

Uplands Junior School
Policy on positive behaviour for learning
“A Positive Approach”

Introduction

This document is a statement of the aims and strategies for ensuring positive behaviour for learning at Uplands Junior School. It was written in 2024 following an audit of current systems and training from “When the adults change” in May 2024.

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Uplands Junior School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community. Uplands Junior School is an inclusive and restorative school and the key principles from “When the adults change” (Paul Dix) underpin this policy. We expect positive behaviour for learning and we are committed to supporting the emotional health and well-being of the school community. We promote restorative principles which encourage the development of emotional regulation through supportive relationships.

The policy reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff and adults working at Uplands Junior School.

This policy been written in conjunction with the UN convention on the rights of the child: article 2 non-discrimination, article 3 best interest of the child, article 5 parental guidance and a child’s evolving capacities, article 12 respect the views of the child, article 28 right to education and article 29 goals of education.

LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on the following:

- Behaviour in Schools 2022
- The Equality Act 2010
- Use of Reasonable Force in Schools 2013
- Section 175 of the Education Act 2002, which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which requires schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles
- DfE guidance explaining that school’s should publish their behaviour policy online
- DfE guidance for Mental Health and Behaviour in Schools 2018
- Other school policies and documents that should be read in conjunction with this policy are: PSHE Policy, Anti-Bullying Policy, SEND Policy, Equality Policy, SEND Information Report, Safeguarding Policy and Mental Health and Wellbeing Policy.
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Aims

- For every member of the Uplands Junior School community to feel valued and respected, and for all persons to be treated fairly. We are a caring inclusive community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.
- To promote an inclusive environment in which everyone feels happy, safe and secure
- To support good mental health and well-being for everyone
- To foster good relationships so that everyone can learn
- To ensure that all children attend school free from fear of bullying (see also Anti Bullying policy)

Uplands Junior School has one over-arching “Rule” or ethos, which permeates all that we do.

Respect For All

We have 3 Golden rules that sit beneath this ethos:

We are safe

We are ready

We are kind

The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Parents/carers will be made aware of the Golden rules and behaviour expectations through the website, this policy, Newsletters and correspondence home

Expectations

At Uplands Junior School we will:

- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Uplands Junior School are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

QUALITY RELATIONSHIPS

Developing supportive relationships with pupils is the responsibility of **all members of staff**. Staff will seek to understand the pupil's perspective of the situation, strive to understand the child's feelings, whilst maintaining firm and consistent limits on behaviour. The relationships between pupils and adults in school are crucial – each adult is a significant adult for our pupils.

To foster successful, enabling relationships we **all** need to:

- Actively build trust and rapport
- Have high expectations for all pupils, and demonstrate our belief in them
- Always be respectful to pupils and other adults – be a role model for the behaviour you want to see
- Treat pupils with dignity and respect at all times – children should not be shouted at or publicly shamed (including writing pupils' names on the board for negative reasons)
- Ensure that any disapproval expressed is of the behaviour and not the child (i.e. maintain a sense of unconditional positive regard)
- Listen respectfully to pupils and consider carefully how and when to respond
- Invest in our relationships with pupils and have fun together
- Smile at and complement children to add to their sense of belonging, feeling liked, respected and valued
- Consider why the pupil is behaving in this way – there will always be a reason that we need to identify and understand – behaviour is communication!
- Take a non-judgmental, curious and empathic attitude towards behaviour - we encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

- Keep our word – and if, for some reason, we are unable to honour a commitment to a pupil, communicate clearly and honestly about why this has happened
- Identify, and help a child to recognise their own strengths, then build on these
- Apologise if you make a mistake – model this for pupils, this will help build trust and respect
- Name and manage your own emotional reactions to situations i.e. demonstrate and be a role model for effective emotional regulation
- Seek help from colleagues if you need support or advice about how to support behaviour development or to problem solve behaviour that challenges
- Quietly but firmly hold appropriate boundaries for pupils
- Be non-judgemental about pupils, their families or life experiences, but use your knowledge of a child to plan what support they may need
- Develop quality relationships with parents and carers, with the aim of ensuring consistency in approaches between home and school
- Develop quality relationships with external professionals – work collaboratively with therapists and professionals, and put in place support and strategies following their advice

Recognition and rewards

It is our belief that continual praise and recognition is fundamental to encourage the behaviour we want to see. We routinely “positive notice” behaviour at every opportunity and praise children to nurture our positive relationships.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise.

Rewards at Uplands:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Positive noticing of appropriate behaviours
- Notes/communication home to parents via Marvellous Me
- Positive calls/text/Marvellous Me home each week from SLT
- Smiley faces, stickers and stamps in workbooks. Positive affirmations in workbooks
- Certificates in weekly Awards assembly
- Star of the week certificate in Awards assembly
- Bronze/Silver/Gold certificates for reward stickers in diaries (behaviour, good work, effort)
- Sending good work to other staff members or Headteacher for reward or praise
- “Names in the jar” leading to a Treasure box pick on a Friday
- “Reading superstar” prize linked to reading journal activities
- Behaviour “Golden tickets” to spend in the enterprise shop
- Annual Random acts of Kindness day
- Kindness tokens (give out when behaviour is noticed -exchange for a Treasure box prize). Token to be used on the day of achievement and SLT to follow up to parents with a text.
- Attendance rewards (class team work)
- Lining up (class team work)

Connecting Time

Every half term in the final week of school each class will have the opportunity of 1 hour of "Connecting time". This will take place in a morning session so that all support staff can be involved. Maths/English will be moved to an afternoon session on this day. The purpose of the session is for staff to build positive relationships with pupils and get to know them and who they are in a slightly more informal activity. Children will decide in conjunction with their class teacher on the format the session. This may be an art/craft activity, games from home, extra outside playtime, parachute games, a class quiz, a walk to the park etc. There will be 5 of these sessions over the course of the year. The first 2 days of each school year will also be "getting to know you" transition activities and/or team building activities.

Children at the start of Year 5 will have a school led team building day within the first week of the new school year as they will have been re-organised in to new classes at the end of Year 4.

Consequences and support

Despite positive responses as a means to encouraging good behaviour in Uplands Junior School, it may be necessary to employ a number of consequences and support strategies to ensure a safe and positive learning environment for all. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. It is imperative that any consequence is applied fairly and is fully explained.

Reasonable adjustments and special arrangements to consequences may need to be made to support individual cases in school. The school recognises that pupils' behaviour may be impacted by a special educational need or disability. Decisions on whether a pupil's SEND had an impact upon an incident of behaviour will be made on a case by case basis. If a pupil has an Education Health Care Plan (EHCP) the provisions set out in that plan must be secured and the school must cooperate with the Local authority. School will anticipate as far as reasonably possible all likely triggers for a pupil with SEND and put measures in place to prevent these from occurring. Where necessary support and advice will be sought from the SENDCO, specialist teachers, the Educational psychologist, medical practitioners and others to support specific needs

All children have the opportunity to make the right choice with support from adults through redirection and reminders. For most children a gentle reminder is all that is needed. However, on some occasions adults will use scripted interventions in a calm manner with a child who is hindering their own learning and that of others.

Uplands will follow a **Graduated Behaviour Pathway** to implementing support for a child. Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms i.e. "Show me your listening ears." It is vital that knowledge of the child's social and emotional development is taken into account. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. All children must be given time in between steps to make good choices. It is not possible to leap or accelerate steps for repeated low-level disruption. It is important NOT to describe the child's behaviour to other adults in front of the child.

Our behaviour pathway:



- Reminder
- Warning
- Last chance
- Remove and reflect

Redirection and reminders

Adults will recognise those displaying ready and safe behaviours. Adults will use the 3 Golden rules “**We are ready**” “**We are safe**” “**We are kind**” and other preventative strategies to give gentle reminders in the right direction. Give a child **TIME** to make the right choice

Warning and a minute

If the behaviour persists adults will return to the child and **give a minute of their time** to ensure all learning needs are being met and then support the child to self-regulate in order to get the child back into learning. Privately remind of the expectations “**We are ready**” “**We are safe**” “**We are kind**” Adult will make the child aware of their behaviour. The child has a choice to do the right thing. Give the pupil **TIME** to make the right choice

Last chance and 2 minutes after

This is the last chance for a child to correct their own behaviour and take control of the situation themselves. Adults will privately remind the child of the consequence (remove and reflect) should a child continue with the behaviour. Remind the child of previous good conduct, their positive qualities and previous good choices. Give the child **TIME** to reflect and make the right choice.

Two minute follow up

This must always be carried out to discuss the choices made, reset and repair the relationship. This conversation is easier and more productive if done whilst doing something else eg stacking books, tidying tables, walking to playground

If the child cannot regulate then adults will deliver the script below in a calm neutral tone.

I've noticed....

I need you to.....

Do you remember when..... (positive behaviour reminder)

Thank you for listening

If the child makes a ready and safe choice then the adult will recognise the improvement. It is important that adults have also regulated their own emotions before having these conversations.

Remove and Reflect

If the child reaches this part of the behaviour pathway, they will be moved to another part of the classroom or the back of middle classroom in the year group for five minutes to reflect on their behaviour. Calming resources to be available if needed to support emotional regulation. A two-minute follow-up with the teacher will then be required at a suitable time.

Staff to write down on the monitoring sheet each day which children have received a last chance, blue hand (remove and reflect) or a red hand (assistance in being removed from the classroom). Parents to be informed if children are consistently being removed and having to reflect.

Each morning and afternoon will be a fresh start for children.

Pupils who seriously breach expectations will go straight to **“Reflective time-out”** without the support steps. When and where possible, incidents to be dealt with immediately. This may include behaviours such as

- Swearing
- Physical assault on a child
- Verbal abuse to others (racist/homophobic/sexist)
- Rudeness to a staff member
- Endangering others and property through breaching Health and Safety
- Bullying

For serious breaches as described above, a “Reflective time-out” letter will be sent home to the parents for them to read and sign. “Reflective time-out” sessions are led by members of SLT. They last for 10 mins and are recorded on the CPOMS system.

Adults will not describe the child’s behaviour to other adults in front of the child.

For continual unacceptable behaviour or in case of serious verbal or physical violence the child may be excluded from school. This could take the form of fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see ‘fixed-term and permanent exclusions’ below).

A restorative approach for a “Reflective time out”

Restorative means healing, having the ability to restore health, strength or well-being. It encourages all to reflect, repair and reconnect. Through the use of restorative conversations, we can teach/guide children to think about their feelings and those of others and self-regulate their responses now and in the future.

These restorative conversations will ideally take place the same day, once all parties are calm and ready.

Restorative questions to be used in a reflective time-out:

What happened?

What were you thinking at the time?

How did this make you feel?

Who has been affected?

How can we make things right?

How can you do things differently in the future

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Suspensions and permanent exclusions

Only the Headteacher (or the Acting Headteacher) has the power to suspend a child from school. The Headteacher may suspend a pupil for

- one or more fixed periods, for up to 45 days in any one school year
- an internal or external lunchtime suspension

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term suspensions into a permanent exclusion, if the circumstances warrant

this. If the Head teacher suspends a child, s/he informs the parents/carers immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Education Authority (LEA) and the Governing body about any permanent exclusion, and about any suspensions beyond five days in any one term. The Governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.

A child's behaviour outside of school can also be considered as grounds for suspension or exclusion

School will follow Wolverhampton LA procedures and DFE Guidance on suspensions 2022

Reasonable force and physical intervention

It is sometimes necessary and appropriate for trained staff to use physical intervention in order to keep a child, or others, safe or to support their emotional regulation.

On rare occasions trained staff may have to physically remove a child from a situation or hold them using physical intervention strategies, but only if:

- The child is in danger of hurting themselves or others;
- The child is in danger of damaging property;
- The child is preventing the education of other children from taking place.

At least two members of staff should always be present where a physical intervention is needed. Where additional support is required, a red hand should be sent to the office.

Where a physical intervention has been used, this must be recorded using the physical intervention form in the staffroom

When an incident has been recorded, parents must be notified before the end of the day unless doing so would result in a safeguarding concern.

Risk Assessment

It may be necessary to conduct a risk assessment for particular behaviour(s) displayed by a child. We will attempt to reduce risk by managing:

- The environment
- Our body language and non-verbal communication
- The way we talk to children
- The way we act
- Personalising the curriculum

Child on child abuse

All adults are aware that children can abuse other children (child-on-child abuse) and it can happen both inside and outside of school including online. Child- on child abuse is the term chosen by the Department for Education and by definition it applies to abuse by one child to another child . (see also Safeguarding policy)

Child-on-child abuse can take various forms including but not limited to:

- Bullying- including cyberbullying
- Physical abuse-such as hitting, kicking, threatening or encouraging physical abuse online
- Racism-including verbal abuse, physical attacks linked to skin colour, ethnicity or cultural group
- Harmful sexual behaviour-developmentally inappropriate sexual behaviour

At Uplands we ensure that any form of abuse or harmful behaviour is dealt with consistently to reduce the extent of harm. We will always support those who report an incident of abuse and will work restoratively to take an appropriate response to every alleged incident

All incidents are recorded on the school CPOMs system and DSL's are all made aware.

Searching and confiscation

Only the Headteacher, or a member of staff authorised by the Headteacher have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited item listed below:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that may be used to commit an offense
- An item that may cause personal injury to, or damage to property of any person
- Tobacco and cigarettes
- Matches
- Fireworks
- Pornographic images

If a child is found to be in possession of a prohibited item the DSL will be alerted and the incident recorded on CPOMS. The outcome will be decided in line with this policy and the Safeguarding policy. Parents/carers will be contacted as soon as is practicable to inform of the search and confiscation, the outcome and the measures taken to support the child.

Searching and screening is conducted in line with the DFE latest guidance

Off site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site whilst representing the school.

This includes:

- Taking part in any school organised or school related activity
- Travelling to and from school
- Wearing school uniform
- In any other way identifiable as a pupil at our school

Online misbehaviour

The school can issue behaviour sanctions for online misbehaviour when :

- It poses a threat or causes harm to another pupil
- It could have repercussions for the smooth running of our school
- It affects the reputation of our school

(See also Online safety policy)

Roles

The Role of staff

It is the responsibility of all adults to model positive behaviour for learning and to ensure that the Golden rules are followed and applied consistently at Uplands Junior School. All adults have high expectations and strive to ensure that children work to the best of their ability. All adults treat each child fairly, with care and respect, and apply this policy consistently to all situations.

Staff will:

- Create a calm and safe environment for pupils
- Implement this policy consistently and fairly
- Communicate the school's expectations, routines, values and standards
- Model expected behaviour and positive relationships
- provide a personalised approach to pupils where required
- Record behaviour incidents promptly on the CPOMs system

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Parents/carers will:

- Get to know the school's behaviour policy and support school in its implementation
- Support their child in adhering to the policy
- Inform school of any circumstances that may affect their child's behaviour
- Discuss any behaviour concerns with the class teacher (in the first instance as per the parent pathway)
- Support the school in any interventions for behaviour
- Raise any concerns about management of behaviour directly with the school whilst continuing to work in partnership

We expect parents to behave in a reasonable and civilised manner towards all school staff. (see Parent code of conduct) Incidents of verbal or physical aggression to staff by parents/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, 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. The Headteacher may then be involved

and, if the concern remains, they should contact the school Governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

Role of the Governors

The Governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

Governors will:

- Review and approve the written statement of behaviour principles
- Review this policy in conjunction with the class teacher
- Monitor the effectiveness of this policy
- Hold the Headteacher to account for its' implementation

Role of the Headteacher

It is the responsibility of the Head teacher to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head teacher keeps records of all reported serious incidents of misbehaviour and 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 Headteacher may permanently exclude a child.

