

Positive Behaviour Policy

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Approved by

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## **1 Goals of a positive behaviour policy**

1.1 At Upwell Academy we believe that good behaviour is an essential expectation for effective teaching and learning to take place. Pupils and staff have the right to work in an environment that is safe, friendly, calm and respectful. It is the responsibility of all staff, students and parents/carers to work together to achieve this goal through consistent practices.

1.2 It is the aim of our academy that every member of the school community feels valued, respected and included, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We aim to create an environment in which pupils can become aware of themselves as caring and responsible individuals. Such a climate is based on a quiet, yet firm insistence on high standards of behaviour at all times and should permeate through all the school's visions, values and expectations.

1.3 Good behaviour means that we are all kind, polite, friendly, helpful, respectful, tolerant, hardworking, careful and responsible. Good behaviour is rewarded as it helps to develop an ethos of kindness, cooperation and respect.

## **2 Aims for good behaviour**

2.1 As staff who work with children we will:

- Help them develop into caring and thoughtful people who respect and value feelings, opinions, beliefs, property and differences
- Create a culture where pupils and staff flourish, and where achievements at all levels are acknowledged and valued
- Encourage the value of good behaviour, and ensure safety by making boundaries of acceptable/appropriate behaviour clear
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- Develop their self-discipline
- Help them to cooperate
- Create a positive and stimulating learning environment
- Work with each other to ensure that the students develop socially, personally, academically and morally in preparation for a positive role in society.

## **3 Objectives for good behaviour**

3.1 We support positive behaviour in a positive environment through:

- A consistent approach throughout the whole school both in and out of the classroom
- Whole school planning for personal, social, health and emotional education (PSHE)
- Acknowledging and following agreed positive behaviour practices
- Encouraging the students to be part of a whole school team and become responsible members within it
- Encouraging respect and care for all belongings
- Creating a stimulating classroom environment
- Providing clear and positive learning experiences
- Offering a broad and balanced curriculum that is well prepared and appropriate to the needs of the students

3.2 Staff can achieve this through:

- Firmly and consistently applying policies to promote positive behaviour
- Being effective role models, showing good manners and setting a good example
- Practising good behaviour towards everyone
- Teaching appropriate behaviour and being prepared to give positive feedback (verbal, dojos, Team Ace reward) when it is seen
- Showing respect towards each individual student
- Not accepting bullying, discrimination, aggression or derogatory language (including banter)
- Being fair and consistent
- Responding quietly, calmly, positively, politely and consistently within all situations
- Listening and ensuring that a targeted discussion takes place when appropriate
- Handling confidential information sensitively
- Avoidance of labelling students
- Giving each child a fresh start, once a consequence has been carried out
- Speaking with respect to all members of the school community

## 4 Our rules

4.1 Each student, parent/carer and staff member in our community has the right to be treated with respect, courtesy and consideration by all other students, parents/carers and staff members. The school aims to develop an attitude of individual responsibility towards the quality of life in the school community. At Upwell Academy we have developed TEAM ACE to ensure values are consistently applied.

4.2 This is shown in Appendix 1, our 'TEAM ACE Rules' which mirrors these values as expectations.

Our academy values will help us to **transform** into enthusiastic learners through a growth mindset. We will be **empowered** to take responsibility for our own behaviour and actions, and help others to make good choices.

We will be resilient, good role models and **aspire** to be the best that we can be.

We will be **motivated** to always try our best and show excellent behaviour.

We will take **care** of each other and our environment.

Good behaviour will enable us to **enjoy** our curriculum and have fun.

4.3 In encouraging this positive behaviour a consistent approach is maintained:

Everyone should use appropriate language when conversing with any other person

Everyone should listen to the observations, requests and concerns of others

Everyone should look after property whether it is personal or belongs to the school or another party and should treat it with respect.

Everyone should be sympathetic towards the needs of others and always show kindness and understanding

Key habits and routines are taught such as walking when moving around the school, lining up in alphabetical order.

Everyone should tell the truth in all circumstances

## 5 Rewarding good behaviour

5.1 At Upwell Academy good behaviour will be rewarded in different ways either by the class teacher or support staff. These rewards will be implemented in an informal or formal basis depending upon what is the most appropriate course of action.

5.2 Informal rewards include individual positive praise, sharing good work with others in the school community, nominating special helpers for a particular occasion, stickers/stamps in books and the class positive behaviour display. All staff give children Dojos (points in our reward system). Children are rewarded with certificates for the highest earner at the end of each week. Children can also be put forward for the Principal's Special Award. There are additional events throughout the year which reward children for positive behaviour such as special lunches.

5.3 Formal rewards include certificates for showing LORIC values (leadership, organisation, resilience, initiative and communication) awarded in the weekly celebration assemblies. Ace Behaviour lanyards/clips are awarded on a weekly basis to a member of each class for exceptional behaviour. This is worn for a week before being passed on to the next recipient. Each winner will be entered into a half termly draw for a book token. We invite children to a celebration lunch with members of SLT. We have half termly Achievement and Endeavour Certificates for two people in each class, plus the award to one child for the Excellence Cup and Endeavour Shield.

## **6 Consequences of breaking a rule**

6.1 To promote a safe and positive learning environment, misbehaviour will be responded to consistently and consequences applied appropriately to each individual situation and/or pupil. The academy believes that a child showing unwanted behaviour must be given the opportunity to consider their actions and be able to choose to behave appropriately or accept the consequence should they not rectify their behaviour and be guided to make the correct choice. When a student can't be directed to the correct choice, a consequence that will help rectify poor behaviours will be issued. However, the first priority is to ensure the safety of pupils and staff and to restore a calm environment.

Staff should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer harm. Where this may be the case, staff will follow the safeguarding policy and speak to a DSL.

Pupils through targeted conversations, and restorative interventions should be helped to understand how to improve their behaviour and meet the school behaviour expectations. This might be through a discussion, phone call with parents or direct supervision.

6.2 We operate a stepped consequence programme which allows a student the time to reflect upon the situation. However, every effort should be made to de-escalate potential situations before they arise through positive discussion, good organisation and consultation. All staff are given appropriate training on de-escalation techniques. The consequence given will vary according to the age of the child and the behaviour displayed.

6.3 The first stages are class based. This then elevates to senior leaders and then the principal. The student's parents/carers will also be informed depending on the circumstances and severity of the behaviour. It should be noted that each child's behaviour will be considered as part of a larger picture when determining the consequence. Staff will use their professionalism in the distribution of appropriate sanctions. They will consider the circumstances:

Premeditation

Response to another child's behaviour

SEND

Impact on others

6.4 The stepped approach (See Appendix 2)

Step one – If a negative behaviour is seen e.g. low level class behaviours, the child is given a discrete verbal or visual reminder by class staff. Reference to the positive behaviour we want to see might also be made.

Step Two - If behaviour continues, the child will be told that they need to wait behind at the end of the lesson for reflection time. (If behaviour is disruptive to others, move them to a different area.) During reflection time discuss behaviour, choices which could have been made and the impact of their behaviour on peers and/or staff. They will then sit and reflect for a few minutes and then join their class. The next lesson will then be a fresh start.  
If the behaviour continues after their reflection period, move to Step Three.

Step Three – Either due to elevation from steps one and two or as a result of a more significant behaviour. Child will spend time with a member of the senior leadership team to discuss and reflect on behaviour and to outline the next step should the behaviour continue. Record behaviour using CPOMS – Antecedent, behaviour and consequence. Link the report to Principal and class teacher.

Step Four – Either due to a significant behaviour or through elevation. The Principal will have a discussion with the child and they will complete their lesson with a senior leader where possible or in another classroom. Parents will be asked to attend a meeting with the student, teacher and a member of SLT. Together, strategies will be set out to prevent the problem reoccurring. At Upwell Academy we believe that it is important for the child to see that all the adults concerned work together to help solve the problem. (Refer to the section ‘pupils experiencing difficulties’).

6.5 Where certain behaviour such as bullying, rudeness, fighting and swearing occurs, parents will be notified immediately. This behaviour might occur outside of school premises. Where behaviour outside the school grounds fall under the categories stated in the DFE guidance, school will follow a proportionate response in line with how these behaviours would be managed in school.

6.6 Child on Child abuse is taken seriously, and Upwell Academy ensures that the risk of Child on Child abuse is minimised by:

- Ensuring that all adults understand what Child-on-Child abuse is and looks like;
- Ensuring, as it is an ongoing process, regular training and updates are available to all staff;
- Ensuring all staff are capable of picking up and challenging inappropriate behaviours;
- Ensuring that staff know how to manage a situation should it arise, dealing with both the victim and the alleged perpetrator, and being able to offer support;
- Ensuring pupils are clear about our expectations in this area through the curriculum content;
- Make links with appropriate external partners who can support when these issues arise;
- There is an established procedure, protocol and guidance, and risk assessment in place should the need arise.

6.7 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DFE document “Use of reasonable force in schools” [DFE-00295- 2013 (17th July 2013)]. Staff only intervene physically to restrain children to prevent injury to a child or adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. See Appendix 4

6.8 Exclusion – The Principal, or in her absence the Deputy Principal, has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the principal may permanently exclude a child. Both these actions are only taken after the academy council members have been notified. This will only ever be

considered after all other avenues have been explored. Any pupil returning after a fixed exclusion will need to meet with parents/carers and a member of SLT to discuss appropriate behaviour.

## **7 Pupils experiencing difficulties**

7.1 On occasions there will be pupils who struggle to manage their behaviour and who do not respond to the whole school strategy. They may require additional support to meet our behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary and behaviour management plan discussed with all team members and implemented where necessary and behaviour persist over a period of time.

7.2 Where possible we attempt to help pupils cope, taking an individual approach to pupils behaviour by making a daily monitoring diary, based not on sanctions but on rewards, for managing control of a pupils less desirable behaviour. This will be based on ABC – Antecedent, behaviour and consequence. These are designed to meet the age and needs of the child in question and implemented in consultation with parents/carers. Targets are negotiated with the child, and written in clear, child friendly language, which will be discussed regularly. These will be used for a predetermined period of time, and then the results reviewed. The aim is for the child to have the capacity to manage their own behaviour independently.

7.3 If the initial monitoring diary is unsuccessful, they may be provided with an individual behaviour plan or strategies specified on a strategy sheet. This is designed to highlight an individual student's specific needs and the strategy best suited to meeting them. This is written as a collaborative document between the class teacher, SEND coordinator, parents/carers and any other appropriate staff.

7.4 This may detail behaviour and behaviour management strategies that lie outside this general policy but have been agreed in advance as appropriate. Similarly, repeated behaviour that cannot be managed using the steps outlined in this policy may be a trigger for a move to a behaviour plan for an individual student. See Appendix 3.

## **8 Children's responsibilities**

- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To comply with the instructions of members of staff
- To take care of the school property and environment
- To cooperate with other children and adults

### **Staff responsibilities**

- To be good role models
- To provide a challenging, engaging and relevant curriculum
- To create an environment that is safe, secure and pleasant
- To treat all children fairly and with respect
- To apply values, rules and sanctions clearly and consistently
- To foster good relationships with parents/carers
- To recognise that each child is an individual and to be aware of their needs.

### **The role of parents/carers**

- The role of parents is crucial in helping schools develop and maintain good behaviour. The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable consequences, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Key Stage leader and then the Principal. If these discussions cannot resolve the problem then a formal complaint or appeal process can be implemented.

## **9 Conclusion**

It is by focusing and celebrating the positive and dealing firmly and consistently with the negative that we will promote respect, hard work and friendship amongst our pupils. We want our school to be a happy environment, where learning can take place in a harmonious environment, and children enjoy coming to school because they feel safe and secure.

It is the collective responsibility of the entire academy community to ensure that the children of Upwell Academy are educated in a caring, friendly and orderly school. We strive to work together to ensure that we achieve these worthwhile goals.

## **10 Review**

Effective systems will be in place to capture data and this should be analysed and shared with key members of the school community. This will form part of the review process, along with pupil feedback which will be gathered termly through surveys and discussions.

The Academy Council reviews this policy every year. The Academy Council members may, however, review the policy earlier than this, if the government introduces new regulations, or if the Academy Council receives recommendations on how the policy might be improved.

## **10      Links to other policies**

Exclusion policy

Anti-bullying policy

Mobile phone policy

Positive Management of Aggressive and Violent Behaviour policy (EMAT)

## Appendix 1



1. Our academy values will help us to **transform** into enthusiastic learners through a growth mindset.
2. We will be **empowered** to take responsibility for our own behaviour and actions, and help others to make good choices.
3. We will work hard so that we **achieve** our best in all aspects of school life.
4. We will be **motivated** to always try our best and be resilient.
5. We will take **care** of each other and our environment.
6. Good behaviour will enable us to **enjoy** our curriculum and have fun.



## Consequences of breaking a rule

### Step One

#### Verbal or visual reminder

If a negative behaviour is seen eg low level class behaviours, the child is given a discrete verbal or visual reminder by class staff. Reference to the positive behaviour we want to see might also be made.

### Step Two

#### Reflection Time

If behaviour continues, the child will be told that they need to wait behind at the end of the lesson for reflection time. (If behaviour is disruptive to others, move them to a different area within the classroom.) Discuss behaviour, choices which could have been made and the impact of their behaviour on peers and/or staff. They will then sit and reflect for a few minutes and then join their class. The next lesson will then be a fresh start.

If the behaviour continues after their reflection period, move to Step Three. If behaviour is disruptive to peers, remove them to a different area.

### Step Three

#### Time with SLT

Either due to elevation from steps one and two or as a result of a more significant behaviour. Child will spend time with a member of SLT to discuss and reflect on behaviour and to outline the next step should the behaviour continue.

Record behaviour using CPOMS – Antecedent, behaviour and consequence. Link the report to Principal and class teacher.

### Step Four

#### Time with Principal

Either due to a significant behaviour or through elevation, the Principal will have a discussion with the child and they will complete their lesson outside the Principal's office. Parents will be asked to attend a meeting with the student, teacher and a member of SLT. Together, strategies will be set out to prevent the problem reoccurring. At Upwell Academy we believe that it is important for the student to see that all the adults concerned work together to help solve the problem. (Refer to the section 'pupils experiencing difficulties')

## Behaviour Plan for:

Assessment carried out by: \_\_\_\_\_

Assessment Date: | \_\_\_\_\_

Signed: \_\_\_\_\_

Principal's signature: \_\_\_\_\_

Challenging Behaviour	Physical Risk to others?	Can behaviour be tactically ignored?	Strategies for positive behaviour (de-escalate)	Reactive strategies	Behaviour report needed?	Support after an incident

## **Appendix 4**

The use of positive handling may be used in exceptional circumstances, carried out by trained staff using Step On and Step Up. They will use recommended and approved techniques to de-escalate a situation where a child's behaviour has become a danger to themselves or others.

Examples of behaviour and possible responses:

Child refuses to come out from under a table and is being disruptive – All other children removed from the class.

A child is throwing significant objects around an enclosed space – Child will be asked to stop the behaviour. If they refuse, all other children will be removed from the class.

If it is not possible to remove all the children, then the child might be guided to a safer area. For example if a situation occurs in the lunch hall while children are eating.

A child has left the classroom without permission and has gone to another area of the school such as the field. Staff will keep their distance but ensure that the child is safe. They will not pursue or chase after a child. However, a child attempting to leave the school grounds may need physical intervention to ensure their safety as the school opens on to the main road through the village.

It may be necessary to use restraint if there is a physical attack taking place and instructions to stop the behaviour are not being followed. This would be to ensure the safety of all parties involved.