



Cabot
Learning
Federation



Behaviour and Discipline Policy

Approved by	UVA Academy Council
Date	
Review Date	Spring 2028

Behaviour and Discipline Policy

1 Rationale

- 1.1 At Uphill Village Academy we value all members of our community. We believe they can all make a positive contribution to the success of our academy. At the core of success sits positive relationships. This policy is designed to capture the beliefs of our academy, the values we promote and the quality of relationships that underpin our work. It encompasses all stakeholders and captures the expectations for all staff, children, academy councillors and families. The values it promotes are fully inclusive and are not differentiated according to age, gender, religion, ethnicity, sexuality or ability.
- 1.2 This policy should be considered alongside:
- Anti Bullying Policy
 - Safeguarding Policy
 - SEND Policy
 - Health and Safety Policy
 - Exclusions and Suspension Policy

2 Putting our Principles into Practice

- 2.1 It is a primary aim of our academy that every member of the community feels valued and respected, and that each person is treated fairly and well. We are a loving and caring community, whose principles for behaviour management are built on the fundamental British values that are enduring human values and sustain our academy and wider communities.
- 2.2 The academy's behaviour policy is designed to support the way in which all members of the academy can live and work together in a harmonic and supportive way in our modern society. It aims to promote an environment where everyone feels happy, safe, respected, valued and secure. This can only be achieved if all staff are consistent in approach and work in close partnership with the families of the children in our care.
- 2.3 We strongly support the use of preventative discipline (establishing rules and routines to prevent disruptive behaviour occurring) and place much emphasis on recognising positive behaviour and encouraging others.
- 2.4 We adopt and use a relationship behaviour model. The following table explains how it is applied:

Behaviour is something we teach intentionally . We learn through consistent rules, routines and expectations
Children and young people will make mistakes and can be responsive to the environment and the context
Behaviour management is predominantly understood through relationships
Children who are struggling to manage behaviours will be offered support
Boundaries and limits are to keep everyone safe and to meet everyone's needs
Rules may have to be adapted to meet specific needs
Consequences are given to support and reinforce children's understanding of our rules, routines and expectations .

3 Values

- 3.1 At Uphill Village Academy, our expectations are clear and consistent throughout school. We have key expectations of every member of our school family. We expect every child and adult to demonstrate our values of Everybody, Trust, Responsibility and Courage.
- We believe in the ethic of everybody
 - We believe children and adults can be trusted to learn
 - We believe children and adults will take responsibility within the school community
 - We believe children and adults should show courage in their learning
- 3.2 Demonstrating these values means that our children can learn and grow both academically and emotionally. From here, we can ensure that our children are able to discover and retain new knowledge and skills but also develop as well-rounded, aspirational citizens with a strong set of values.
- 3.3 Across the school we follow three simple rules:
- Ready
 - Respectful
 - Safe

4 Modelling Positive Behaviour

- 4.1 All staff, every day, will ensure that they:
- Always greet a child with warmth, politeness and respect.
 - Prioritise the development of positive relationships with, and between, children
 - PRAISE IN PUBLIC – Deliberately and persistently catch children doing the right thing and praise in front of others.
 - REPRIMAND IN PRIVATE where possible – Deal with unwanted behaviour quietly and away from other children.
 - Never walk past or ignore children who are failing to meet expectations
 - Always redirect children by referring to being ‘ready, respectful and safe’
 - Support pupils to always move around academy quietly and sensibly.
 - Use children’s names.
 - Be a good role model through ensuring classrooms are organised effectively, lessons are ready to go, and appropriate adaptations are made to cater for all children.
 - Monitor behaviour incidents using school systems
 - Use behaviour scripts consistently when dealing with escalated behaviours
- 4.2 When communicating, all staff will:
- Use a polite, calm tone of voice at all times
 - Avoid use overly emotional words to describe behaviour, e.g. ‘naughty’ ‘horrible’ instead using ‘not safe’, ‘not respectful’, ‘not kind’
 - Focus on the behaviour, not the child
 - Use ‘we’ when talking about expectations “At Uphill Village Academy, we walk quietly.”

4.3 Pupil's responsibilities are:

- Follow our rules: Ready, Respectful and Safe
- Demonstrate our values: everybody, trust, responsibility and courage
- Move around the academy quietly and sensibly
- Ensure shared areas are kept tidy and organised
- Respect academy resources and equipment
- Be responsible for their own belongings
- Actively engage in lessons
- Follow instructions given by adults in the academy
- Let an adult know if there is a problem

4.4 Parental responsibilities are:

- Inform the academy of any changes in circumstances which may influence a child's learning or behaviour
- Promote the importance of education and good behaviour choices to children
- Have high aspirations for their children
- Be supportive of the academy's rules and values and promote them at home
- Support the academy's Behaviour and Relationship Policy and co-operate fully with any behaviour procedures should they become necessary
- Engage positively and respectfully with academy staff
- Act as a good role model for our children whilst on the academy site
- Relay any concerns directly to academy appropriately

Positive Response	Behaviour	Our Approach	Recognitions for Positive Behaviours
	Behaviour as Expected • Sitting in seat engaged in learning • Active and meaningful discussion with peers • Resources being used to support learning • Walking quietly around the school • Lining up quietly and promptly • Greeting and engaging with adults appropriately	Positive Praise • Non verbal and verbal praise (e.g. thumbs up) • Highlight pupils who are ready to learn • Select pupils to share their work with the class • Select pupils to share their work with Senior Leaders	• Reward stickers • Recognition Boards in classrooms • House points • Post Cards home • Positive behaviour plans and reward cards for those with individual needs. • Recognition of good character in the weekly OWLHs Assembly. • Sharing 'work of the week' in the weekly OWLHs Assembly. • Hot Chocolate Friday. • Awards Assemblies held three times per year.

5 Response to Mistakes and Incidents

In **Reception** and **Year 1**, we teach pupils the rules and how to behave in school. Our approach and strategies help them to learn to do this with increasing independence.

In **Year 2** and **Year 3**, we support pupils to follow the rules they have already learnt. They may still need help but are generally able to manage their behaviour with greater independence.

In **Years 4, 5 and 6**, we expect pupils to manage their behaviour independently most of the time using the tools and strategies they have learned earlier in school.

- 5.1 At our academy we accept and understand behaviour as a learning process and mistakes are inevitable. We offer support, help and guidance to the children so they can learn from their mistakes and improve for next time. It is our role, as adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our children's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.
- 5.2 Our academy believes in the power of using restorative approaches. Such processes do not shy away from using consequences, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our academy to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.
- 5.3 In using this process at our academy, we use four questions:
 - What happened? (reflection)
 - What were you feeling or thinking at the time?
 - Who has been affected? (empathy)
 - What can we do to make things right? (What can you do differently in future?)
- 5.4 Using this approach, children can reflect on what has happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This may be a verbal or written apology, a picture, or an action.
- 5.5 At our academy, staff work with the children to ensure that they have learnt from an incident so that they can avoid such behaviour next time. Teaching of the skills required may be necessary to enable a different outcome in the future. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.
- 5.6 The majority of pupils behave well and conform to the expectations of our academy. We have a responsibility to operate an effective behaviour policy that encompasses preventative strategies for managing difficult and dangerous behaviour in relation to the whole academy, each class, and individual pupils.
- 5.7 For the majority of behaviour incidents, these can be managed within the classroom with the adult teaching them.
- 5.8 For all behaviours, adults should consider if the child has adequate cognitive understanding and the right support to manage their behaviour. Approaches and strategies should be adapted to take this into account. Reasonable adjustments, including greater levels of support, may be needed for some pupils.

6 Using Consequences

- 6.1 Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences such as receiving a certificate or being given house points. Children should develop an understanding that there will be a consistent response and consequence to unwanted behaviours at our academy, in order to learn to self-regulate in the future.
- 6.2 Although our approach to discipline is rooted in the positive framework there also needs to be a clearly understood set of consequences that apply when agreed rules are broken. The following table demonstrates this progressive sequence of actions:

	Behaviour	Our Approach	Consequences
Stage 1	Low level disruption - Talking to the person next to them - Not focused on learning - Calling out - Leaving their seat - Distracting others - Running in school - Talking in the line	- Reminder of behaviour expectation - Distract and deflect away from the behaviour - Positive phrasing – ‘walking, thank you’	No records needed Consider reasonable adjustments the child might need to maintain expected levels of behaviour.
Stage 2	Beginning to challenge - Repeated low level disruption despite reminders - Refusal (not defiance) * - Pushing in the line - Shouting in corridors - Pulling faces or making gestures	- Continue to remind the pupil of expectations - Give a warning (discretely and quietly) - Provide opportunity for self-discipline	White card - Time in another classroom (with timer and work provided) - Reflection and discussion, using restorative questions, to determine any underlying causes for the behaviour
Stage 3	Deliberate challenge - Continuation of Stage 2 behaviours - Leaving class without permission - Defiance (not refusal) * - Lying - Deliberate throwing of objects to distract - Deliberately disturbing others - Swearing - Retaliation and causing harm - Verbal abuse	- Continue to remind the pupil of expectations - Provide opportunity for self-discipline - Limit options – give children two clear choices	Yellow Card - Pupil will spend half of lunchtime with a senior member of staff - Reflection and discussion, using restorative questions, to determine any underlying causes for the behaviour - Class teacher to notify parent/carer by email, telephone or in person (Yellow Slip sent home)

	Behaviour	Our Approach	Consequences
Stage 4	Serious and Deliberate • Recurrent Stage 3 behaviours • Refusing to return to class when asked • Intentional injury to another • Intentional damage to school or another's property • Stealing • Sexist, homophobic or racist remarks • Directed swearing/rudeness • Abscondment (attempting to leave school grounds)	As above plus: • Use of de-escalation script and techniques • Encourage the pupil to move to a safe space • Possible physical intervention to prevent harm	Red Card • Pupil will spend all of lunchtime with a senior member of staff • Reparation, reflection and restoration conversation once the child is calm • Class teacher to notify parent/carer by email, telephone or in person (Red Slip sent home) • Behaviour monitoring started • Behaviour Support Plan may be started
Stage 5	Very Serious • Recurrent Stage 3 or 4 behaviours • Behaviour is creating a health and safety risk • Any act of intimidation, threat of harm or possession of prohibited item • Serious abscondment (leaving school grounds) • Fighting • Intentional injury to another requiring medical attention • Intentional sexist, homophobic or racist remarks • Persistent bullying	As above plus: • Intervention from Senior Leadership Team	Internal / Fixed-Period Suspension • Principal to notify parent/carer by telephone or in person • Reintegration meeting with pupil and parent • Behaviour Support Plan and Risk Assessment • For persistent bullying refer to Anti-bullying Policy

*refusal – the act of refusing not to do something. May be due to cognitive or emotional overload.

*defiance – an intentional act of disobedience often used to demonstrate power.

7 Serious breaches of behaviour

7.1 Dealing with challenging behaviour should always include a balance between:

- The needs and inclusion of the individual child concerned
- The entitlement of the class
- The capacity of the teacher

7.2 Where a child is showing crisis level behaviour, a no-blame approach should be taken and adults should bear in mind, it is rarely personal. If crisis behaviour is repeated, a Behaviour Support Plan will be created by a member of the Senior Leadership Team in conjunction with the class teacher. The plan will aim to prevent the pupil entering crisis.

7.3 If the behaviour requires a significant consequence, SLT must be involved immediately. If a suspension is required, a member of the Leadership team will hold a reintegration meeting with the pupil and their parent of the first day back following the suspension.

7.4 Children may also be suspended from after school clubs and off-site activities. This decision will be made by the Principal after a risk assessment has been carried out considering the health and safety of the child and the rest of the group.

8 Discipline when on Educational Visits

8.1 Our behaviour expectations and approaches apply both in and out of school. Whilst on educational visits:

- The visit leader will be responsible for making the other adults and children aware of the behaviour that is expected of them.
- Where possible all children are included in educational visits, but individuals can be excluded from school trips or visits if their behaviour could or would be a danger to themselves or others.
- If taking a particular child on a school trip gives cause for concern, an individual risk assessment will be completed in conjunction with parents.
- Poor behaviour on a school trip will be dealt with as quickly as possible but may be passed on to the Leadership Team on the child's return to school.

9 Bullying

9.1 The academy does not tolerate bullying of any kind, including cyber bullying. If we discover that bullying or intimidation has taken place, we act immediately to deal with this and any further occurrences of such behaviour. The academy's Anti-Bullying Procedures are included in **our Anti Bullying Policy**

10 Restraint/Positive handling

10.1 All members of staff are aware of the regulations regarding the use of force by teachers. Key members of the staff have received additional Team Teach training (enabling them to safely physically intervene when themselves or others are deemed to be at risk).

10.2 All staff members understand how to de-escalate behaviours in order to keep all children and adults safe from harm. The actions that we take are in line with government guidelines on the restraint of children. Where a member of staff has had to intervene physically to support children a behaviour log and a positive handling form should be completed. This process should be completed by the member of staff who witnessed the incident wherever possible.

11 Searching

- 11.1 In line with government guidance (see link below) staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

12 Recording incidents

- 12.1 We have a clear process and system in place to record incidents that occur. We use this information effectively to enable strategic oversight and to influence and review practice. Incidents are recorded and reviewed by the Headteacher and the Leadership Team.

13 Complaints procedure

- 13.1 If parents have any concerns about the way that they, or their child, are treated by any member of the staff, they should contact the Headteacher. If they are unhappy with the way their concerns are dealt with, parents can then follow the Trust's Complaints Procedure.