



**Cabot**  
Learning  
Federation



## Behaviour Policy

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Approved by	UVA Academy Council
Date	14 March 2023
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# Behaviour and Discipline Policy

## Behaviour and Relationships

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.

This policy should be considered alongside:

- Safeguarding Policy
- SEND Policy
- Health and Safety Policy
- Allegation Guidance
- Exclusion and Suspension Policy

## Putting our Principles into Practice

At Uphill Village Academy, we strongly support the use of preventative discipline (establishing rules and routines to prevent disruptive behaviour occurring) and personal discipline (developing an ethos of positive self-regulation and celebrating and rewarding good behaviour) as our primary approach to achieving our positive behaviour and discipline policy. We place much emphasis on recognising positive behaviour and encouraging others.

To this effect time is spent during staff, parent and academy council meetings discussing desirable behaviours and making expectations explicit. Time is also spent in the classroom, teaching children about desirable behaviours and what they look like. Displays explicitly reinforce desirable behaviours in classrooms and link to the school behaviour rules.

We believe that the value we show for our community members helps to drive forward the vision we have for the academy and for each person within it. It enables each person to understand their role in the development of the academy and the part they play in its success.

## Our School Values

### **At Uphill Village Academy:**

- **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**

### **Across the school we follow three simple rules:**

- **Ready**
- **Respectful**
- **Safe**

## **1. Rationale**

- 1.1 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. The academy's behaviour policy is therefore 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.
- 1.2 The academy has a number of expectations, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together harmoniously with the common purpose of helping everyone to learn. This policy aims to allow everyone to work together in an effective and considerate way.
- 1.3 The academy expects every member of the academy community to behave in a considerate way towards others.

### **We show that we value our community members by:**

- Speaking appropriately to each other
  - Recognising a job well done; talent or achievement
  - Actively listening to opinions and perspectives and taking time to reflect
  - Dealing systematically, fairly and transparently with challenge
  - Acting swiftly when members of the community are treated inappropriately
  - Supporting and leading behaviour effectively
  - Being courteous, respectful and considerate
- 1.4 We treat all children fairly, equitably and apply this behaviour policy in a consistent manner
- 1.5 This policy aims to help children grow in a safe and secure environment and to become confident and increasingly independent members of the academy community.
- 1.6 The academy systematically notices and recognises positive behaviour as it believes that this will develop an ethos of kindness, peacefulness and co-operation. This policy is designed to promote positive behaviour, rather than merely deter anti-social behaviour.

- 1.7 The children, in conjunction with the staff, parents and governors, have focused upon four underpinning values, which will promote a calm, secure, happy and effective learning environment: Everybody, Trust, Responsibility and Courage.
- 1.8 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 stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children feel safe when attending the academy that children are assertive in managing any threats of bullying and that victims and perpetrators receive effective support and guidance if required. The academy's Anti-Bullying Procedures are included in **Appendix 4**.
- 1.9 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). 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.
- 1.10 The academy works collaboratively with parents, so children receive consistent messages about how to behave at home and within the academy.
- 1.11 In order to acknowledge the rights of the range of children and people involved in the construction and sustained implementation of a positive behaviour policy within our academy community, we also have stated "Rights' related to Children, Parents and Educators. See **Appendix 4** for our Declaration of Rights.

## **2 Recognition**

- 2.1 We notice and give children frequent recognition for positive behaviour in a variety of ways:
- Recognition Boards in all classrooms focusing on everybody having their name displayed for achieving a class objective.
  - Using positive behaviour plans and reward cards for those with individual needs.
  - Visit to the Principal, or Vice Principal in their absence.
  - Recognition of good character in the weekly OWLHs Assembly.
  - Sharing 'work of the week' in the weekly OWLHs Assembly.
  - Recognition in the Academy Newsletter.
  - Recognition via Hot Chocolate Friday invites.
  - Trophies presented in Awards Assemblies held three times per year (KS1 & KS2).
  - House points given
  - Post Cards home
- 2.2 The academy tries to acknowledge all the efforts and achievements of children, both in and out of the academy, for example, music or swimming certificates.

### 3. Consequences

- 3.1. 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 is a progressive sequence of actions:
- 3.2. If a child misbehaves, by breaking any of the academy rules, they will be given a verbal warning outlining the rule they are breaking. Where low-level behaviours in class have a negative impact on the potential of the child (or those around the child) to be able to access learning then in the first instance staff use their own strategies to lead this behaviour. Reference should be made to the academy rules to illustrate why the behaviour is unacceptable.
- 3.3. Consequences should not be punitive but resolution focused. They should help the individual understand the consequences of their actions and build in support mechanisms in order for individuals to modify and improve the pattern of their behaviour.
- 3.4. For much of the “low level” behaviour that may be displayed across the academy, a simple verbal sanction or affective statement will be sufficient to correct the behaviour.

*e.g. I hear people talking, I see you running, I hear pencils tapping (description of reality) it was the rule about ..... you chose to break.*

Other indicators of undesirable behaviour may be:

- Non-verbal signs of disapproval e.g. a frown, raised eyebrow, shaking of the head
- Verbal expressions of disapproval e.g. reminding of expectations
- Private discussion about why the behaviour is unacceptable and give consequences if further behaviour develops
- Change of position within the learning environment
- Moving of an individual so they are working away from their peers
- Loss of privilege e.g. responsibility, removal of playtime
- Time out – short period of time

#### 2.5 Stepped approach to responding to continued disruptive behaviour

- If disruptive behaviour persists, the child’s behaviour will be recorded as “white” on our behaviour system, detailing the type of behaviour. The consequence will be decided by the class teacher e.g. part of break or lunch lost, time out in another classroom. All white behaviours will be monitored by SLT/ Safeguarding Team and followed up where appropriate.
- If a child continues to misbehave or displays a behaviour detailed at the next level (see behaviour flow chart (**Appendix 1**)) then a “yellow” behaviour is recorded on our system and the child will be sent to a member of the Senior Leadership Team (SLT) to miss 25 minutes of their lunchtime. The child will be escorted to the room by their teacher, or teaching partner, with their lunch. They will eat their lunch in the room and complete a Restorative Justice Sheet which is designed to help them reflect upon their behaviour choices. The class teacher will talk about the incident. The child’s parents will be informed.
- If a child continues to misbehave or displays a behaviour detailed at the next level (see behaviour flow chart (**Appendix 1**)) e.g. violence, destruction of property, non-compliant responses, a “red” behaviour will be recorded on our behaviour system and sent to a member of SLT to miss all of their lunchtime. They will eat their lunch and complete a Restorative Justice Sheet (Reflect, Repair and Rebuild) which is designed to help them reflect upon their behaviour choices. A red letter will be issued to parents and a meeting with parents will be offered.

2.6 In certain circumstances, some or all of the progressive stages will be by-passed and immediate action by the Principal might become necessary.

2.7 **Responding to serious incidents of challenging behaviour:**

When incidents occur that require a corrective and supportive discipline intervention, we then adopt a restorative approach to behaviour management, which follows a “ Fair Process” of:

- Reflect
- Rebuild
- Repair

Staff have worked collaboratively to develop a set of key strategies to be used, as appropriate in circumstances where behaviour remains a challenge. These key strategies provide all staff and children with a common language to use in the moment and later on, when reflecting upon the effectiveness of any intervention. **See Appendix 2 for details.**

2.8 Persistent behavioural difficulties may occasionally lead to the Academy Council being informed and the North Somerset at Risk of Exclusion Procedure being invoked.

### **3 The Role of Staff Members**

3.1 The class teacher will refer to, discuss and revisit the academy values and rules with children throughout the year. If there are incidents of anti-social behaviour, the class teacher will discuss these with the whole class during a ‘circle or crew time’.

3.2 It is the responsibility of all adults to ensure that the academy values and rules are reinforced and that children behave in a respectful manner.

3.3 All staff in our academy have high expectations of the children in terms of positive behaviour, and they strive to ensure that all children work to their highest capabilities and beyond.

3.4 All staff members treat each child fairly and apply this Behaviour Policy consistently. Staff treat all children with respect and understanding, listening to all sides of a story when more than one child is involved in an incident.

3.5 If a child misbehaves repeatedly in class, the class teacher keeps a record of incidents. Therefore support staff should report any incidents to the relevant class teacher.

3.6 The class teacher liaises with the SENCO, Learning Mentor, SLT and external agencies, as necessary, to support and guide the educational progress and well being of each child.

3.7 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will contact a parent if there are concerns about the behaviour or welfare of a child.

## **4 The Role of the Principal**

- 4.1 It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the academy behaviour policy consistently throughout the academy, and to report to the Academy Council, when requested, on the effectiveness of the policy. It is also the responsibility of the principal to ensure the health, safety and welfare of all children in the school.
- 4.2 The Principal supports the staff in implementing this policy, by setting the expected standards of behaviour.
- 4.3 The Principal 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 Principal may permanently exclude a child. Both these actions are only taken after the Academy Councillors have been notified and due process is followed (please see Academy Exclusion Policy).

## **5 The Role of Parents**

- 5.1 We expect parents to support their child's learning, and to co-operate with the academy, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour in a sensitive but honest and transparent manner.
- 5.2 If the academy has to use reasonable consequences to support a child to understand what is acceptable behaviour in our academy, parents are expected to support the actions of the academy. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the concerns remain, they should contact the Principal. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the Academy Council.

## **6. Restraint/Positive handling:**

- 6.1 If a child is angry or aggressive, we always help them to calm (deescalate or distract) and then resolve problems.
- 6.2 If there remains a risk to others or himself/herself, staff may in accordance with training and guidelines (Team Teach), positively handle a child.

## **7 Monitoring**

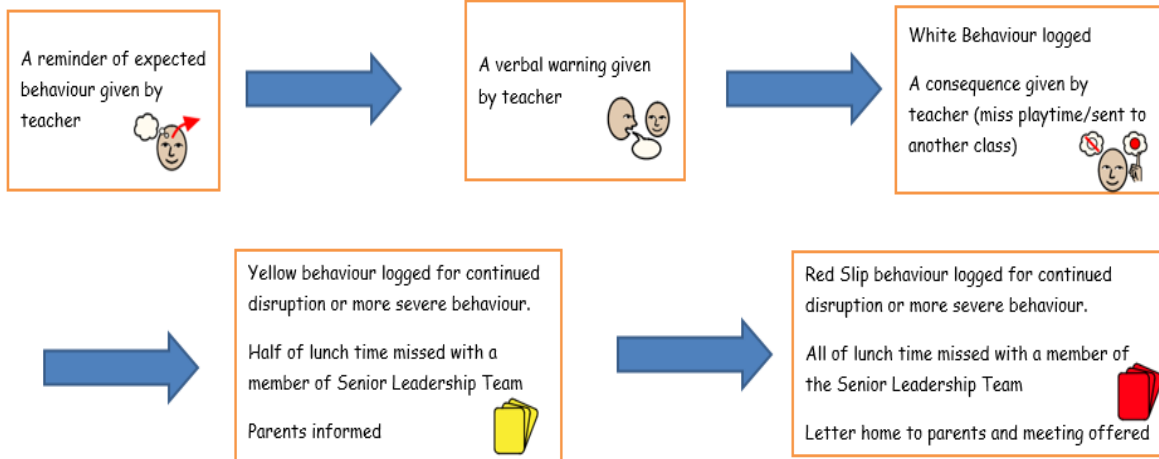

- 7.1 The Principal monitors the effectiveness of this policy on a regular basis. The Principal also reports to the Academy Council on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 7.2 The academy keeps records of incidents of misbehaviour.
- 7.3 The academy keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.
- 7.4 It is the responsibility of the Academy Council to monitor the rate of exclusions, and to ensure that the academy policy is administered fairly and consistently.

# Appendix 1

## Behaviour Flowchart

Positive Behaviour recognised through:

- House points
- Recognition Board
- Work shown to a teacher of the child's choice
- Work shown to a member of the SLT
- Things we've noticed / Hot Chocolate Friday
- Work of the week/ star of the week
- Work displayed on Gallery of Excellence
- Parents informed- postcard home





## Appendix 2

### Key Strategies used by staff community

Proximity Support	Distract and Redirect	Calming strategies	One Calm Voice
Time out / sensory break	Tactically Ignore	Personal Space	Praise and Encouragement
Refer to the rules	Choice Drivers	The Help Script	Walk and Talk

### 30 second scripts

#### 30 second microscript

Learners expect all adults to use this script to support them in following the rules.....

- **I notice you are** ..... (angry, cross, upset, off task)
- **You have chosen not to** ..... (line up/stay on task/ not be safe)
- **If this continues you could**..... (move to../complete your task at lunchtime)
- **Do you remember yesterday/last week when you** ..... (helped me/ tried your best on)
- **That is who I need to see today..**
- **Thank you for listening** (give take up time, end conversation) Do Not address secondary behaviours at this point

### Stepped Support Strategies

#### Stepped Support Strategies

*Learners will be supported by adults in being ready, respectful and safe by (in order below):*

1. General reference to class/school rules and reminder of positive action
2. Private targeted conversation with learner using 30 second script (warning)
3. Offer one of the following:
  - reflection time
  - alternative activity
  - change of space/ environment
4. If persists—consequence given
5. Behaviour logged and teacher conversation with parent
6. Private restorative conversation

### **Suggestions for outcomes of Reflect, Rebuild and Repair process**

(Refer to SENDCO or Learning Mentor for more advice)

- Programmes run by learning mentor such as Lego Therapy/ Circle Time
- Working together on projects/ games/jobs
- Coaching Sessions
- Emotion Coaching
- Social Story Work
- Counselling sessions
- Referrals to other agencies
- Training for staff
- Learning Mentor time
- Behaviour Support Plan
- Positive Handling Support Plan
- Report Card
- Positive Behaviour Support Card

**Uphill Village Academy  
Declaration of Rights**

**The rights of children**

Children shall have the right to realise and expand their hopes and aspirations.  
Children shall have the right to receive trust, agency and respect.  
Children shall have the right to be included and feel that they belong.  
Children shall have the right to satisfy their strong desire to learn.  
Children shall have the right to be listened to and have their ideas, opinions and feelings acknowledged and valued.  
Children shall have the right to the support of adults who are willing and ready to help them.  
Children shall have the right to feel valued, happy, challenged and secure in our school community.

**The rights of parents**

Parents shall have the right to participate actively in the growth, care and education of their children, who are entrusted to our school community.  
Parents shall have the right to receive trust and respect.  
Parents shall have the right to be consulted.  
Parents shall have the right to be listened to and have their ideas, opinions and feelings acknowledged and valued.

**The rights of educators**

All school staff shall have the right to receive trust and respect for their professional role and expertise.  
All school staff shall have the right to educate.  
All school staff shall have the right to be listened to and have their ideas, feelings and opinions acknowledged and valued.  
All school staff shall have the right to contribute to the learning without limits process in the school community.  
All school staff shall have the right to co-operate, collaborate and communicate in order to further develop their expertise.

## **ANTI-BULLYING PROCEDURES**

These procedures form an integral part of the academy's Behaviour Policy and should be read in conjunction with our Safeguarding Policies.

The academy aims to ensure that all children can learn in a supportive, caring and safe environment without fear of being bullied.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated in our academy. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at the academy.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- cyber (unkind comments and remarks through social networking sites or text)
- indirect (spreading rumours, excluding someone from social groups).

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting.

Children will always be encouraged to report bullying in our academy and cyber bullying.

All our academy staff must be alert to early identification of the signs of bullying and act promptly and firmly against it in accordance with our academy policies.

### **STATUTORY DUTY OF SCHOOLS**

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among children and to bring these procedures to the attention of staff, parents and children. These procedures form part of our Behaviour policy as well as the overall 'culture' in our academy and pastoral support for all children.

### **IMPLEMENTATION**

#### *Academy*

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached following the "No Blame Approach" attached.
- Where the bullying persists, a clear account of the incident will be recorded and given to the Principal.
- The Principal will interview all concerned and will record the incident.
- Parents will be kept informed.
- Behaviour support measures will be used as appropriate and in consultation with all parties concerned.

### *Children*

Children who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff
- providing reassurance
- offering continuous support
- restoring self-esteem and confidence

Children who have bullied will be helped by:

- discussing what happened
- discovering why the child became involved
- establishing the wrong doing and need to change bullying behaviours
- informing parents or guardians to help change the attitude of the child's bullying behaviours

The following disciplinary steps can be taken:

- official warnings to cease offending
- exclusion from certain areas of academy premises
- minor fixed term suspension
- major fixed term suspension
- permanent exclusion.

Within the curriculum the academy will raise the awareness of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate bullying behaviours.

### **MONITORING, EVALUATION AND REVIEW**

The academy will review this procedure annually and assess its implementation and effectiveness. It will be promoted and implemented throughout the academy.

## 'NO BLAME APPROACH'

### **Step one - interview with the victim**

When a teacher finds out that bullying has happened, he/she starts by talking to the victim about their feelings. The teacher does not question the victim about the incidents but does need to know who was involved.

### **Step two - convene a meeting with the people involved**

The teacher arranges to meet with the group of children who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. A group of six to eight young people works well.

### **Step three - explain the problem**

The teacher tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise the victim's distress. At no time does the teacher discuss the details of the incidents or allocate blame to the group.

### **Step four - share responsibility**

The teacher does not attribute blame but states that he/she knows that the group are responsible and can do something about it.

### **Step five - ask the group for their ideas**

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses, but he/she does not go on to extract a promise of improved behaviour.

### **Step six - leave it up to them**

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. The teacher arranges to meet with them again to see how things are going.

### **Step seven - meet them again**

About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.