



Positive Behaviour Policy

Aims

To create a teaching and learning environment which enables pupils to flourish, develop and successfully advance their learning. Therefore, it is expected that staff and pupils will work hard to maintain:

- standards of behaviour to meet high expectations;
- a harmonious calm atmosphere conducive to effective teaching and learning.

To develop a recognition in everyone that we hold responsibility for ourselves, one another and our school. Therefore, it is expected that staff and pupils will:

- acknowledge that everyone has a part to play within our and within the wider community;
- value and respect one another irrespective of age, gender, ethnicity, disability or academic ability;
- foster a caring attitude for the school environment.

To enable our pupils to learn the skills, attitudes and self-understanding to achieve and maintain positive relationships. Therefore, it is expected that staff and pupils will:

- encourage and support patterns of good behaviour;
- develop self-discipline and the ability to work both independently and co-operatively;
- listen with respect to one another and be conscious never to wilfully damage another person's self-esteem or denigrate their opinions or beliefs;
- to encourage and support each other and to foster in each other feelings of self-worth.

Rewards

Good behaviour should be acknowledged and praised. Success, praise and encouragement will develop a sense of belonging, personal worth and feelings of mutual respect in our children. Class teachers may set up their own reward systems. Class, group or individual targets may be set up to support the needs of individuals or groups.

The important factor is that rewards are fairly given, that systems are simple and easy to understand. Children will then know what they are working towards. There will be a clear and celebrated indication of success.

Targets will vary according to need and circumstance. Rewards will vary according to what is topical but will normally be in the form of stickers or special activities. From Years 1 – 6, Golden Time may be awarded so that children can choose from within a range of activities for an allocated period on Friday afternoon. Teachers may also wish to reinforce the success by sending pupils to a member of the Senior Leadership Team for additional rewards.





Sanctions

Sanctions should be applied fairly and, like rewards, they should be easy to understand and simple. Children should know why a sanction is being applied. Situations will vary and so will the needs of individual children but usual sanctions will include:

- missing playtime/lunchtime;
- loss of Golden Time;
- additional tasks;
- time out (under supervision);
- missing treats/rewards.

Agreed UPA Procedures to Support the Academy Behaviour Code

The Academy Behaviour Code should be taught to all children as part of the Citizenship curriculum and will also be reinforced regularly during assemblies.

Consequences for inappropriate behaviour will happen as a result of behaviour that is not acceptable. It is important that members of staff are consistent in applying consequences and that we are sure that the child deserves the consequence. There are three main considerations when dealing with inappropriate behaviour:

- be appropriate to the individual;
- be immediate, fair and consistent;
- consult parents/carers and inform them if behaviour gives a cause for concern.

We have developed a range of responses to deal with inappropriate behaviour which is dependent on different circumstances. During each response staff will talk to the child to explain why the behaviour is unacceptable and discuss alternative behaviour.

Children will be warned about behaviour before implementing any of the following responses:

- 'Time Out' from the situation.
Playground: This may involve the child standing on their own on the playground reflecting upon their actions or walking around with an adult.
Classroom: The child may work on their own for a period of time to help them regain focus.
- Child sent to a pre-arranged teacher to explain behaviour.
- Loss of playtime or privilege, such as a responsibility, for a limited time.





- Sending the child to a member of the Senior Leadership Team (at an appropriate time).
- Sending the child to the deputy head teacher (at an appropriate time).
- Additional monitoring systems and interventions may be set up to support individual children, this may include a Pastoral Support Plan (PSP), home-school book, or removal to a quiet and calm area for a set period of time.
- Exclusion. In extreme circumstances, after extensive monitoring and intervention and consultation with outside agencies, it may be necessary to exclude a pupil on a temporary or permanent basis. Exclusion will only be used as a last resort, and will be carefully considered before deciding to exclude. Exclusion may be considered if the pupil's presence seriously harms the education/welfare of pupils and others following serious breaches of the school behaviour policy. As a school, we will follow County procedures.

Classroom Organisation

Some key elements are essential in achieving a well ordered teaching and learning environment. These elements involve the physical layout of the classroom, classroom ethos and the quality of relationships.

We believe the following to be the key elements.

The classroom environment:

- safe, attractive and well maintained;
- children's work displayed carefully;
- accessible resources;
- tidy;
- ease of movement;
- personal space;
- respect for property and environment.

Classroom ethos:

- common shared understanding of rules, expectations and aims;
- calmness and order;
- pupils who have a sense of ownership and responsibility;
- pupil independence and opportunity to exercise self-control.





Relationships:

- adults who provide a good model in the way they relate to each other;
- staff reward and praise pupils often and fairly;
- good manners;
- mutual trust;
- feeling valued – valuing others;
- consistency;
- consideration;
- fun and humour.

Special Needs

Upwood Primary Academy is an inclusive school and it must be recognised that some children have complex emotional and behavioural difficulties. After consultation with the Inclusion Manager, parents/carers and the child, it might be decided that the child may benefit from a Pastoral Support Plan (PSP). It may be necessary to involve outside agencies for advice and support.

Parental Involvement

Working together with parents/carers is a fundamental aim of Upwood Primary Academy and therefore it is important that parents/carers understand the importance that good behaviour plays in the overall academic success of children.

Parents/carers are given access to the Positive Behaviour Policy and also the Home School Agreement in order to directly involve them in the aims and principles of the school.

Parents/carers are actively encouraged to support their child by hearing about their child's successes and difficulties. They are invited to reinforce our school aims at home.



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