

# UPPERBY PRIMARY SCHOOL

## BEHAVIOUR & RELATIONSHIPS POLICY



### School Details

|                        |                              |
|------------------------|------------------------------|
| Headteacher:           | Mrs P Burns                  |
| Co-Chair of Governors: | Mr W Atkinson & Miss R Mason |
| Policy Date:           | September 2026               |
| Policy Review Cycle:   | Annually                     |
| Next Review Date:      | September 2027               |

### Policy Rationale

At Upperby Primary School, we believe that good behaviour is fostered by creating a happy, safe, caring, and inclusive learning environment where every child can thrive. Central to this is building strong, positive relationships between pupils and staff, grounded in our core values: **Respectful, Responsible, Resilient, Confident, Caring, and Aspirational.**

We have high expectations for all of our children whilst recognising that certain children have specific needs. We believe that all behaviours are a form of communication and happen for a reason. We help all of our pupils develop the skills necessary to self-regulate their emotions and manage their behaviour to help fulfil their potential

### 1. Policy Aims

This policy aims to set out which behaviours are permitted and prohibited at our school; the values, attitudes, and beliefs they promote and the social norms and routines that will be encouraged throughout the school community. This behaviour policy is the starting point for laying out our vision and is one of the important ways that our school culture is communicated to our pupils, staff, and parents/carers.

Specifically, this policy aims to:

- Promote high expectations for conduct and behaviour, understood and consistently applied by all staff and pupils, creating a calm, safe environment conducive to learning.
- Ensure visible and consistent leadership support for staff in managing behaviour.
- Use general and targeted interventions to support pupils in meeting behaviour standards, making reasonable adjustments for pupils with additional needs.
- Prevent behaviour that disrupts learning or school routines, taking proportionate action to restore positive conduct.
- Foster a school culture where bullying, threats, abuse, intimidation, and discrimination are not tolerated, and all members feel safe and respected.
- Address incidents of bullying, discrimination, aggression, and derogatory language swiftly and effectively.

Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils. This behaviour policy is aligned with the school's legal duties and standards relating to the welfare of children including:

- The expectations set out in KCSiE.
- Section 89 (1) of the Education and Inspections Act 2006.
- Sections 88(2) and 89(2) of the Education and Inspections Act 2006.

This policy has taken into account our Governing Body's statement of behaviour principles.

## **2. Governing Body's Statement of Behaviour Principles**

The Education and Inspectors Act 2006 and DfE guidance requires our Governing Body to make, and frequently review, a statement of behaviour principles to guide our Headteacher in determining measures to promote good behaviour. This is a statement of principles, not practice.

The practical application of these principles are the responsibility of the Headteacher. The statement has been adopted by the Governing Body as a whole and is informed by our values and our vision.

Our Governing Body has set out the following principles:

- The Governors of Upperby Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables:
  - (a) all its pupils to make the best possible progress in all aspects of their school life and work; and
  - (b) all staff to be able to teach and promote good learning
- All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
- Upperby Primary School is a fully inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2014). To this end the school must have a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and regularly monitored for their effective implementation.
- The school's legal duties under the Equality Act, 2010 – in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils, should be set out in the Behaviour Policy and made known to all staff.
- Parents/carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.
- The School Rules should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all pupils. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.

## **3. Aims of the Behaviour and Relationships Policy**

The aims of this policy:

- To reinforce the school's six core values.
- To set high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- To ensure that school leaders are visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- To ensure that measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- To ensure pupil behaviour does not disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- To reiterate to all members of the school community the need to create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
- To reinforce that any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) will not be tolerated and will be dealt with quickly and effectively.

## **4. Communicating Our Behaviour Policy**

Communicating the school's policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents/carers, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Our behaviour and relationships policy will be communicated, in writing to parents/carers, staff, and pupils at least once a year but we aim to do this more frequently (every half-term for example). The school's behaviour and relationships policy is also published on our school website.

## 5. Our Whole School Approach to Behaviour

At Upperby Primary School, we ensure that high standards and expectations of good behaviour pervade all aspects of school life. We achieve this through our 'Expectations for Behaviour' posters. These act as a constant reminder of our approach to behaviour to staff, pupils and parents/carers and anyone joining or visiting our school.



## 6. Roles and Responsibilities

The **Governing body** will establish in consultation with the Headteacher and staff the policy for promotion of good behaviour and keep it under review. It will ensure that the policy is communicated to pupils and parents and is non-discriminatory and that the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The **Headteacher and Deputy Headteacher** will be responsible for the day to day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher and Deputy Headteacher.

**Staff**, including teachers, support staff and volunteers will be responsible for ensuring that the policy and procedures are followed and are fairly and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have the responsibility, with the support of the Headteacher and Deputy Headteacher for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy consistently.

**The Governing body, Headteacher and staff** will ensure that the policy is not applied differently on any grounds, particularly regarding ethnic or national origin, culture, religion, gender disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

**Parents and carers** will take responsibility for the behaviour of their child(ren) both inside and outside the school. They will be encouraged to work in partnership with the school and to assist the school in monitoring high standards of behaviour. They will have the opportunity to raise with the school any issues arising from the operation of the policy.

**Pupils** will be expected to take responsibility for their own behaviour and will be made aware of the policy, procedures and expectations. Pupils need also to ensure that any incidents of disruption, bullying and/or any form of harassment are reported.

## 7. Behaviour Expectations and Pupils with Special Educational Needs and/or Disabilities (SEND)

At Upperby Primary School, we promote high standards of behaviour for all pupils while ensuring those with SEND receive the support needed to succeed. We recognise that behaviour can be a form of communication and may be influenced by a pupil's needs. Each incident is considered individually, and we respond with fairness, understanding and consistency.

When making decisions about behaviour, we follow our legal duties, including:

- Taking reasonable steps to avoid disadvantaging disabled pupils (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

We aim to anticipate triggers and put supportive strategies in place. These may include:

- Planned movement or sensory breaks
- Adapted seating or uniform adjustments
- Access to calm/safe spaces for regulation
- Use of approaches such as Zones of Regulation, social stories and emotion coaching
- Personalised plans to guide consistent support
- Involvement of outside agencies when appropriate

For pupils with an EHCP, we ensure all provisions are delivered and work with the local authority when concerns arise. If needed, we request an emergency review to ensure the pupil's needs continue to be met.

At Upperby, our values — **Respectful, Responsible, Resilient, Caring, Confident and Aspirational** — guide our commitment to supporting every child to feel safe, understood and ready to learn.

## 8. Responding to Behaviour

Maintaining a positive culture requires constant work. At Upperby Primary School we positively reinforce the behaviour which reflects the values of our school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate natural consequences / sanctions.

### Recognising Positive Behaviour

We firmly believe that acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to our pupils. Using positive recognition and rewards sits at the very heart of our approach to behaviour and it provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Our pupils earn Dojo points for demonstrating good behaviour, for following our school rules and other positive acts in and around school. We use a range of other options and rewards to reinforce and praise good behaviour. For example, in place of, or in addition to, Dojo points, pupils may receive:

- verbal praise
- stickers
- certificates
- recognition at celebration assemblies
- communication with parents to pass on praise

All children collect Dojo points and 'cash in' their points for rewards. In EYFS, KS1 and LKS2, pupils exchange their points for a prize once they reach the agreed amount (20 Dojo points). In UKS2, classes work towards a shared half-termly target; if they meet it, the whole class earns a reward. As this may not always be achieved, individual pupils will also receive certificates when they reach set milestones.

## 9. Responding to Misbehaviour

When a member of school staff becomes aware of misbehaviour, they respond predictably, promptly, and assertively in accordance with the school behaviour and relationships policy. The first priority is to ensure the safety of pupils and staff and to restore a calm environment. To ensure that our staff respond in a consistent, fair, and proportionate manner, we have developed the following guidance:

### Acceptable forms of consequence

This behaviour and relationships policy includes a range of possible consequences clearly communicated to and understood by pupils, staff and parents/carers.

Examples of consequences for poor behaviour may include:

- a verbal reprimand and reminder of the expectations of behaviour;
  - loss of privileges – for instance, the loss of a prized responsibility;
  - reflection time;
  - natural consequences, as a result of poor behaviour. For example, staying in at playtime to finish incomplete work or tidying up your own mess;
  - regular reporting to SLT member;
  - internal isolation;
  - suspension;
- and
- in the most serious of circumstances, permanent exclusion.

### Sanctions

The following chart outlines examples of each behaviour and possible consequences and sanctions.

| Behaviour                                                                                                                                                                                                                                                     | Sanction                                                                                                                                                                                                                                                                                                                                           |
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| <b>Step 1 Offence</b><br>Child day dreaming, looking around, talking (non-disruptive)<br><br>Talking, distracting others, slow to complete work, arguing with peers, calling out                                                                              | <b>Non-Verbal</b><br>A look, standing near the child, reminder of class rules, praise children nearby<br><br><b>Verbal Request</b><br>'Name' you are breaking our rule of <b>(describe rule)</b> by <b>(describe action)</b> please can you <b>(desired behaviour)</b> .                                                                           |
| <b>Step 2 Offence</b><br><br>Low level disruption, calling out, consistently being off-task, rudeness to staff, throwing small equipment.                                                                                                                     | <b>Time out in class - thinking table / chair</b><br><br>'Name' you have continued to <b>(describe action)</b> you now need to have time out on the thinking table / chair.                                                                                                                                                                        |
| <b>Step 3 Offence</b><br><br>Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions, disruption to learning, hurting another child.                                                                                   | <b>Time out in another class / sanctions at lunchtime. Class teacher to speak to parent</b><br>'Name' you have continued to <b>(action)</b> , you now need to think about making the right choice <b>desired behaviour</b> in time out in another class.                                                                                           |
| <b>Step 4 Offence – Sent to SLT</b><br><br>Swearing directly at an adult, refusal to come in from playtime/lunchtime, violence or intimidation directed at any member of the school community, leaving the classroom without permission, upturning furniture. | <b>Sent to Phase Leader</b><br>'Name' you need to .... because....<br><br><b>Class teachers will track the number of times each child has out of class each half term. On the second time out, the phase leader will call parents.</b><br><br><b>A behaviour book will then be introduced and a meeting will be held with parents once a week.</b> |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Step 5 Exclusion</b><br><br>Continuation of level 2- 3 offences. Deliberate violence towards a child in the classroom, racist incidents, upturning furniture, damaging school equipment, vandalism | <u><b>Sent to the Head teacher</b></u><br>The head will then decide possible sanction:<br>Missed playtime(s)<br>Internal exclusion<br>Fixed term suspension<br>Lunchtime exclusion<br>Meeting with parents/ carers<br>A behaviour record of the child will be made |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

If an incident happens during playtime, again the child needs reminding first of all about expectations. If after this, the behaviour continues, they will be asked to stand by the staff member for two minutes to think about their behaviour.

Physical violence will never be accepted within our school. If a child strikes out at another, they will automatically miss their playtime (for one day in KS1 & two days in KS2). EYFS will go on time out. Children are told not to retaliate back but instead tell an adult straight away. If they do strike back, they will receive the same punishment as the perpetrator.

### **Restorative Justice/Reflection on Actions**

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution.

Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

### **Bullying**

As a school we take allegations of bullying very seriously. This is covered in our Anti-Bullying Policy. For a few children the system listed above will not discourage inappropriate behaviour.

For these children an individual behaviour plan will be devised. A child with emotional and / or behavioural difficulties may also be referred to outside agencies for further support. The school will follow advice and support from outside agencies to improve behaviour in school. Referrals to outside agencies such as the Educational Psychologist will be made as appropriate. Children may also be referred to the pupil referral unit.

In exceptional circumstances pupils may be at risk of permanent exclusion and may need longer term intervention to help them manage their behaviour better. The exclusion policy sets out the procedure the

school will follow for an exclusion.

It is important that everyone who has responsibility towards the children in our school fully understands this system and that it is acted upon fairly and consistently.

### **Monitoring and Review**

This policy is monitored on a day-to-day basis by the Head teacher, who reports to Governors about the effectiveness on request.

The policy will be reviewed every year.

This policy was agreed by the Governing Body on 16<sup>th</sup> September 2026.

Date of the next review September 2027.