

Policy Title Positive Behaviour Policy

Adopted: November 2018

For Review: November 2019

1. Introduction – School Ethos

At Upton Meadows Primary School **we hold an unconditional positive regard for children and high expectations** for the behaviour of everyone at our school. We strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. Positive behaviour allows for a focus on learning and success in all areas of the curriculum and school life. Children have the right to learn in a classroom free from disruptive behaviour and in an atmosphere in which their self-esteem can flourish.

All adults in school should be good role models to children and be enablers of positive behaviour. Staff at Upton Meadows share an understanding of the language and consistent approaches we use to manage children’s behaviour. Through focused teaching and consistent approaches, our intention is that children should ultimately assume responsibility for their own actions and be able to self-regulate their behaviours.

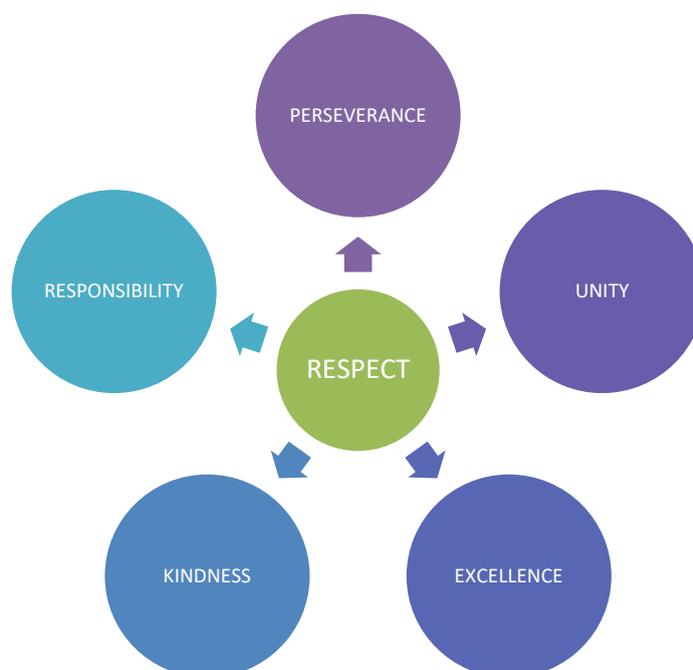
2. What are the aims of this Policy?

- 2.1 To make clear the ethos and expectations of behaviour that are expected at Upton Meadows Primary School.
- 2.2 To provide guidance on the systems and processes to use when managing behaviour to ensure a consistent approach – in particular about the **Routines, Responses and Relationships** in our school.

3. School Vision, Values and Rules

To work together to create a caring, co-operative and welcoming community where everyone is valued, challenged and supported in learning and all decision making has the interest of pupils at its centre.

To develop within every child respect and a sense of responsibility for themselves, each other, property, the wider community and the environment.



School Values

We have 6 school values.

- Respect
- Responsibility
- Kindness
- Unity
- Excellence
- Perseverance

Respect is our core value as we believe this underpins all the others.

School Rules

At Upton Meadows Primary, we have the following simple and clear rules that apply to all members of the school community:

- 1. We show respect.**
- 2. We try our best.**
- 3. We are kind.**

4. Expectations of the school community:

Headteacher and SLT

To take overall responsibility for the behaviour of children and staff.

To lead by example when dealing with behaviour.

To build positive relationships with children and adults amongst the school.

To provide training, guidance and support for staff.

To intervene with Behaviour Management at Level 2 and 3.

Staff and Governors

- To lead by example when dealing with behaviour.
- To build positive relationships with children and adults amongst the school.
- To have high expectations of children and be consistent in applying rewards and consequences.
- To meet the educational, social and behavioural needs of all pupils through appropriate curriculum and individual support.
- To be proactive in communicating regularly between home and school.

Learning Mentor Team (including FSW and School Counsellor)

- To support children with additional needs to succeed in class.
- To lead interventions to support children's emotional and behavioural needs.
- To facilitate nurture groups to succeed through the direction and guidance of the SENCo.
- To develop a positive approach across the school towards the use of safe spaces.
- To support internal exclusions and the reintegration from fixed term exclusions.

Pupils

- To know and follow the School Rules.
- To attend school regularly and on time, with the correct equipment and uniform.
- To take responsibility for their own actions and behaviour.
- To understand how their behaviour can have positive or negative effects on others.

Parents

- To work with the school to ensure that their child behaves positively.
- To ensure that pupils come to school regularly, on time and with the appropriate equipment.
- To support the development of positive home/school partnerships.
- Where possible, inform the school of any changes in home circumstance which may affect the behaviour of their child in school.

Home School Agreement

Parents and children are asked to sign a 'Home School Agreement' upon joining the school in which these expectations are clearly laid out.

5. Curriculum and Teaching

At Upton Meadows Primary School, we understand the importance of providing an engaging and challenging curriculum that meets the needs of all pupils. We believe that well-planned learning experiences and an effective learning environment play their part in reducing unwanted behaviours.

Circle time, the PHSE curriculum (Jigsaw), P4C (Philosophy for Children) and other pastoral interventions as appropriate are used as part of the curriculum to develop children's interpersonal skills, strengthen relationships and build their self-confidence.

6. Rewards and Consequences

At Upton Meadows Primary School, we have a clear set of rewards and consequences which are designed to encourage positive behaviour and to deter unwanted behaviour.

Appendices A & B lay out these rewards and consequences which are used across school and adapted depending on the age of children.

Restorative Approaches

Our school believes in using Restorative Approaches when dealing with incidents between children. The reason for this is that "Restorative Approaches place the needs of the harmed at the centre of the process. It recognises the need for the harmed to feel empowerment and for them to have a voice in what is essentially their harm." Restorative Approaches has been carefully designed and there is plenty of research to suggest that it can have long term positive impacts on negative behaviour.

Restorative Approaches is not about getting to the truth, as often the truth depends upon your point of view or perception. Children often have, in their opinion, very valid reasons for their behaviour, as they may perceive things differently, depending upon their state of mind at the given time. What Restorative Approaches attempts to do is to provide the harmed a voice to say what THEY need to make it right, and for the harmer to acknowledge what they have done wrong, but also so that the harmed can hear why an event may have taken place. Restorative Approaches does not seek to replace any consequences that may be given out in addition to the actions or follow up that is agreed between both sets of children.

Staff all carry a "Restorative Approaches" laminated card to assist them with dealing with situations as they arise and reflection sheets are available for all staff to use with those children requiring a more in depth debrief.

More information on Restorative Approaches can be found at Appendix D.

7. Levels of Unacceptable Behaviour

We divide unacceptable behaviour into three broad bands (these are explained further in Appendix B under 'consequences'):

Level of Behaviour	Definition	How is this dealt with?
Level 1: Low level	Low level disruption in classroom or around school.	By all classroom based staff in using classroom behaviour management techniques and systems, supported by SLT. Learning Mentor Team to support class based staff in positive behaviour management.
Level 2: Consistent/significant disruption	Either consistent low level disruption or a one-off incident of more significance.	By Teachers alongside Senior Leaders in School & Parents.
Level 3: Extreme	Consistent significant disruption or unsafe behaviour.	Headteacher & Parents

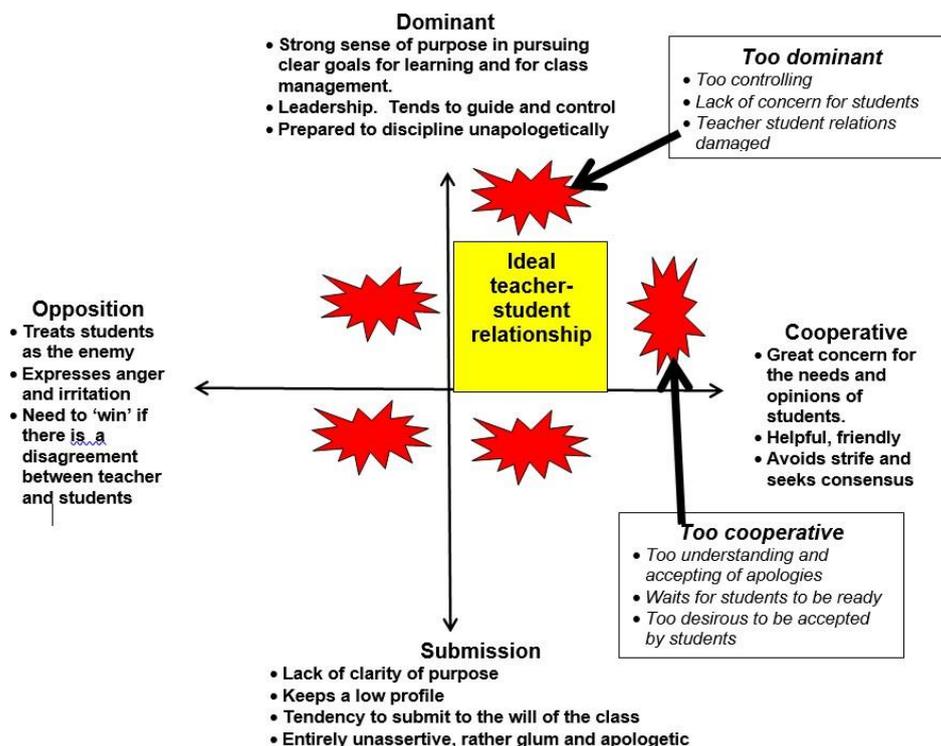
8. Routines

Establishing well-organised and practice routines is an essential part of achieving good order in the classroom and around school. At the beginning of each year and term, time is spent in classrooms clarifying and teaching explicitly the different routines that children are expected to follow. As and when new routines are required as the curriculum changes (such as residential trips, swimming, performances), these routines should also be taught explicitly and children should be given opportunities to practise. We use the shared phrase ‘Do it again’ to provide a simple reminder to children if they have not performed a routine in the expected manner.

9. Relationships

Healthy teacher-student relationships are an essential element of developing good behaviour in the school and we use the following model as a guide for staff to evaluate where relationships are with the classes they teach (Source: [Geoff Petty – Evidence-Based Classroom Management and Discipline](#)).

The Ideal teacher-student relationship



10. Support systems for individual pupil need

From time to time, some children may display challenging behaviour which may require more individual intervention and support to address. This may be as simple as a period of being on 'step-up' consequences which will mean the removal of Stage 1 at Level 1. In other cases, it is appropriate to develop individualised reward/target systems as a motivation to improve behaviour. A senior member of staff will be involved to monitor these at this stage and parents will be notified and kept informed of how these are being effective.

11. Support systems for staff

The school will support staff to ensure that standards of pupil behaviour are met. Through professional development opportunities and in-house training, we seek to develop a staff that is confident in dealing with challenging behaviour effectively and successfully. All staff have a copy of this policy in order to that behaviour management is consistent throughout school. Staff having difficulties should speak to their Key Stage Leader in the first instance for guidance and support.

12. Support systems for parents

Upton Meadows Primary School has an open door policy where parents and carers are encouraged to visit and discuss any relevant issues. It is acknowledged that difficulties at home can have an impact on behaviour in school and vice versa. An open and supportive dialogue between school and home is often the best way to support changes in a child's behaviour. The Learning Mentor Team are available to work with families and make links with other agencies where necessary.

13. Monitoring and review

Behaviour management will be under constant review throughout the school on a class and individual basis.

This document is freely available on the school website and will be reviewed on an annual basis.

Signed

Headteacher

Chair of Governors

Date.....

Date.....

Adopted: 8/11/18

Review Date: November 2019

Positive Behaviour Policy

Page 7 of 19

Appendix A – Praise and Rewards

At Upton Meadows Primary School we use the following strategies to praise and reward children.

- **Smiles, praise and encouraging words** – children need praise like plants need water
- **PIP and RIP** (Praise in Public, Reprimand in Private)
- We always **focus on positive behaviour** and try to spot children who are doing the right thing. “Thank you ___ for being ready to listen”; “Thank you _____ for looking this way” “Thank you ___ for your maturity” etc.
- **Proximity praise** - we praise other children, seated around a child, who are doing the right and required thing.
- A **phone call home** to a parent for **praise** which can be far more effective than several negative calls.

Superstar and Good Work Awards

Every week, a child is chosen from each class by their teacher to receive the Superstar award in achievement assembly on Friday and another child is chosen to receive the ‘Good Work’ award. Parents of both are invited to Celebration Assembly. The awards are written to celebrate the children’s individual strengths – they should reflect the school values where possible but should also be specific to the child with personal references to their achievements.

Celebration Assembly (every Friday)

Celebration Assembly is a time to celebrate the achievements of children in and out of school. Children can bring in certificates and awards from home and receive them in front of the school.

Celebration Assembly will include celebration of the following:

- Dojo Totals and announcing the winning House team
- Bronze, Silver and Gold Dojo Awards
- Certificates/awards from in-school events, e.g. sports teams
- Certificates/awards from home
- Superstar of the Week
- Good Work Awards
- Attendance rosettes (for each class with 100% attendance)

Dojos

'Dojos' are awarded for areas where children go above and beyond the School Rules to reward their effort. Dojo systems are set up to specifically reward the school values and dojos CANNOT be taken away as a consequence.

Dojo points contribute to a child's house team points and are recorded in Class Dojo. Staff should ensure that there is a fair distribution of reward across the year group. Additional aspects may be chosen, in consultation with SLT, as a focus for collecting dojos depending on whole school priorities or class initiatives.

Children will receive the following when collecting Dojos:

- 50 = bronze certificate and badge
- 100 = silver certificate and badge
- 200 = gold certificate and badge

In addition, classes will receive a celebratory 'Values' party when all children in the class have achieved their Bronze Award.

Houses

Each child is assigned to a 'house' when they start school: Blue, Green, Red, Yellow. This will develop team spirit and competition. They will remain with the same house for the duration of their time at this school. Siblings will be in the same house and staff will also be assigned to a house.

One point will be awarded to their house when they receive a Dojo. The house points will be announced and displayed weekly in class areas and also within the whole school Celebration Assembly – the winning house team will receive the house cup decorated with the appropriate coloured ribbons. There will be two Year 6 Captains for each house (a boy and a girl) – a formal procedure will be followed in their appointment and they will be expected to be good role models for their house. Year 6 will be responsible for collecting weekly scores and collating the Dojo totals each week.

Whole class rewards

All the class contribute to a shared behaviour target and if they achieve it, the class receives a shared reward. Where the whole class show a particularly good example of a school rule or value, they will earn a star on the class behaviour square, in which there are 100 spaces. An example might be the whole class being quickly quiet and ready to listen. The shared reward is at the individual discretion of the teacher, e.g. an extra break in the afternoon, a class quiz, 15 mins on the ipads, but should be agreed by the class in advance of

a new class behaviour square being started. There is no limit on how many class behaviour rewards a class can earn in a year.

Appendix B -Consequences

Alongside rewards to encourage positive behaviour, consequences are an important deterrent in reducing unwanted behaviour.

We divide unacceptable behaviour into three broad bands:

Level 1: Low level

Level 2: Consistent/significant disruption

Level 3: Extreme

Children need to learn that there are consequences for their actions, and that the behavioural boundaries are there for a reason. At all stages of dealing with unwanted behaviour, the language of our school rules must be used, e.g. 'you are not showing respect, that's 1'.

Whole School Approach to Classroom Behaviour

Level of Behaviour		Actions and Responsibilities	Consequence for child	
Spirit in which children the levels and stages operate:		Each child begins a morning or afternoon session with a 'clean slate' and the expectation by all adults that they will succeed.		
Level 1 Low level disruption in classroom or around school.		Level 1 warnings that accumulate across a session occur in the following sequence of stages:		
	Class Teacher	Stage 1	Individual reminders for certain children may include a think/warning card	'That's 1' Verbal warning
		Stage 2	2 nd Individual reminder – Name is written on the board by teacher (KS2) or moved to the cloud (KS1)	'That's 2' Name on board
		Stage 3	3 rd Individual reminder – 'In the book' Recorded in class behaviour book Mornings – 5 minutes of break or lunch is lost Afternoons – 5 minutes of the next day's morning break is lost	'That's 3' 5 minutes of break lost Parent's informed by

			If a child by the end the day has been put 'in the book' then the parents/carers are informed either when they collect or by phone if the child attends a club or is picked up by someone else.	class teacher at home time	
Level 2 Either consistent low level disruption or a one-off incident of more significance but not severe.	Class Teacher and KS Leader	Stage 4	<p>One Off Incident Straight to 'in the book'</p> <p>Teacher to contact parents/carers.</p> <p>Recorded in class behaviour book</p> <p>KS Leader speaks to child as a warning</p>	<p>Accumulation of 3 'in the books' in a week... Teacher arranges a meeting with parents.</p> <p>Recorded in class behaviour book as Level 2</p> <p>KS Leader speaks to child as a warning</p> <p>Behaviour chart set up and reviewed by class teacher – seek advice from SLT if needed.</p>	<p>Parents called</p> <p>Behaviour chart set up.</p> <p>KS leader speaks to child</p> <p>Weekly review with class teacher</p>
	KS Leader	Stage 5	<p>Behaviour is still a concern after stage 4 intervention ...</p> <p>KS Leader meets with parents Behaviour reviewed with KS Leader during regular meetings with the child.</p> <p>Consultation with SENCO IBP as required / External support as required</p> <p>Recorded on SIMS behaviour.</p>	<p>Parent Meeting with the KS Leader</p> <p>Weekly review with KS Leader</p>	

	Headteacher	Stage 6	<p>Behaviour is still a concern after stage 5 intervention ...</p> <p>KS Leader refers to Headteacher</p> <p>Parents meeting with the Headteacher</p> <p>IBP reviewed with SENCO, KS Leader and Headteacher</p> <p>Recorded on SIMS behaviour.</p> <p>Behaviour reviewed with Headteacher during regular meetings with the child.</p>	<p>Parent Meeting with the Headteacher</p> <p>Options: Internal exclusion in school or AIP (see Appendix E) or part-time timetable</p> <p>Follow up review with Headteacher and parents</p>
<p>Level 3 Severe disruption, unsafe behaviour or racist incident.</p>	Headteacher	Stage 7	<p>Severe Behaviour</p> <p>Refer to Headteacher (or DHT if HT is off-site)</p> <p>When all initial, basic facts surrounding the incident have been gathered, contact with parents/carers made</p> <p>Part-time timetabling discussed or Fixed Term Exclusion</p> <p>PCSO may be asked to speak to child.</p>	<p>Fixed Term Exclusion</p>

Level 2 Behaviours

If in the same week, there is consistent challenging behaviour, which results in three strikes in a week, this will be picked up by the KS Leader responsible for that phase of the school and passed on to the Headteacher who will arrange a meeting with parents. An ongoing behaviour record and/or contract will be set up to monitor the behaviour. The KS Leader and Headteacher will monitor behaviour to ensure support is given to staff, parents, professionals and support is given to individuals. A daily or weekly meeting, as appropriate, between the child and a member of SLT will be set up to evaluate their contract and behaviour record.

Examples of Level 2 behaviours are as follows:

Examples of persistent Low Level behaviours: (resulting in 3 strikes in a week)	Examples of one-off incidents: These result in instant strike being given.
<ul style="list-style-type: none"> • Behaviour that disrupts learning for others – shouting out • Disturbing others with ‘chat’ and not getting on with work despite the two previous warnings 	<ul style="list-style-type: none"> • Playground arguments i.e. football (non-physical) • Defiant behaviour – refusing to work. • Verbal rudeness to adults • Damaging property through carelessness

The immediate consequence of this level of behaviour will be to phone the parents to inform them of concerns.

At times, it may be necessary for outside professionals to be involved to support emotional and behavioural needs. In these cases, appropriate staff will support the class teacher and year group team to deliver suggestions and strategies. An internal exclusion or AIP (Alternative Interim Placement within the Trust) may also be used in some cases.

Level 3 Behaviours

Occasionally, behaviour may escalate to Level 3. At this stage, the Headteacher will be urgently and directly involved in managing this.

Examples of Level 3 behaviours are as follows (this is not an exhaustive list):

- Bullying
- Damage to property
- Physical assault against an adult or pupil
- Theft
- Spitting
- Verbal/racist abuse against an adult or pupil
- Inappropriate sexualised behaviour
- Drug and alcohol related behaviour
- Absconding from the premises

In extreme cases, children will be excluded. The Headteacher has the responsibility for giving fixed-term or permanent exclusions in line with the exclusion policy.

Appendix C - Expectations of Behaviour

At Upton Meadows Primary School, we understand that it is the responsibility of every adult to encourage children to work together and to expect the very best behaviour in every aspect of school life. We adopt an approach of simply reminding using the words 'do it again' and using non-verbal signals to encourage children to make the correct choices. The following are specific expectations that we have:

Movement around school

- Children should move quietly and sensibly around school, walking on the left when there is large-scale movement.
- Talk with quiet, 'indoor' voices.
- Children are encouraged to greet adults politely, i.e. open doors (however, adults will also hold doors for children where appropriate to develop the culture of mutual respect).

Assembly

- Children should enter and leave assembly in silence unless otherwise explicitly directed to do so.
- Staff use non-verbal cues to direct children to maintain silence.
- All adults are role models for how to behave during assembly and have a responsibility to support children's behaviour regardless of whose class an individual may belong to.
- Children remain stood until directed to sit by their class teacher.
- Sit up straight to sing and sing well!
- Children leave the hall in a well ordered line led by an adult.

Playtimes and Lunchtimes

- Children go to staff on duty if there are any problems e.g. hurt, disputes.
- Children will line up as the end of playtime is signalled.
- Children should be lined up in silence, facing the front.
- Children will walk in with teacher quietly.
- Classes should be ready for the next lesson to start with equipment and books on desks.

Toileting

- Encourage children to go at the beginning of playtime and before lessons start.

- Although they are encouraged not to, children are allowed to go to the toilet during lessons and individual teachers have a system set up to ensure children are safe and learning is least interrupted. Children in KS2 are not expected to need the toilet during lesson time unless a parent has specifically made the teacher aware of a medical condition.

Lunch and Break-time supervision

- Unfinished work or work that is not completed to a satisfactory standard should be completed during break and lunchtimes. This **should not mean** that a child misses their entire break.
- If children are given permission to stay in during lunchtime or break times, they should be directly supervised by staff at all times.
- Internet should not be accessed during break or lunchtimes unless fully supervised by an adult.
- Some children have specific arrangements at lunchtimes to support them with their behaviour and wellbeing.

Appendix D - Restorative Approaches Process

When a child approaches an adult making an accusation, a simple script can be used to deal with minor incidents there and then. There are five questions that make up this script. It is important that where possible, this is done as quickly as possible for minor incidents, and research shows that, where used effectively, this can have a dramatic impact on reducing the incidents of negative behaviour. The five questions are:

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who has been affected by what has happened? And in what way?
5. What needs to happen to make things right?

Depending upon the age and the ability of the child, staff may need to reword some of the questions, but it is important that all the questions are asked. The other important factor is the order to who they are asked:

1. Ask the harmer questions 1-4 first, so that the harmed hears them
2. Ask the same questions, 1-4 to the harmed, so that the harmer hears them
3. Ask the harmer to respond to anything that the harmed has just said
4. Ask the harmed question 5
5. Ask the harmer for a response, and gain agreement on reparation actions
6. If necessary, set a time scale for any actions agreed.

At no point is the above process supposed to replace any sanctions, but is an important tool to help change negative behaviour patterns and allow the harmed to feel empowered to speak up and feel that they have had input to the process. It also allows the harmed to suggest the actions/sanctions for their actions, which they are more likely to comply with. It should be noted, that this process will not work with all children, but it is important that where possible both sides have some of the process. Where Restorative Approaches does not work, school will seek additional expert advice.

Dealing with Serious Incidents:

Where an incident involves large numbers of children and or is of a serious nature, the matter will need to be referred to the Headteacher or a member of SLT. These incidents may need to be turned into full Restorative Approaches Conferences, where preparation meetings will be held, risk assessments may need to be written and which may require parental attendance. If in any doubt, staff should speak to the Headteacher or a member of SLT for advice.



Appendix E – Alternative Interim Placement (AIP) Process as defined by Northampton Primary Academy Trust

Where possible our aim is to continue a pupil's education without the need for formal exclusion, and in some cases a child's behaviour has resulted in their own school requiring an alternative temporary environment to provide their education. An AIP may be used at the discretion of the Headteacher to provide full time, supervised education, usually for one day, as an alternative to a fixed-term exclusion in cases where it is felt that this will be a better provision than existing exclusion arrangements where young people are sent home. The Headteacher must consider the following before using an AIP:

- The Headteacher must have agreement from the parent of the identified child before an AIP can be made.
- It is not appropriate to use an AIP in instances where the pupil is deemed to pose a physical threat to themselves, other pupils or members of staff.
- AIPs should generally be for one day only. It is not expected that pupils will visit a partner school more than once a year.
- An appropriate member of staff must be released to attend the partner school with the child.
- The partner school must agree on suitability of placement and the date that the AIP will take place.
- As the pupil will have to attend a different education setting there may be an issue regarding transport. Ideally the parent will agree to take and collect their child from the partner school. Alternatively, the school may offer to transport and collect the pupil from the partner school. The parent/carer may accompany the pupil during transportation and handover periods.

In the first instance and where appropriate, an alternative interim placement may be arranged where the child will have the opportunity to be educated at an alternative NPAT school for a fixed period of time, usually one day, offering a period of reflection in quiet conditions without peer interaction. Please see Appendix 1 for the process to invoke an internal exclusion.

If an alternative interim placement is not deemed to be appropriate, or has been used previously without success, a fixed term exclusion may be considered.

AIP Daily Routine

Pupil and parent/carer are to arrive at the partner school at 9.00 am for registration. They will be met by the Headteacher or Inclusion Leader who will clearly outline their expectations for the day. The original school must ensure that the register is properly coded (educated off site).

The partner school will provide a quiet area for the pupil to work alone. There will be minimal interaction between the staff member and pupil. The pupil will not mix with pupils from the partner school. They will have separate start, playtime, lunchtime and end time to the day. The partner school must not be a more attractive alternative than the pupil's classroom.

Pupils will follow a simple timetable of literacy and numeracy in the mornings with a separate break and lunchtime from the rest of the school. The afternoon will be split into cross curricular work, quiet reading and reflective discussion. All work will be provided by the original school.

The partner school will ensure that cover is provided to allow the staff support member to have a morning and lunch break.

The pupil will be collected from the partner school by the parent or original school staff at 2.45 pm and will be reminded to attend at their original school the following morning for a return to school meeting with the Headteacher.

Procedure for Alternative Interim Placement

In the event of an AIP being used, the following procedures should be followed:

1. Consult closest NPAT schools to identify alternative placement (partner) school.
2. Telephone partner school Headteacher to discuss pending AIP and child details.
3. Inform the parent/carer of the decision of the school to offer AIP.
4. Explain to the parent the process of attending the partner school.
5. Send AIP letter to parent.
6. Arrange transport if necessary.

During the period of AIP, the pupil is recorded as attending another educational establishment on the register.