



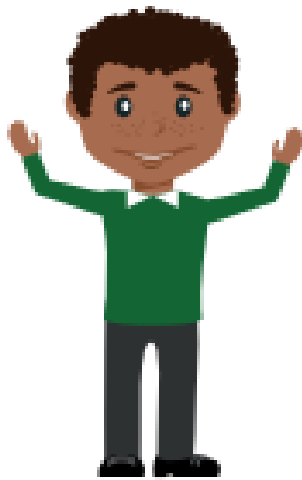
Upwood Primary
Academy



Policy:	Positive Behaviour Policy
Owner:	Miss L Clarke
Approving Board:	Academy Committee
Date of review:	December 2023
Date of next review:	December 2024
Publish Status:	Statutory
Version:	4

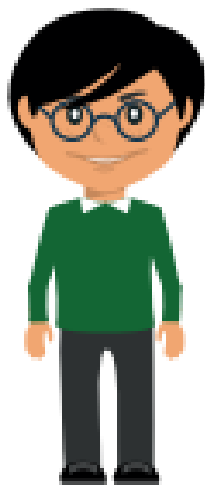


Be respectful



Behave safely

Learn well



Display teamwork



Upwood Primary Academy

Positive Behaviour Policy

At Upwood Primary Academy, we want our children to grow into well rounded individuals who have **resilience** and the moral character to overcome challenges, succeed and meet their potential. We would like children to thrive, developing a lifelong love of learning and encouraging children to be **curious** and positive. We promote **kindness** and understanding.

Our Academy values are:

Curiosity

Resilience

Kindness

All members of the Upwood Primary Academy community understand that positive behaviour and attitudes enable children to make the most of school experiences and aid success in learning. We encourage all children to follow 'The Upwood Way':

- To be respectful;
- To behave safely;
- To learn well;
- To display teamwork.

Posters showing 'The Upwood Way' are displayed throughout the academy and children are rewarded with certificates and Golden Time, for demonstrating these key behaviours.

Aims

At Upwood Primary Academy we aim to provide:

- A safe and happy environment which provides the opportunity for each child to reach their potential and recognise high aspirations.
- An ethos of care, appreciating different qualities and recognising each child as an individual
- Exciting learning opportunities that will develop knowledge and skills, both academic and social, to prepare children for the future
- A secure yet challenging atmosphere where children feel confident and self-motivated to take risks and so become active and independent learners
- Outstanding teaching and support to bring about an inspiring, imaginative and innovative curriculum

We aim to:

- Raise children's self-esteem and help them to have confidence in themselves
- Recognise that each child is an individual with their own needs
- Promote respectful and thoughtful behaviour between all members of the school community
- Promote independent self-discipline in our pupils and encourage them to accept responsibility for their own behaviour
- Teach children the skills and attitudes needed to achieve and maintain positive behaviour

Responsibilities

Principal's/Senior Leader Responsibilities

The Principal/Senior Leaders will:

- ensure all Academy staff, pupils and parents/carers are aware of and comply with this policy and record concerns in an appropriate and timely manner (Stage 2 Behaviour Log for Stage 2 concerns/MyConcern for Stage 3 and 4 concerns/Child Welfare Log for alleged or suspected bullying concerns).
- ensure all stakeholders (pupils/staff/parents and carers/Academy Committee members) are clear about the expected standards of pupils' behaviour.
- ensure Academy rules are displayed around the premises and that all stakeholders know what they are.
- ensure staff apply this policy consistently, particularly recording and monitoring concerns about a pupil(s) behaviour.
- work hard with everyone in the community to create an ethos that makes everyone feel valued and respected.
- promote good behaviour by forging sound working relationships with everyone involved with the Academy.
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils.
- maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes.
- ensure pupils move around the Academy in an orderly manner.
- celebrate successes.
- ensure staff praise good behaviour and work.
- have in place clear strategies for pupils who misbehave, including the STEPS approach for individuals who need a specific and tailored approach.

- provide guidance, support, and training to all staff.

Staff's Responsibilities

Academy staff will:

- maintain consistency in applying this policy.
- have in place clear classroom routines.
- encourage good behaviour and respect for others.
- praise good behaviour and work, using a public forum where possible to encourage other children to follow the example
- apply all rewards and sanctions fairly and consistently.
- apply sanctions non publicly.
- deal appropriately with any unacceptable behaviour, including logging this on the Behaviour Log, for Stage 2 concerns and MyConcern for Stage 3 and 4 concerns. Alleged or suspected bullying concerns must be recorded on the Child Welfare Log.
- provide well planned and engaging lessons, which will contribute to maintaining good levels of behaviour.
- work in partnership with parents and carers, keeping them up to date with their child's progress and behaviour.
- report and deal with all incidents of discrimination/sexual harassment.

Academy Committee Responsibilities

Academy Committee Members will:

- Review this behaviour policy in conjunction with the Principal.
- Monitor the policy's effectiveness.

Parents/Carers Responsibilities

Parents/carers are encouraged to work in partnership with the Academy staff to secure positive behaviour in all pupils, by:

- signing the Academy's 'Home-School Agreement', annually.
- ensure their children understand and value the meaning of good behaviour.
- support school rules and sanctions. Parents/carers are notified of any unacceptable behaviour as soon as possible and encouraged to take an active part in establishing its cause and devising a remedy.

Children's Responsibilities

Pupils are encouraged to:

- be aware of and comply with this policy.
- be polite and well behaved at all times
- show consideration to others.
- talk to others without shouting and use language which is neither abusive nor offensive.
- listen carefully to all instructions given by members of staff.
- ask for further help if they do not understand.
- treat others, their work and equipment with respect.
- be invited to contribute to discussions regarding behaviour via pupil voice.

Types of Behaviour

Positive behaviour	Unacceptable behaviour
Respecting differences in appearance, opinions, beliefs, and abilities.	Teasing and putting others down.
Expressing ideas, feelings and opinions appropriately.	Arguing/back chat with any member of staff. Swearing or using rude signs or voice tones.
Being polite.	Butting in or inciting others. Gossiping – indulging in storytelling to hurt others.
Being kind and helpful.	Violent behaviour such as hitting or kicking.
Working quietly/co-operatively.	Preventing others from working.
Calm and controlled movement.	Dangerous behaviour/running in school.
Honesty/accepting responsibility.	Stealing/telling lies.
Respect and care for property.	Vandalism.
Determination and enthusiasm, working hard.	Poor attitude.
Giving and accepting praise for efforts and achievements made.	Flouting school rules.

Strategies

Promoting Good Behaviour

At Upwood Primary Academy, our aim is that children demonstrate positive behaviour, as outlined above because they recognise the value of this for both themselves and others. To help support this, other rewards are sometimes used to encourage children to behave well:

- Non-verbal signals, such as smiles or thumbs up.
- Verbal and written praise
- Stickers to show success.
- Sending to another adult for praise
- Team points awarded for Mckie Mastery learning behaviours. Winning teams are awarded prizes each week for demonstrating the following behaviours:
 - Active Listening
 - Teach and Support
 - Job Done
 - Everyone Engaged
 - Explain and Elaborate
- Earning Golden Time
- Weekly certificates awarded for demonstration of Academy Values and specifically for demonstrating positive behaviour.
- Staff may arrange one off reward events, such as children being invited to a top table, because of their outstanding behaviour.
- Contact with parents/carers.

Golden Time is a system used within the Academy to promote positive behaviour. Each child begins the week with fifteen minutes of Golden time. In line with our staged consequences, children may lose Golden Time for instances of unacceptable behaviour. This can be earned back when positive behaviours are demonstrated. Children are able to use their Golden time on a Friday afternoon on a range of activities, such as crafts and games. Children earning in excess of thirty minutes Golden time, are provided with additional rewards. In Key Stage 2, loss of Golden Time is monitored weekly, and any regular patterns may be shared with parents. Key Stage 2 pupils, with loss of Golden Time will spend their lost minutes in the hall with a senior member of staff.

The value of positive behaviour is directly taught to all children as part of the PSHE curriculum and is also reinforced regularly during assemblies.

Dealing with Inappropriate Behaviour

We have developed a staged response to deal with inappropriate behaviour. During each stage, staff will talk to the child non – publicly (where possible), to explain why the behaviour is unacceptable.

Consequences Grid

Sometimes consequences are required to support the reinforcement of positive behaviours. We have divided these into progressive stages as follows (not an exhaustive list):

Stage	Examples of Behaviour	Consequences
1	<p>Getting out of seat.</p> <p>Calling out.</p> <p>Interrupting the teacher.</p> <p>Talking at inappropriate times.</p> <p>Pushing in the line.</p> <p>Irritating other children.</p>	<p>First instance:</p> <p>Reminder about standards of behaviour expected – refer to the ‘Upwood Way’.</p> <p>Then possibly change seating arrangements or send child to play elsewhere or with someone else, as appropriate.</p> <p>Child given time to reflect when necessary.</p> <p>Child is asked what they could do to improve the situation.</p> <p>Further instance:</p> <p>Loss of 5 minutes Golden Time for each further instance.</p>
2	<p>Deliberate disruptive behaviour.</p> <p>Refusal to complete work.</p> <p>Challenges to authority.</p> <p>Repeated annoyance of other children.</p> <p>Name calling.</p> <p>Mild, one-off inappropriate language.</p>	<p>Child relocated to another area for a chance to reflect.</p> <p>Child to write a letter of apology or apologise verbally.</p> <p>Child is asked what they could do to improve the situation.</p> <p>Child completes unfinished work in own time e.g., playtime.</p> <p>Behaviour log is completed for occurrences that are not usual to the child, on MyConcern, or on the Stage 2 Behaviour Log if directed towards another child.</p> <p>Parents/carers are contacted regarding use of inappropriate language.</p>
3	<p>Deliberately throwing objects with the intention of breaking them.</p> <p>Deliberately damaging school or personal property.</p> <p>Leaving class without permission.</p> <p>Repeated refusal to do set tasks.</p>	<p>Referral to Senior Leader (non-teaching), who will decide on next steps. Send for a member of staff who has received Positive Handling training, where possible.</p> <ul style="list-style-type: none"> • Possible internal exclusion from classroom for a specified period of time. • Possible lunchtime internal exclusion for a specified period of time.

	<p>Serious or repeated challenges to authority.</p> <p>Harmful or offensive name calling, including racial remarks.</p> <p>More serious or repeated swearing.</p> <p>Verbal abuse of a child.</p>	<ul style="list-style-type: none"> Consider putting in place a Pastoral Support Plan. <p>Formal contact made with parents/carers of the named child and also any other children significantly affected by the behaviours. Consequences for other children not shared with other parents/carers.</p> <p>Behaviour Log completed on MyConcern. If bullying is suspected/alleged, this will also be recorded on the Child Welfare Log.</p> <p>In the case of a racial incident, the appropriate racial incident form will be completed by the Principal and submitted to the Local Authority.</p> <p>In the case of sexual harassment being alleged, a log of concern must be created on MyConcern.</p>
<p>4</p>	<p>Repeatedly leaving the classroom without permission.</p> <p>Leaving school grounds (or attempting to) without permission.</p> <p>Fighting and intentional physical harm to other children.</p> <p>Throwing large, dangerous objects or deliberate action intending to harm another person.</p> <p>Verbal abuse of any staff.</p> <p>Vandalism.</p> <p>Stealing.</p> <p>Persistent bullying, including racial harassment.</p>	<p>Immediate relocation of the named child, as appropriate. Send for a member of staff who has received Positive Handling training, where possible.</p> <p>Immediate involvement of Principal/Inclusion Manager who will decide on next steps.</p> <p>Telephone parents/carers and meet/make contact with them as soon as possible. Make contact with any other children's parents, significantly affected by the behaviours. Consequences for other children not shared with other parents/carers.</p> <p>Behaviour Log completed.</p> <p>Possible fixed term exclusion.</p> <p>Put in place (or revise) pastoral support programme (Inclusion Manager).</p> <p>STEPs approach to behaviour utilised.</p> <p>Seek support from external agencies or start an Early Help Assessment (Inclusion Manager).</p>
<p>5</p>	<p>Extremely dangerous or violent behaviour.</p> <p>Very serious challenges to authority.</p>	<p>Immediate relocation of child from scene, as appropriate. Send for a member of staff who has received Positive Handling training, where possible.</p> <p>Immediate involvement of Principal who will decide on next steps.</p>

	<p>Repeatedly leaving school grounds (or attempting to) without permission.</p> <p>Physical abuse of any staff member.</p> <p>Behaviour that is judged to be extremely unsuitable, unsafe, or threatening to the good of the school community.</p>	<p>Telephone parents/carers and meet with them as soon as possible. Make contact with any other children's parents, significantly affected by the behaviours. Consequences for other children not shared with other parents/carers.</p> <p>Behaviour Log completed on MyConcern. If bullying is alleged or suspected, this is also logged on Child Welfare Log.</p> <p>Fixed term exclusion in line with LA guidelines.</p> <p>Put in place (or revise) a Pastoral Support Plan (Inclusion Manager).</p> <p>Seek support from external agencies (Inclusion Manager).</p> <p>Permanent exclusion may be considered in line with LA guidelines, for repeated Stage 5 behaviours.</p>
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As appropriate, at all stages children may participate in restorative conversations between pupils, led by staff.

Complex Needs

Upwood Primary Academy is an inclusive school, and it must be recognised that some children have complex emotional and behavioural needs and will need tailored support or bespoke arrangements. Staff are trained in the STEPs approach to support children with complex needs. Staff acknowledge that we have a legal duty to safeguard all pupils and to support children with SEND.

Reintegration

If a child has completed an exclusion period, a reintegration meeting will take place between the child, their parent(s), a member of SLT and the class teacher. This is to clarify the expectations on the child/parent moving forward; the behaviours that meant an exclusion was necessary and to discuss further actions, such as the implementation of an EHA or support plan.

Log of Behaviour Concerns

Any examples of unacceptable behaviour are recorded on the MyConcern system in school. This software enables staff to track patterns of behaviour to offer support. Upwood Primary Academy also maintains a Welfare Log, which tracks any instances of alleged bullying. Upwood Primary Academy has a specific Anti Bullying Policy.

Sexual Harassment

We want all members of the Upwood Primary Academy community, to feel included, respected, and safe in our school. We will not tolerate sexual harassment of any form, including name calling, sexist comments or physical acts. All staff and pupils are expected to report this type of behaviour and where appropriate,

sanctions will be applied, and behaviour monitored. Our PSHE curriculum will cover what healthy and respectful behaviour towards one another looks like.