



**Upwood Primary**  
Academy

Policy	Promoting Positive Relationships and Behaviour Policy
Owner:	Miss L Clarke
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## Introduction – Vision

At Upwood Primary Academy, we are an inclusive academy. We believe that equity and fairness is essential when promoting positive behaviour and attitudes. We are therefore committed to supporting all children to **grow** into well rounded individuals who have **respect** for others and the moral character to overcome challenges, succeed and meet their full potential. Our learners will be encouraged to be **optimistic** and to seek awe and **wonder** in their lives. They will be given every opportunity to achieve in learning, whilst being guided on how to be responsible for their own conduct and actions. Our children will become lifelong learners and value the importance of education and learning through positive and meaningful relationships with peers, colleagues, staff and members of the local community, incorporating kindness and **gratitude** into everything that they do.

Our Academy Values are:

**G**ratitude

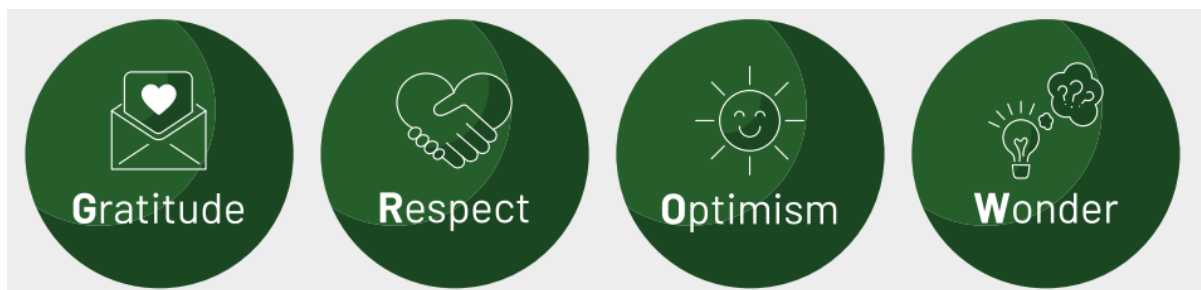
**R**espect

**O**ptimism

**W**onder

Our golden threads of '*positive reinforcement*' and '*restorative conversations*' are the underlying principles of our approaches to behaviour and are supported by The Upwood Way: Display Gratitude, Show Respect, Embrace Optimism and Seek Wonder.

We are all Upwoodians



## Aims

The aim of our Promoting Positive Relationships and Behaviour Policy is to create a positive, safe and supportive environment where all children can succeed. Specifically, the goals are:

### **Promote Positive Behaviour**

- Encourage Respect: Foster respectful relationships among children, staff, the school and the wider community.
- Reinforce Values: Promote the GROW values of the school.

### **Ensure a Safe Environment**

- Prevent Disruptions: Minimise disruptions to allow all children to fully engage in learning.
- Maintain Safety: Protect the well-being of children and staff by preventing harmful behaviour.

### **Support Student Development**

- Encourage Responsibility: Help children develop self-discipline and make good decisions.
- Provide Support: Assist children struggling with behaviour through targeted interventions.

### **Ensure Fairness and Consistency**

- Set Clear Expectations: Make sure all children understand what behaviour is expected.
- Apply 'The Upwood Way' fairly: Ensure expectations and consequences are consistent and fair for everyone.

### **Build a Strong School Community**

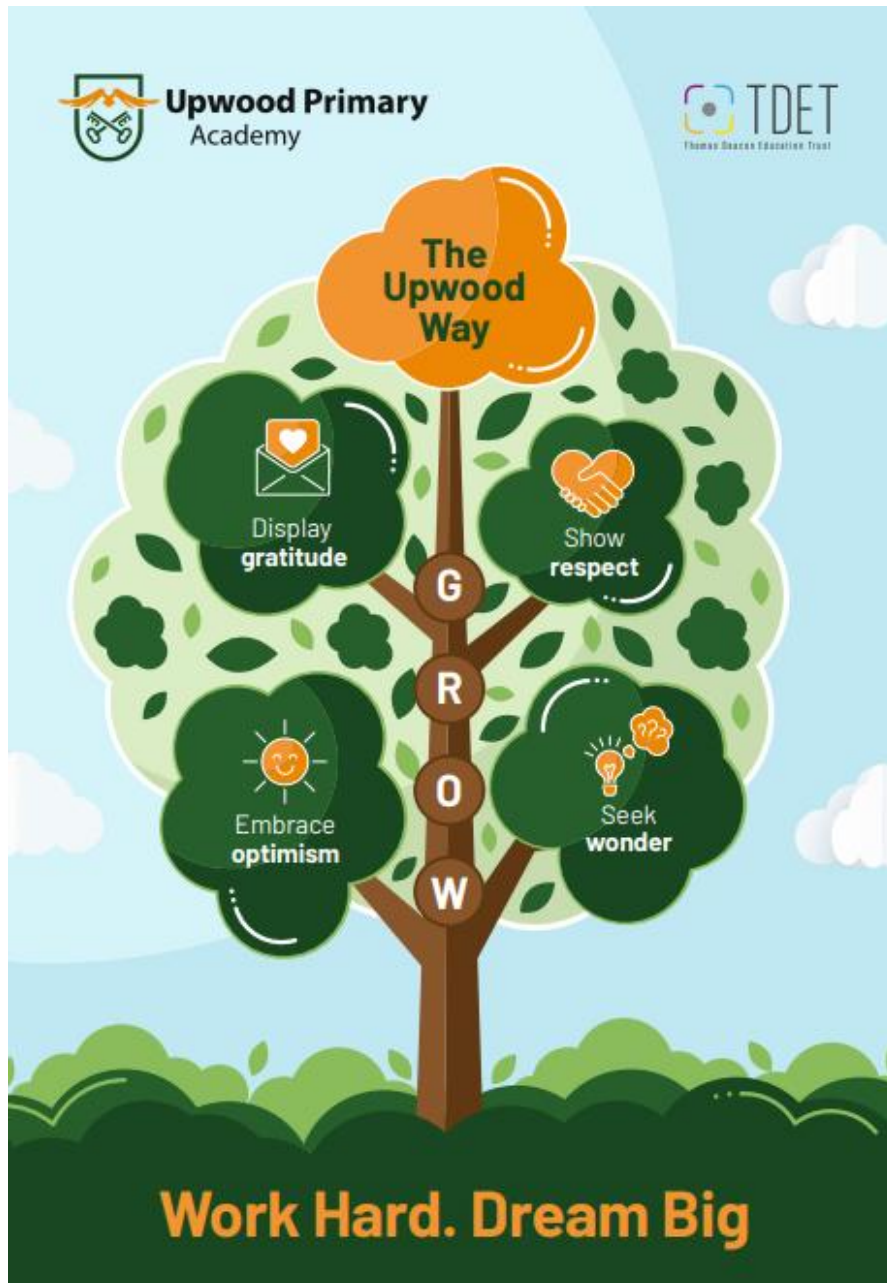
- Strengthen Relationships: Promote positive interactions between children, staff, parents and the wider community.
- Involve Everyone: Engage parents, children, staff and the wider community in maintaining a positive school culture.

### **Prepare Children for the Future**

- Teach Life Skills: Equip children with the skills (like co-operation and communication) to succeed beyond school life.
- Promote Lifelong Learning: Support children's ongoing academic and personal growth.

## School Values and The Upwood Way

Rather than focusing on a wide range of rules and expectations - teachers, children and the wider school community will focus on The Upwood Way. This is a 'way of being', not a set of rules, so that our children understand how to behave correctly in and beyond school, creating a calm and consistent environment for positive engagement with each other. All staff, children and wider stakeholders were involved in the formulation of our values, and so it is these that we use as guidance of acceptable and unacceptable behaviour. The Upwood Way is...



## Our Approach to Behaviour Management

Our behaviour management approach combines positive reinforcement with appropriate consequences to guide children's behaviour. We set clear and consistent expectations, encouraging good behaviour by rewarding children with praise, incentives and recognition. This positive reinforcement helps children repeat desirable behaviours. When children do not meet expectations, we apply fair and consistent consequences to discourage negative behaviour. These consequences help children understand the impact of their actions, and, through support, we teach children the skills they need to behave well. By balancing rewards with clear, fair consequences and support, we promote positive behaviour while maintaining a disciplined and respectful learning environment where everyone can be the best version of themselves. Upwood Primary Academy is an inclusive school, and it must be recognised that some children have complex emotional and behavioural needs and will need tailored support or bespoke arrangements. Staff acknowledge that we have a legal duty to safeguard all pupils and to support children with SEND.

### Types of behaviour



## Rewards we use in our school

Positive reinforcement is key to ensuring that children repeat desirable behaviours. We have a real emphasis on encouraging and motivating pupils to behave correctly through methods such as positive feedback, descriptive praise and giving attention to successful behaviours. This helps our children raise self-esteem by ensuring they experience and recognise their own successes and the successes of others.

Type of reward	When used	How used
GROW points.	Children will be presented with 1 GROW point linked to The Upwood Way (Display Gratitude, Show Respect, Embrace Optimism and Seek Wonder)	<p>The adult will award the GROW point with specific praise on why the child has received this. E.G. "well done, 1 respect point for following the signal and tracking the person speaking."</p> <p>Children will build up their GROW points and then can convert them into prizes from the GROW shop every three weeks.</p>
Class GROW Square	When the whole class are being recognised for demonstrating The Upwood Way. For example, when following the 1, 2, 3 action without any prompting or support from the teacher.	<p>The adult will award 1 class GROW square, explaining with specific praise why it has been offered. E.G. "1 class GROW square for the great conversations you have been having during group talk time, you have really learnt well"</p> <p>Children colour in the class GROW square on the 100 square grid. Each class decides a class reward after 20, 50 and 100 GROW squares have been coloured in.</p>
GROW Certificates	Each Friday for celebration assembly.	<p>Each child will write a GROW certificate to themselves, detailing how they have shown The Upwood Way. They will then sit in small groups in our Friday assembly sharing their certificates.</p> <p>Adults will make special mentions for individuals or groups of children during this assembly.</p>
Headteacher GROW Reward	When a child has gone above and beyond	If a child is noticed for going above and beyond The Upwood Way – they will be presented with a Headteacher GROW reward. The child will also attend a special event with the headteacher. These events happen each half-term.
GROW Postcards	When wanting to share positive feedback to parents.	Postcard will be written and sent home so that the child can celebrate with their family.

All the above are used for all children to maximise opportunities for them to take responsibility for themselves and their behaviour.

## Consequences we use in our school

Our aim is to change a child's behaviour to GREEN before putting a consequence in place. The restorative approach will be used at all stages, including the use of the restorative approach questions/conversation. It is part of the language of teachers and pupils to enable pupils to identify their feelings whilst demonstrating particular behaviours. The aim of these conversations is to encourage children to take responsibility for their feelings and actions. This approach focuses on building positive relationships, learning from mistakes and is fully inclusive. It is based on the idea that we all have the right to always feel safe and that this includes staff as well as children. At all stages, consequences are non-judgemental, and the approach must centre on the behaviour, not the child.

### Behaviour Steps

Initially, any AMBER or RED will be dealt with through these techniques.

**Step 1:** Verbal Reminder (First Reminder) - Ensure the child knows that they have been given a verbal warning. Be clear and concise, especially what behaviour they are being reminded about. Some of the phrases below will be used to help promote prosocial behaviours. Verbal Reminder (Second Reminder) Repeat process above.

Positive Phrasing	-Stand next to me please, thank you. -Put the pen on the table please, thank you.
Chance to amend behaviours and the use of reminders	-What are you supposed to be doing? -What would be a good thing to do now? -You still have not started your work; this is your reminder that you need to start now.
Limited choice	-Put the pen in the box or on the table please, thank you. -Talk to me here or in the corridor please. -Are you going to sit with an adult or on your own?
Disempowering behaviour	-You can listen from there. -I know you can hear me, so I will continue to speak and you will listen. -Come and find me when you come back from your break.
Use of de-escalation script	-Use of child's name. -Acknowledge their feelings. -Offer to help (talk to me I will listen) -Address the behaviour – linking to not following The Upwood Way. -Offer a get out (positive phrasing)

**The following steps must be recorded on Bromcom.**

**Step 2:** (Likely because of an AMBER behaviour and following two reminders at step 1)  
Restorative conversation/Removal in classroom – If the behaviour continues then a restorative conversation will take place in a different area of the classroom. The aim of the conversation is to ensure that the pupil recognises where their behaviour or conduct has fallen short of this standard. Furthermore, it will focus on the understanding how such behaviour impacts adversely on others in the school community and the steps that the pupil must take in future to ensure their conduct is appropriate. The behaviour flow chart will be used to support this conversation.

**Step 3:** (Likely because of an AMBER behaviour) Reset – If the behaviour continues, then the child will be asked to take their learning to a different classroom. This will be for a clearly defined amount of time. Before returning to their own classroom, another restorative conversation will take place focused on the impact of the unsocial/anti-social behaviour on their peers and learning.

**Step 4:** (Likely because of an AMBER/RED behaviour) Loss of privilege - If a child returns to the classroom from reset and continues to show unsocial/anti-social behaviours then a loss of privilege will take place. Loss of privilege may include removal of participation in the next fixture for the school team/missing a session of an after-school club. It could also mean missing breaktime to allow for a restorative conversation to take place. Parents must be informed (via email) if the behaviour has escalated to step 4.

**Step 5:** (Likely because of a repeated AMBER/RED behaviour) Fixed Term Internal Suspension - A phone call with parents and carers will be arranged. A member of the senior leadership team will be available to support the class teacher in this phone call if needed. A reintegration meeting must take place before the child's return to the classroom with the class teacher and a member of the SLT.

**Step 6:** (Likely because of a RED behaviour) Fixed Term External Suspension- A member of SLT will make a phone call to the parent informing them that they need to pick up their child as they have been externally suspended. The suspension letter will be written by the headteacher. A reintegration meeting must take place before the child's return with the parent/carers, class teacher and a member of the SLT.

Any fixed term suspensions will be followed by a re-integration meeting. This will include the child, parents, class teacher and a member of the senior leadership team.

Teachers will record AMBER Behaviours on Bromcom. If behaviour is re-occurring (re-occurring refers to 3 separate AMBER Behaviour inputs on Bromcom in a short period of time,) an appropriate consequence will be administered, and the event will be logged on Bromcom. Parents will be invited into school to discuss the behaviours and protective consequences will be put in place to teach behaviour or manage the risk of the negative behaviours. This will most likely be in the form of a Pastoral Support Plan or Successful Inclusion Plan

Where a RED behaviour has been displayed, a restorative conversation will still take place. However, there are likely to be additional consequences. RED behaviours are split into Anti-Social and Dangerous Anti-Social. Anti-Social behaviours will mainly be dealt with by class teachers, unless they become persistent and/or disruptive. Dangerous Anti-Social behaviours will be dealt with by a senior leader. The RED consequences grid below ensures consistency in dealing with these behaviours.

RED Behaviour	Additional Consequences
Ongoing Bullying Incident. * At least 3 separate events have been recorded on bullying log.	-Internal seclusion from classroom or during lunchtime for a specified period. -Contact made with parents/carers of the named child and any other children significantly affected by the behaviours. This contact will be via telephone/conversation. -Where bullying is suspected/alleged, this will be recorded on the Child Welfare Log. If appropriate, may also be recorded on Myconcern.
Using Racist Language	-Internal seclusion from classroom or during lunchtime for a specified period.



	<ul style="list-style-type: none"> <li>-Contact made with parents/carers of the named child and any other children significantly affected by the behaviours. This contact will be made by email.</li> <li>-Behaviour log completed on Bromcom. If appropriate, may also be recorded on Myconcern.</li> <li>-The appropriate racial incident form will be completed by the Principal and submitted to the Local Authority.</li> </ul>
Using Homophobic Language	<ul style="list-style-type: none"> <li>-Internal seclusion from classroom or during lunchtime for a specified period.</li> <li>-Contact made with parents/carers of the named child and any other children significantly affected by the behaviours. This contact will be made by email.</li> <li>-Behaviour log completed on Bromcom. If appropriate, may also be recorded on Myconcern.</li> </ul>
Hurting somebody/Causing physical harm (intentionally)	<ul style="list-style-type: none"> <li>-Immediate removal from area that incident occurred.</li> <li>-Child kept in isolation whilst ongoing investigations are taking place.</li> <li>-Internal seclusion to another area in the school.</li> <li>-Fixed Term Suspension for repeated incidents.</li> <li>-Where appropriate, child to write a letter of apology or apologise verbally.</li> <li>-Re-integration conversation with child before returning to the classroom.</li> <li>-Contact made with parents/carers of the named child. This contact will be made by email.</li> </ul>
Repeated use of inappropriate language (swearing)	<ul style="list-style-type: none"> <li>-Child relocated to another area, outside their own classroom for a specified period.</li> <li>-Internal seclusion to another area in the school for repeated incidents.</li> <li>-Where appropriate, child to write a letter of apology or apologise verbally.</li> <li>-Behaviour log is completed on Bromcom.</li> <li>-Parents/carers are contacted regarding use of inappropriate language. This contact will be made by email.</li> </ul>
Repeated use of inappropriate language (age related e.g. sexual)	<ul style="list-style-type: none"> <li>-Child relocated to another area, outside their own classroom for a specified period.</li> <li>-Internal seclusion to another area in the school for repeated incidents.</li> <li>-Where appropriate, child to write a letter of apology or apologise verbally.</li> <li>-Behaviour log is completed on Bromcom. If appropriate, may also be recorded on Myconcern.</li> <li>-Parents/carers are contacted regarding use of inappropriate language. This contact will be made by telephone.</li> </ul>
Damaging of school property.	<ul style="list-style-type: none"> <li>-Immediate relocation of the child, as appropriate.</li> <li>-Immediate involvement of Senior Leader.</li> <li>-Probable Fixed Term Suspension.</li> <li>-Contact made with Parents and Carers. This contact will be made by telephone.</li> <li>-Re-integration conversation with child and family members before returning to the classroom.</li> <li>-Behaviour log completed on Bromcom.</li> </ul>
Sexual Harassment (including name)	<ul style="list-style-type: none"> <li>-Immediate relocation of the child, as appropriate.</li> <li>-Immediate involvement of Senior Leader.</li> <li>-Internal seclusion to another area in the school</li> </ul>

calling, sexist comments or physical acts.)	-Possible Fixed Term Suspension. -Contact made with Parents and Carers. This contact will be made by telephone. -Re-integration conversation with child and family members before returning to the classroom. -Behaviour log completed on Bromcom. If appropriate, may also be recorded on Myconcern.
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## Suspensions and Exclusions

Suspensions and exclusions are measures of last resort used to address serious or persistent behavioural issues that cannot be resolved through other means. They are intended to ensure the safety and well-being of all children and maintain a positive learning environment.

- **Suspensions:** A suspension is a temporary removal of a child for a specific period. This suspension may be internal – removal to another area of school, or fixed term external – the child must remain off school site and learn at home. These actions may be taken for serious misbehaviour that disrupts the learning environment or endangers the safety of others. During the suspension, children are expected to complete their schoolwork and will be provided with tasks to keep up with their learning. The length of a suspension will be determined based on the severity of the behaviour. All suspensions are recorded using Bromcom.
- **Exclusions:** An exclusion is a more permanent removal of a child from the school due to severe or repeated behavioural issues that cannot be addressed through suspension or other interventions. Exclusions are considered only after all other support measures have been exhausted. The decision to exclude a child is made by the school leadership team in consultation with the children's parents or guardians, and any relevant support services.

## Support for Children

Children may find regulation of their behaviour difficult for a variety of reasons, and not all of these will be because of an underlying special educational need. We expect all children to meet the high expectations of The Upwood Way but recognise that some children will need more support to achieve this. When required, and as early as possible, we will work closely with children and their families, plus any additional specialists where needed, to create successful inclusion plans that address the child's challenges, providing tools and strategies to help them improve. We regularly check and adjust these plans to make sure they work well, helping every child feel included and supported in their learning environments.

Our school values the importance of student voice in shaping a positive and inclusive school environment. We believe that involving children in discussions about behaviour expectations and school policies not only empowers them but also fosters a sense of ownership and responsibility. Children are encouraged to share their perspectives and feedback through regular surveys, focus groups and class meetings. By listening to their ideas and concerns, we aim to create a behaviour policy that reflects their needs and promotes a supportive atmosphere. Engaging children in this way helps ensure that they feel heard and respected and contributes to a more collaborative and effective approach to behaviour management.

## Recording and Monitoring

Our school carefully keeps track of children's behaviour to help manage and improve it effectively. We record all important or repeated behaviour incidents, including what happened, what actions were taken and review notes. These records are reviewed regularly by staff to spot patterns, monitor progress and check how well our strategies are working. This information helps us adjust our behaviour management plans and give the right support to children. By regularly evaluating these records, we can see what's working well, address ongoing issues and ensure our methods are fair and effective. We also use this feedback to improve staff training and our overall behaviour policy.

## Equality and Inclusion

Our behaviour policy is designed to be fair and inclusive, ensuring that no child is discriminated against based on race, gender, disability, or any other protected characteristics. It respects and accommodates the diverse backgrounds and needs of our children, promoting cultural sensitivity. Additionally, the policy is written in clear and accessible language, making it easy for all stakeholders to understand and engage with.