



Uplands Primary School Behaviour Policy

Date agreed: March 2025

Date for renewal: March 2028

Rationale

1. At Uplands Primary School we believe that every individual has the right to a school environment that is calm, safe and supportive, where they can learn and thrive. This policy is designed to ensure that all members of our community can assist in creating this ethos, carry out their roles effectively and that children can develop to be the best they can be.

2. This policy supports and reflects the values, principles and high expectations for behaviour that we uphold as a school. This policy is to be read in conjunction with the other policies listed on our website. It supports the school's teaching in curriculum areas such as PDL, SMSC as well as our commitment to British Values. We recognise that we have a responsibility to create a mutually respectful culture where pupils and staff flourish in safety and dignity. We want to prepare our pupils for the next stage in their school career as well as to ensure that they will later become good citizens.

3. At Uplands Primary School we aim to:

- a. Teach children their rights and the responsibilities associated with these rights.
- b. Model and teach children how to show respect.
- c. Encourage pupils to accept their responsibilities and reflect on their mistakes.
- d. Insist on and model high standards of behaviour.
- e. Create a safe, secure and happy environment.
- f. Work as a team with all members of the school community and outside agencies where appropriate to support pupils when they need extra intervention to regulate their behaviour
- g. Support pupils to improve their behaviour and make the right choices.
- h. Enable all pupils to learn effectively without disruption.
- i. Work as a team to create an inclusive environment where all pupils can succeed.
- j. Model good manners and courtesy to all.
- k. Teach pupils effective behaviour strategies such as turn taking.
- l. Be consistent in our approach and set up routines and structures to support pupils.
- m. Promote and teach expected behaviours through our curriculum.
- n. Communicate with parents any concerns at the earliest opportunity.

4. The vast majority of pupils at Uplands demonstrate excellent attitudes towards learning, are proud of their achievements and of their school. We believe that maintaining and encouraging good conduct and learning behaviours begins with us. We believe that showing our pupils that we care, taking the time to speak to them, encouraging them and making them feel welcome in school can have a big impact on the behaviour of all our pupils. It is our responsibility to ensure that we take the time to get to know our pupils, plan effective, engaging lessons and manage them well. We have agreed clear expectations for behaviour that underpin our behaviour policy and a clear set of rules that are agreed between staff and pupils.

5. Our school values support our approach to behaviour.



We place positive relationships and nurture are at the heart of everything we do. It is our responsibility to pursue the building of strong relationships based on authenticity and honesty throughout our school community. Adults must model this process and allow specific opportunities to teach the necessary features and highlight examples both positive and negative. Staff understand that emotionally available adults are key to support children in building reciprocal, trusting relationships alongside identifying and understanding their feelings. This involves a team around the child approach, including providing a change of face, where necessary. The staff at Uplands know that the positive relationships between children and adults are fundamental in helping children to regulate. It is important, therefore that adults and children are able to relate to each other in different ways in order to cement strong positive relationships.

What do we expect?

6. At all times, we expect our children to:

Be Ready	Be Respectful	Be Safe
<ul style="list-style-type: none">• We are prepared to learn resources we need.• We are prepared to learn with a growth• Mindset• We are ready to face difficulties with a• positive approach• We are resilient in the face of challenge.• We use emotional regulation strategies.	<ul style="list-style-type: none">• We are kind with our words and actions• We respect ourselves• We respect other people's ideas and opinions• We respect the opportunities that this school gives us.• We respect and celebrate difference within communities.	<ul style="list-style-type: none">• We know how to stay safe inside and outside of school.• We learn how to engage with technology, including the internet, in a safe and healthy way.• We know who our safe and trusted adults are• We can recognise safe and positive relationships.• We can recognise safe and positive relationships.• We are aware of our own mental health and wellbeing and know a range of strategies to look after ourselves.

How do we recognise when a child has exceeded our expectations or has made good improvements or progress?

7. We expect all our pupils to adhere to our expectations and we do not give out rewards as bribes.

8. Depending on what the child has achieved and the circumstances of the individual pupil, we will recognise their effort or attainment through one or more of the following:

- Speak to the child about why we are proud/pleased with them.
- Note on their work in recognition of what they have done well.
- Send to child to another adult for additional recognition and praise (for example the Team Leader).
- Award house points when children show behaviours that demonstrate our core values of **ready, respectful, safe**.
- Nominate the child for a special mention in our Friday assembly.
- Contact the parents to share the good news (through texts, postcards, email or phone calls).
- Nominate the child for our top table award.
- Nominate a child for a Governor's award (annually).
- Class based reward systems (working towards a class reward)
- Send the child to the Headteacher for celebration – child's name will be added to the Headteacher's Golden Book.
- Nominate the child for a Headteacher's Award which will be presented at our half termly celebration assemblies – parents invited.
- In EYFS and KS1, a short 30 minute period of "Golden Time" may be used.

House points:

9. House points underpin our whole school reward system here at Uplands. It encourages a team ethos, giving children a shared community to interact with staff and peers from across the school to develop new and stronger relationships. When children join our Uplands' community, they will be placed into one of our School Houses. Each house will have a teacher from EYFS, KS1 and KS2 attached. The houses will come together in a House Assembly at the start of every new term. House Captains are elected from year 6 children for each team, and they have the important role of providing positive leadership to the children in their House. House Captains will be elected termly. The Year 6 House Captains will collect the class points

each week. We will celebrate our winning house during a Friday Celebration Assembly. All staff are able to award team points.

What if a child does not behave as we expect?

At Uplands, we understand that all behaviour is a communication. Our approach aims to promote emotional resilience, empathy and problem solving skills within all of our children. We also recognise that children should be held responsible for their actions and when behaviour does not meet the expected standard, then consequences are consistently and fairly applied. Staff will endeavor to create a predictable environment by always challenging behaviour that falls short of our expected standard, and by responding in a consistent, fair and proportionate manner. Our children will know with certainty that behaviour will always be addressed and adults will always comment on the **behaviour, not the child**. Following this, children will always be given a fresh start.

Use of restorative conversations

10. Following any incident with behaviour, restorative conversations are important to ensure that a pupil reflects on their behaviour and understands the impact that their behaviour has on others. Restorative conversations should be led by the adult who dealt with the behaviour and will follow the following format:
 - What happened?
 - What were you thinking/ feeling at the time?
 - Who has been affected by this? How?
 - What do we need to do to put it right?
 - How can we do things differently next time?

We follow a traffic light system to help children to understand the consequences of their actions.

Stage 1: Yellow level

11. Low level disruption. Occasionally, we may find that we are speaking to a child about a small yet often reoccurring behaviour issue.

Examples of this may include: Inappropriate use of chairs, not respecting quiet time (such as not respecting quiet times when walking through the school or in assembly), being inside without permission, not completing tasks (see below), disrupting others during learning time.

If a pupil is demonstrating the above then the following consequence will apply:

12. A 30 second intervention will be used.

a. Gentle approach, personal, non-threatening, side on, eye level or lower.

b. State the behaviour that was observed and which rule/expectation/routine it contravenes.

c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.

d. Walk away from the learner; allow them time to decide what to do next.

If there are comments, as you walk away write them down and follow up later. This may take place during break time.

Stage 2: Orange level. Behaviour is becoming more serious or on-going (list is not exhaustive)

13. Refusing to work, stealing, constant low-level disruption, rudeness to any member of staff, damage/lack of respect for the school environment or school property (for example, snapping pencils, taking something belonging to someone else), persistent friendship issues and not responding to advice, unkind behaviour, swearing, rough play at lunchtime. Orange levels will also be given in response to repeated Yellow Level consequences where no improvement is shown in behaviour.

If a pupil is given an Orange level, the following consequence will apply:

14. If given during learning time, the child may be asked to take their work to a different classroom to complete it. The child will miss part of a lunchtime and spend the time with a Team Leader or another appropriate adult, within the school. This may be for up to 30 minutes. Parents will be contacted and informed via email or phone call. If a child receives multiple orange levels in a week, parents will be asked to come in to school to meet with the class teacher to discuss the behaviours and establish a home-school plan for improving these behaviours.

Stage 3 Red level: This is a serious consequence and may be used when a child is demonstrating any of the following:

15. Bullying (including use of social media), injuring another person (including staff), whole school disruption (such as setting off the fire alarm), leaving the classroom without permission, damage to school property, intimidating pupils or staff, inappropriate behaviour or comments, racist comments, lashing out without any provocation. Behaviour linked to a child protection issue (examples of this could include “sexting”) – we will not tolerate inappropriate or derogatory comments as “banter” or “part of growing up”. Racist comments will be sent to HCC. Repeated orange levels where no improvement to behaviour is seen, will lead to a Red Level. Red level consequences may also lead to the loss of privileges – for example pupil ambassador roles may be taken away, or pupils may be asked not to attend events such as discos or school parties.

In these instances, (the list above is not exhaustive) the following consequences will apply:

16. Children will be given lunchtime(s) detention and will be supervised by a member of SLT. They may be asked to complete work, or take part in reflective or restorative work during this time. Parents will be contacted and informed of the behaviour via a phone call.

17. Please note that with all the consequences listed, children will always be given time to eat their lunch and have a comfort break.

Stage 4 Purple level: this consequence will be individual and personal to the child and their needs

18. If pupils do not show improvements following the consequences listed above, or if a child demonstrates extreme and serious behaviours, the child may be placed on 'purple level'. This can be used when school has concerns that additional support is needed to ensure the safety and wellbeing of staff and pupils. The child may be supported through working away from others during lesson time as an internal suspension, or in order to provide additional pastoral support.

19. Where a child is displaying behaviours that meet the threshold for purple level, SLT will be called and the child may be removed from the classroom or playground. Removal is a serious consequence and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

20. Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the teaching and learning happening in the classroom at that time.

21. Removal can be used to:

- a. Restore order if the pupil is being unreasonably disruptive.
- b. Maintain the safety of all pupils.
- c. Allow the disruptive pupil to continue their learning in a managed environment.
- d. Allow the disruptive pupil to regain calm in a safe space. Outside agencies may also be involved with the child and other referrals may be made at this stage.

Parents will be contacted and asked to come in to school to discuss this with staff.

Suspension

1. We follow the [DfE Suspension and Permanent Exclusion Guidance](#) when considering suspension. Only the Headteacher can suspend a pupil and parents do not have the right to demand the suspension of another child. Parents will always be informed by the school on the day that a suspension is issued and work will be set for the child to complete at home. Suspension is not a decision that is taken lightly. Headteachers can use suspension or permanent exclusion in response to serious incidents or in response to persistent poor behaviour that has not improved following in school consequences and interventions.

2. The reasons below are examples of serious incidents that may warrant suspension:

- a. Physical assault.
- b. Verbal abuse or threatening behaviour.
- c. Use of, or threat of use of an offensive weapon or prohibited item.
- d. Bullying.
- e. Racist abuse, or abuse against any of the protected characteristics.

3. This list is not exhaustive and the headteacher will use their professional judgement to make decisions based on the individual circumstances of a case. In all cases, following a suspension (internal or external), we will consider what support is needed to help the child return to the classroom and meet the expected standards for behaviour, and will offer a reintegration meeting to support with this. Individual behaviour systems may be introduced at this stage, for example a personalized behaviour report card or reward chart.

Reasonable force

4. Reasonable force is **never** used as a consequence or form of punishment. Any reasonable force will be applied as in accordance with our [Physical Intervention Policy](#). Parents will always be informed and the

incident must be recorded and reported to the Headteacher immediately. The school will ensure that staff have suitable training for their role and we will always try to use de-escalation strategies before physically intervening with a child. Following the use of reasonable force, the school will evaluate its procedures and adapt plans/risk assessments if needed. At Uplands, we have a 'code red' system that we use if we need to and this is detailed in our [Health and Safety policy](#).

Searching, Screening and Confiscation

5. In some circumstances, it may be necessary for staff to search children's property or person. Specific, detailed [guidance](#) will always be followed and parents informed.

Behaviour outside of school premises

6. On occasions we may think it necessary to tackle misbehaviour that occurred when a pupil was not in our school grounds yet behaving in an unsafe, threatening, inappropriate or unacceptable way. Examples of this could be for unacceptable behaviour when a child is taking part in a school-organised activity such as a trip or residential. In these cases, parents will be informed and we may use one of the consequences mentioned above.

7. We may also consider the use of one of the consequences above in response to children's online conduct, where pupils have behaved in a way that poses a threat to another pupil or that could have repercussions for the orderly running of our school.

Clubs

8. We are pleased to be able to offer a range of extra-curricular clubs to the children as part of our wider personal development offer. However, if children do not meet the expected standard for behaviour when in attendance at these clubs, parents will be informed and the child's offer of a place will be retracted. In these instances, the child will first be given a clear warning and explanation about why their behaviour is not acceptable, and if behaviours do not improve, then the child will be asked not to return to the club.

What if another child was involved?

9. It is our policy to listen carefully to all the children involved in a dispute and, where appropriate, record the incident. We will deal with the situation as soon as possible. On occasions, pupils may be asked to write down their version of events. Consequences will not be applied until we have spoken to all pupils involved. **We will never issue a consequence solely based on parental opinions expressed about another child. For example, in response to opinions expressed about another person's child on social media. We do not report to parents, consequences that have been issued to other children.**

How do consequences apply for pupils in Year R?

10. We will use our learning characters in Year R to teach the children about behaviour expectations in an age appropriate way. We have clear expectations and routines, even for our youngest children. When behaviour falls short of these expectations, we will always consider the age of the pupil and the length of time they have been in school. A consequence in Year R may be that the child misses out on a short amount of Discovery time. Unsafe behaviours that could harm other pupils or staff will always be addressed immediately and may involve the children taking some reflection or restorative time away from the Year R classroom.

What happens if work is not being completed or finished to an acceptable standard?

If a child has not completed work or finished it to an agreed standard, then first of all we will reflect on our lesson and consider if the work was appropriate. If we think it was within the capabilities for the child and we know that our expectations for the outcomes were clearly set, then pupils will be asked to stay in for break time to improve or complete their work ([yellow level](#)). Should a child refuse to complete work or leave a lesson then the incomplete work will either be sent home to finish at the end of the day or an [orange level](#) consequence may be applied. Parents will be informed via email or phone call.

How do we support pupils with specific needs?

11. For a variety of reasons, a child may require extra support for a time to be able to manage and regulate their feelings and behaviour. We recognise that some children have additional emotional and behavioural or mental health needs and struggle to regulate their behaviours. When children find it challenging to control their emotions they may lash out or try to hurt others. Adults will be alert to these children and ready to step in to prevent harm to the child or others around them. We aim to provide effective support as soon as we identify an issue and depending on the child's needs, we will use some or all of the following strategies:

- a. Contact the parents and explain clearly what the issues are and to establish if there are any circumstances that may be contributing to the behaviour.
- b. Listen to the child and speak to them about their behaviour and agree clear targets for improvement.
- c. Refer the child for internal support in learning some regulation strategies and for a chance to talk and listen to advice from a trusted adult.
- d. Allow the child some 1 to 1 time with an adult to settle them/support in class or calm down/reflect.
- e. Redeploy staff to ensure the child is supported with their daily life around school.
- f. Use the advice from outside agencies and, if necessary, refer concerns on to Children's Services.
- g. Implement an individual behaviour plan and/or system.
- h. Refer to child to our Inclusion Leader and implement clear behaviour plans and, if necessary, risk assessments.
- i. Observe the child around school and in class to establish any trigger points.
- j. Model expected behaviour at all times.
- k. Provide opportunities to succeed. This could be through becoming a monitor or adapting the learning to interest and motivate the pupil.
- l. Target our teaching of the PDL curriculum or circle time to address issues.

Is it wrong to tell?

We encourage all children and adults to tell us if they need to talk about something. The children are asked to tell any adult in school if they do not find actions of others acceptable, if they feel or think others are intimidating, or if they or others feel pressured in any way. All staff are trained on our whistleblowing procedures and are encouraged to follow the correct procedures if they observe any behaviour in adults that they feel uncomfortable with.

12. We acknowledge that child on child abuse could happen in this school and all staff have training on safeguarding our pupils. Staff will report any child-on-child abuse immediately to SLT and also record concerns on CPOMs. Leaders will follow the stages outlined in section of our [Child Protection Policy](#) which may lead to a referral to an outside agency such as the Police or Children's services.

How do parents communicate with the school if they have a concern?

13. If a parent is concerned about a child's behaviour, then they can contact us via the office, letter, e-mail or phone and we will speak to them as soon as possible. It is best to speak to the Class teacher in the first instance as initially they will know more details than the Leadership Team. If parents still have a concern or feel that the issue has not been resolved then they may contact a member of the Leadership Team. **Please refer to our Parent School Communications Policy for more information on how you can contact the appropriate person at school.** In the unlikely event that parents are still not happy with the outcome then our [Further Complaints Policy](#) can be found on our school website.

Mobile Phone Use:

14. At Uplands, we operate a no-phones for children policy. Children in Year 5/6 are permitted to bring a mobile phone to school **if it is required for the safe travel to and from school**. Phones must be placed in the box at the start of the day, where they will be stored securely for the duration of the day. Phones will be returned to pupils at the end of the day. Phones must be switched off, and remain switched off until the pupil has left the school site.

15. Any pupil not adhering to these rules will have their phone confiscated until their parent is able to collect it from the office.

Behaviour incidents online:

16. The way in which pupils relate to one another online can have a significant impact on the culture at school. Although online spaces differ to our school environment, we still expect pupils to show the same standards of behaviour and treat everyone with kindness, respect and dignity.

17. Inappropriate online behaviour (including but not limited to; bullying, the use of inappropriate language, the soliciting and sharing of nude/semi-nude images and videos and sexual harassment) will be addressed in accordance with the same principles as offline behaviour; we will follow our Child Protection Policy and speak to a DSL. Where we suspect a pupil of criminal behaviour online, we will follow DfE Guidance and refer to Keeping Children Safe in Education.

18. Many online behaviour incidents amongst children occur outside the school day and off the school premises. Parents are responsible for this behaviour. Where pupils' behaviours online pose a threat or cause harm to another pupil, or have repercussions for the orderly running of school, school will consider using a consequence listed above.

What needs to be recorded and reported?

19. *All staff* are responsible for reporting and recording unacceptable behaviour. Issues at break times, offsite, reported by parents or of a serious nature should be recorded on CPOMS. Meetings with or phone calls to parents must be also logged on CPOMS. Any concerns that could be linked to a child protection issue must be passed onto a DSL immediately. Any use of reasonable force must be documented and given to the Headteacher. In all cases where restraint is used, the parents will be contacted.

Responsibilities

20. The Leadership team will:

- a. Model the behaviour expected of the school community at all times.
- b. Ensure that all members of the school community understand this policy and that it is regularly reviewed, implemented and always accessible.
- c. Ensure that all staff have training appropriate to their role on induction and regular updates as appropriate.
- d. Ensure whole school training occurs as needed. For example, Team Teach training.
- e. Deploy staff effectively to enable pupils to be supported with their behaviour.
- f. Ensure records are kept and analysed.
- g. Liaise with outside agencies and refer any concerns about behaviour that may arise from a safeguarding/child protection issue.
- h. Report to the Governing body regarding the number of consequences and data relating to key groups such as SEN.
- i. Meet with parents to discuss concerns if they feel that this policy has not been implemented properly.
- j. Reflect on any issues (such as use of reasonable force) and make adaptations/adjustments as necessary.

21. The Inclusion Leader will:

- a. Liaise with staff, parents and outside agencies to provide the right support to meet the child's needs when needed.
- b. Plan for effective transition where needed. For example, when pupils move up to the next stage of their education.
- c. Ensure all paperwork such as IBMPs and risk assessments etc are up to date and communicated.
- d. Ensure that SEN pupils with behavioural needs are well managed and supported in school.
- e. Ensure that all staff understand when a child needs additional support.

22. All members of staff will:

- a. Follow the policy and its guidelines consistently.
- b. Set a good example to children by speaking politely, dealing calmly with situations and listening to all sides of the story. Model expected behaviour at all times.
- c. Implement an agreed approach to the recognition of good behaviour.
- d. Employ strategies that promote good behaviour.
- e. Maintain good discipline within the classroom.
- f. Motivate all children to become independent, effective learners.
- g. Plan and provide stimulating and appropriately challenging tasks in the classroom.
- h. Establish class rules with the children, based on an understanding of our core values **Ready, Respectful, Safe** and enforce these. Refresh with pupils every half term.
- i. Take responsibility and ensure that inappropriate behaviour is dealt with effectively.
- j. Support children who misbehave where appropriate.

- k. Apply fair and proportionate consequences in response to unacceptable behaviour, explaining them to the children calmly.
- l. Inform parents of any changes in their child's behaviour at an early stage.
- m. Pass on any concerns that may be linked to a child protection concern (for example, Prevent) to the DSL or make a referral using the numbers listed in school.
- n. Inform supply staff about any extra adaptations that may be needed.
- o. Support pupils with transition into the next stage of their education and induction into the school.
- p. Refer to the SLT and ELSA, any pupils needing adjustments or additional support.
- q. Adapt strategies to suit pupils with additional needs liaising with the Inclusion Leader and outside agencies where appropriate.

23. Parents are expected to:

- a. Abide to support the school's policy on behaviour management.
- b. Ensure that their child(ren) attend school every day and are punctual every day.
- c. Inform the school when children show differences in behaviour, or behave unusually at home talk regularly to the class teacher about their child.
- d. Encourage their child and take an interest in their efforts, behaviour and achievement at school.
- e. Inform the school when a change in circumstance has occurred that could result in a change in the child's behaviour.
- f. Engage with strategies and systems recommended by school to support their child.

24. Children should:

- a. Be familiar with the school's policy.
- b. Follow the instructions and rules in place at Uplands.
- c. Take responsibility for their behaviour and act upon the advice/support given.
- d. Take appropriate steps to improve their behaviour in response to consequences that are given, with the support of school and home.

25. Governors will:

- a. Approve and discuss the policy and review it every three years.
- b. Receive and discuss reports concerning the implementation of the behaviour policy.

Policy Monitoring and Review

26. This policy will be reviewed every three years by the governors. However, if new guidance or legislation is introduced the review will be moved forward. Staff will reread this policy every year, or more frequently if the need arises. The drafting or review of this documentation will be delegated to appropriate members of staff prior to wider consultation and discussion.

Legislation and Statutory Guidance:

27. This policy is based on legislation and advice from the Department for Education (DfE) on:

- a. [Searching, screening and confiscation: advice for schools 2022](#)
- b. [The Equality Act 2010](#)

- c. [Keeping Children Safe in Education 2023](#)
- d. [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- e. [Use of reasonable force in schools](#)
- f. [Supporting pupils with medical conditions at school](#)
- g. [Special Educational Needs and Disability \(SEND\) Code of Practice](#)