



Kernow Learning
Building Excellent Schools Together

Upton Cross Academy Behaviour Policy

Version number:	V2
Date adopted by Governors:	Spring 2025
Scheduled review date:	Spring 2026
Statutory or Best Practice policy:	Statutory
Appendices:	Yes
School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01579 362519 or email uptoncross@kernowlearning.co.uk



Behaviour Policy Trust Introduction

At Kernow Learning, we believe that creating a positive and inclusive learning environment is essential for all children to flourish, both academically and socially. Our school behaviour policy is designed to create a safe and respectful environment where every individual feels safe and can learn and achieve well.

Our approach to behaviour is grounded in our Trust Core Shared values of **strength, wisdom and courage** and our philosophy of **working hard, helping others, and being honest**.

We are committed to upholding the principles set out by the Department for Education (DfE) in its updated guidance on behaviour, published in February 2024. This guidance stresses the importance of high expectations, consistency, and fairness in managing behaviour, and we aim to promote an environment where children feel valued, respected, and empowered to take responsibility for their actions.

This applies across all schools within our family of schools ensuring consistency, while recognising the individual needs of each school community. It is based on the belief that good behaviour is integral to a successful education and is best achieved when children, staff, and parents all working in partnership together.

We recognise that behaviour is a form of communication, and this policy seeks to provide clear guidelines for both positive and corrective behaviours, ensuring that all children are supported to make good choices, reflect on their actions, and contribute to a positive and harmonious school environment.

Through our commitment to high standards and a shared ethos, we aim to develop confident, responsible, and respectful individuals who love coming to school, and contribute positively to society.

Areas to be covered by local school behaviour policy....

- Adult Interactions
- High Expectations
- Routines and Consistency
- Rewards
- Sanctions/consequences
- Serious Incidents
- Suspensions
- Permanent Exclusions
- Follow up and repair
- Adaptive Approach
- Positive Handling
- Conduct in the community





Upton Cross Academy Behaviour Policy

This policy should be read in conjunction with the equal opportunities and SEND policies.

In our school, we aim to promote an environment in which everyone is 'Inspiring and achieving success for all!'. We have high expectations of good behaviour in our school. We believe all children are entitled to learn in a caring and safe environment where they are treated fairly and with respect. We want the children to develop as confident individuals with a positive self-image and an understanding of their roles and responsibilities within school and the wider community.

The aims of this policy are to:

- Encourage good behaviour.
- Provide a framework for staff and children which aims to achieve consistency in classroom practice and expectations.
- Provide guidelines for behaviour that foster good relationships between staff, pupils and parents.

Good behaviour within our school means everyone will be:

- thoughtful and kind
- polite and friendly
- helpful to each other
- hardworking
- honest
- respectful to everyone and everything
- have good manners
- ready to learn
- ready to listen

The Rewards and Sanctions

We aim to create a healthy relationship between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school behaviour policy is on REWARD and PRAISE, which should be given whenever possible for both learning and behaviour.

Rewards

The following rewards (this is not an exhaustive list):

- Verbal praise to children with a smile
- Verbal praise to a parent/carers about their child, either face to face or phone call
- Stickers & certificates
- Weekly certificates in an achievement assembly (Star of the week (Class), Headteacher award, English certificate, maths certificate, this is further celebrated by the child's photo on the school newsletter.





- Weekly, the School Council select a person to receive a 'Kindness Certificate'.
- Special responsibilities and privileges.
- Opportunities for greater responsibility in school (prefects).
- Comments or symbols in children's work.
- Public praise, in front of peers.
- Sharing achievements with parents.
- Class points which work towards additional privileges.
- Celebrating with another teacher in another class or with a senior leader.
- Behaviour ladders in some classes.

Consequences

We have a clear and consistent five stage process for occasions when children are not exhibiting good behaviour. The emphasis is always on giving the children every chance to succeed before moving to the next stage. By building relationships and getting to know individuals we can use teacher judgment to ensure these stages are not moved through too quickly.

1. Hard look – the stare (can be accompanied by a verbal acknowledgement)
2. Verbal warning (must use these words) - "this is a verbal warning..."
3. Reflection time within class during a break time. (Minutes decided by the class teacher)
4. Removal to another teacher if behaviour/disruption continues
5. Removal to Headteacher if behaviour/disruption continues

Lunchtime staff will handover to teacher who has control and implements the above. If the process repeats teachers/headteacher will meet with parents. The whole process is monitored by teachers/headteacher. Aggressive or extreme behaviour at any point is straight to stage 4 or 5.

Follow up and repair

In the case of all consequences staff will discuss how the child's behaviour is affecting the other children and the learning within the class. Again, reminders of previous good behaviour will be given and a reminder of the expectation when a child returns to focus on their next learning activity.

Teachers will try to find a consequence that repairs the damage if possible. Eg, making up with their peers, cleaning up the mess, repairing something the pupil may have broken or disrupted.

Restorative questions:

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- How did this make people feel?
- Who has been affected?
- How have they been effected?
- What should we do to put things right?
- How can we do things differently in the future?





Other sanctions which can be used at teacher's/Head's discretion:

- Discussion with SLT
- Loss of reward or privileges
- Meeting/telephone call with parent/carer

We ensure that the relationship between the child and adult is maintained while making clear that the behaviour is not acceptable. Through rupture and repair children will gain the knowledge and trust that you and I can both get things wrong and it will still be ok.

Positive handling

Children need to learn who they are and how they fit into the world. The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing.

Research clearly shows access to safe touch is a means of calming, soothing and containing distress for a vulnerable child. It is essential that children learn the difference between safe and unsafe touch. Safe touch is when brief, gentle contact is made on open or clothed parts of the body: hands, arms, shoulders, head and hair. The background of the child will always be considered. Safe touch used to calm, soothe or regulate a child's emotions is a needed developmental experience.

In recognition of this, all staff may consider using safe touch as one of the means available to them for:

- Calming a distressed child
- Containing an angry child
- Affirming or encouraging an anxious child or a child with low self-esteem

Other means of calming, soothing and containing children's strong emotions include:

- Slowing one's pace
- Lowering the voice
- Breathing more deeply

In some circumstances, select staff are called to support situations who have had reasonable force training. Our current staff trained are: Abigail Davy and Caroline Hurst.

(See: Use of Reasonable Policy for further information).





Adaptive Approach

Children for whom this approach is not appropriate will have an individual plan detailing alternative rewards and sanctions (Individual Behaviour Support Plans). Guidance is given from the SENDCo and Headteacher, so that change can be made, through understanding where the child is functioning from, and support staff to differentiate their relationship with the child in order to support their development. Practical activities which facilitate the development of this relationship will be suggested. Going forward we will widen the parameters so that all pupils will be assessed and supported.

Children will have access to:

- Individual behaviour support plans
- Individual behaviour charts
- Home/school contact book
- Wellbeing intervention
- Support from additional outside agency support
- Risk assessment

Special Educational Needs and Disabilities

All recorded incidents of negative behaviour are referred to the SENDCo through My Concern. This is to ensure we are tracking patterns and spotting behaviour that may be caused by an underlying additional need. These cases will then be added to the record of need. Staff will receive training for managing children with or without a clinical diagnosis. For further details please refer to the SEND Code of Practice.

Implementing Behaviour Management

We believe consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

All staff will:

- Where possible pre-empt behaviour and take steps to prevent
- Demonstrate clear and consistent high expectations
- Use eye contact, facial mobilisation and use of tone in their voice
- Never raise voices (convey sounds of safety)
- Review seating plan of the classroom
- Use of non-verbal communication e.g., eye contact
- Consistently use Rules/Rewards/Consequences
- Use of classroom routines e.g., meet and greet pupils
- Repeat expectations in a clear and calm voice
- Allow children to go to another area of the classroom or partner class to do work
- Allow time out for thinking
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism throughout every lesson





- Ensure a positive relationship is re-established
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly

The Head Teacher will:

- Be a visible presence around the site, especially at changeover, and encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of positive notes and positive phone calls home
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions and school wide behaviour policy and practice
- Make sure that the 'buck stops here' with negative behaviour
- Regularly share good practice
- Review provision for learners who fall beyond the range of written policies
- Ensure school commitment to enriched environments
- Ensure school commitment to nurturing and emotionally regulating staff

Anti-Bullying

Upton Cross Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded within Behaviour Manager on Ed:Gen, and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See: Anti-Bullying Policy for further information).

Fixed-term and Permanent Exclusions

Only the Head Teacher (or the senior member of staff to whom the Head Teacher has delegated responsibility in their absence) has the power to exclude a child from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can appeal against the decision to the LGB and can request an independent review. The school informs the parents how to make any such appeal or apply for an appeal in accordance with the guidance provided by the LA and DfE. (This is all included in the letter received at the time of exclusion)

The Head Teacher informs the Local Authority (LA) and the chair of the LGB about any about any fixed-term exclusions as soon as possible after the exclusion.

Permanent exclusions are a last resort. The Head teacher will ensure all practicable and reasonable steps are taken to avoid a permanent exclusion. Advice will be sought from outside agencies, external experts and the leadership team of Kernow Learning if there is a risk of a child being permanently excluded from school.

The LGB itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.





The use of part time timetables as a strategy to support pupils at risk of exclusion

In exceptional circumstances the school, in agreement with the parents may decide that it is in the best interests of a child at risk of exclusion to implement a part-time timetable. This is a short term measure, should not be for longer than 6 weeks and is not an Exclusion. It is classed as authorised absence and should be coded as such for attendance (C)

This will be;

- Considered as a short term strategy once all other behaviour strategies have been implemented and exhausted.
- Have clearly defined objectives.
- Reviewed fortnightly by the school and last no longer than 6 weeks.
- Arranged in agreement with parents, documented and signed by both parties.
- Recorded at Local Advisory board meetings.

This policy was approved by the Local Governing Board: Spring 2025

Annual review is recommended.

Review Date: Spring 2026

