respond to sensitive pupils with special needs;
- Ensuring that children actually receive rewards every time they have earned them and receive a sanction every time they behave badly;
- Carefully following each stage of the behaviour policy rather than overreacting to poor behaviour;
- Simply remembering to stay calm.

## Appendix 1 - Behaviour and Sanctions Guidelines

– this is a guide and the seriousness of an incident will always be taken into account

<b>ACTION</b>	<b>EXAMPLES OF OFFENCE</b>
Anti-bullying Policy	<ul style="list-style-type: none"> <li>• Bullying – repeated or targeted offences</li> </ul>
Support Card	<ul style="list-style-type: none"> <li>• Organisation problems</li> <li>• Problem focusing/effort</li> </ul>
Lunchtime Work catch up	<ul style="list-style-type: none"> <li>• Lack of work produced in a lesson</li> <li>• No homework</li> </ul>
<b>(1) Verbal Warning</b>	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Rude/disrespectful</li> <li>• Distracting others/showing off</li> <li>• Lack of focus/chatting</li> <li>• Fidgeting</li> <li>• Forgetting vital equipment for lessons, e.g. homework diaries, pens, pencils, etc.</li> </ul>
<b>(2) Caution</b>	<ul style="list-style-type: none"> <li>• Repeated verbal warnings</li> <li>• Sent out of lesson</li> <li>• Running in building</li> <li>• Late for Games or PE line-ups</li> <li>• Repeatedly forgetting vital equipment for lessons, e.g. homework diaries, pens, pencils, etc.</li> <li>• Answering back or arguing with an adult in any way</li> <li>• Cheating in tests</li> <li>• Deliberately hurting another person</li> <li>• Swearing</li> <li>• Grafitti</li> <li>• Lying</li> </ul>
<b>(3) Report Card</b>	<ul style="list-style-type: none"> <li>• 3 similar cautions</li> <li>• Consistent lack of homework</li> <li>• Repeated behaviour problems</li> </ul>
<b>(4) Misdemeanour</b>	<ul style="list-style-type: none"> <li>• 5 cautions in a ½ term</li> <li>• Urinating in a paper bin</li> <li>• Racism.</li> </ul>
<b>(5) Temporary Exclusion (suspension)</b>	<ul style="list-style-type: none"> <li>• Threat of serious harm to another person</li> <li>• More than 1 misdemeanour in a term</li> <li>• Setting fire to a paper bin</li> </ul>
<b>(6) Exclusion Policy</b>	<ul style="list-style-type: none"> <li>• Serious harm to another person</li> <li>• Serious damage to school property</li> <li>• Serious false allegations</li> </ul>

## Appendix 2 - Reward Guidelines

<b>ACTION</b>	<b>EXAMPLES</b>
Merit	<ul style="list-style-type: none"> <li>• Homework – effort, thought, care</li> <li>• Fantastic verbal answer/explanation</li> <li>• Politeness/manners</li> <li>• Helpfulness</li> <li>• Act of kindness</li> <li>• High quality course work and effort</li> </ul>
Resilience	<ul style="list-style-type: none"> <li>• Showing persistence having struggled</li> <li>• Not making a fuss</li> </ul>
Independence	<ul style="list-style-type: none"> <li>• Independent learning</li> <li>• Additional research/reading</li> <li>• Initiative/common sense</li> </ul>
Risk Taking	<ul style="list-style-type: none"> <li>• Trying something new</li> <li>• Answering a difficult question (even if wrong)</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>• Thinking in an interesting way</li> <li>• Imaginative/original</li> <li>• Asking higher level questions</li> <li>• Working on a project/homework in a different way</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>• Working together (pair or group)</li> <li>• Playing as a team member</li> <li>• Peer marking/reviewing in a constructive way</li> <li>• Helping someone else understand</li> </ul>
Commendation (5 merit value)	<ul style="list-style-type: none"> <li>• Exceptional piece of work</li> <li>• Sustained effort</li> <li>• Bravery</li> <li>• Renaissance Reading</li> </ul>
5 Star Award	<ul style="list-style-type: none"> <li>• 5 Commendations</li> </ul>
Acorn	<ul style="list-style-type: none"> <li>• Sustained loveliness</li> <li>• Contribution to House Events</li> <li>• Involvement in several extra curricular events</li> <li>• Always doing the right thing</li> <li>• Can get more than 1 Acorn</li> </ul>
Half Colours	<ul style="list-style-type: none"> <li>• As Acorn</li> <li>• UCS Character</li> <li>• Effort in all areas of school life</li> <li>• Leading by example</li> <li>• Taking on responsibility</li> <li>• Volunteering</li> </ul>
Full Colours	<ul style="list-style-type: none"> <li>• As Acorn and Half Colours</li> <li>• Not all will achieve!</li> </ul>