



Uplands Infant & Nursery School Positive Behaviour Policy

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Ratified by Governing Body: Chair	
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Positive Behaviour Policy

Upland's behaviour principles: 'Be Safe, Be Kind and Be Respectful'

Statement of Intent

At Uplands Infant & Nursery School, we are committed to providing a happy, warm, and caring environment where all of our children feel safe and secure and are eager to learn. Each child is encouraged to take responsibility for their own actions and to care for, respect, and value others and the environment.

Introduction

At Uplands Infant & Nursery School, the primary aim of our behaviour policy is to promote positive behaviour. We understand that the answer to positive behaviour lies in the ability of adults to deliver behaviour practice that is simple, highly effective, and consistent. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Positive behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded respectfully.

The school has three simple rules, 'Be Safe, Be Kind and Be Respectful' which can be applied to a variety of situations and behaviours and are taught and modelled explicitly by all staff members. These rules are further explored and explicitly taught in class, assemblies, and other school experiences.

We also understand that for some children following our behaviour expectations is beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour. We will record and monitor patterns in behaviour. If behavioural difficulties continue the Head, deputy head, and SENDCo will become involved. The advice and input of outside agencies will be sought as necessary.

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility. Senior leaders and governors are responsible for supporting staff to implement the policy. Parents are encouraged to support the behaviour policy by reinforcing key messages at home.

All staff will apply the following principles in all interactions with children:

- Identify the behaviour we expect
- Never walk past or ignore children who are not meeting behaviour expectations
- Teach behaviour explicitly

- Practice behaviour
- Deliberate botheredness – build an interest in your children, know your children well, build a positive bond
- Model the behaviour we are expecting – consistent, calm adult behaviour, emotional control
- Notice excellent behaviour
- Create conditions for excellent behaviour – consistent routines – gaining attention, wonderful walking, and lovely lines

Collaborative agreements for behaviour at Uplands for all staff

Our Rules	Visible Consistencies	Recognition
Be Safe Be Kind Be Respectful	Daily Meet and Greet Visual Timetables Emotional Check-In Daily Countdown for instruction- Eyes On Me, looking and listening Lovely Lines Wonderful Walking Class Zen area	Child-focused displays including the learning journey Parental/carer conversation by the class teacher at the beginning or end of the school day Parental/carer conversation by SLT at the beginning or end of the school day

Our policy is structured around three key areas for positive behaviour management and these are relational, responsive, and restorative strategies and practices.

Relational Strategies and Practices

Coming into school

How the day starts sets the tone for the rest of the day. At Uplands Infant & Nursery School, we firmly believe that all children should receive a warm welcome as they enter school. SLT will be out in the playground and teachers will be at the entrance to their classrooms each morning to say hello / good morning to their class.

Children can choose how they say hello but there is a high expectation for children to verbally reply good morning/good afternoon in response to an adult.

Coming in from outdoor play

As with the start of the day, how children re-enter the school impacts their next lesson and readiness to learn. At Uplands Infant & Nursery School, we operate the following system:

1st whistle – tidy up.

2nd whistle – children wonderfully walk to their line.

The teacher will then walk the children back to their classroom.

Visual Timetables

All classrooms have a visual timetable set up in a key area for all children to see. This timetable is set for each day and discussed after register time so that all children are prepared for the day ahead.

Emotional Check In

The class adults undertake this by identifying children who are dysregulated throughout the day. A class adult then speaks to the child about their emotions.

Responsive Strategies and Practices

It is widely recognised that children who have clear and consistent approaches to behaviour are more likely to behave more consistently.

The explicitly taught routines are a huge part of daily responsive behaviour.

At Uplands we operate a very clear approach to how we gather a class / larger groups together quickly. The following process is to be used by all staff:

Application	Scripted Language
Raise your hand and say the word	Stop Early Years (hands up)
Then say	Everything down (if with equipment)- 5,4,3,2,1
Finally, say	Eyes on me Early Years – looking (pointing to eyes), listening (pointing to ears)

Wonderful walking

Arms down, lips closed, looking ahead. This is to be used for walking around school and movement within the classroom.

Lovely Lines

One behind the other, leave a little space.

Teachers will also have routines in place for other key transitions (see appendix 1).

When entering the hall for assembly, classes sit in their designated hall space. When exiting the hall, a row stands one at a time and is led by the child on the left-hand side.

Specific Praise

Children are given specific praise by all staff.

Application	Scripted Language
Personalisation- use their name	Hamza
Specifics of what they have done	<p>I love how you... relate to a characteristic of effective learning or a school rule (Hamza, I love how you are persevering/collaborating/having a go etc)</p> <p>Or relate to the learning objective (Hamza I love how you are using your joining skills)</p>

Stepped Boundaries

Gentle approach, using the child's name at the child's level with eye contact to deliver the message		
Step 1	Application	Scripted language
Reminder	Deliver in a calm manner	<p>Congratulate the children who are completing the action/request correctly linking back to the 3 rules (Hamza, Amina, Ayesha....you are showing me respectful sitting, ears listening, eyes looking...</p> <p>If a child does not respond following this</p> <p>(Name of the child) are you showing me..... e.g Halima, are you showing me respect/good looking...</p>
Choice		

Step 2	Application	Scripted language
Implement Choice/consequence	Where applicable, to ensure a child has understood why they have been moved from their carpet space the child needs to spend time discussing the behaviors	1. "[NAME], I notice you are continuing to... [Specify unwanted behaviour] and not following our [Safe/ Kind/ Respectful] rule/good looking/listening/sitting. This is not a good choice so you now need to"

	<p>that led to this with you at the end of the lesson/ session.</p> <p>Finish by reminding the child of when they did succeed in following this rule – try to be specific</p>	<p>Nursery – sit next to an adult</p> <p>Reception - if disrupting others during direct teach – move to another area</p> <p>If not joining in during direct teach – join in now or during choosing time</p> <p>During provision time – time out</p> <p>KS1 – if disrupting others during direct teach – move to another area</p>
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Step 3	Application	Scripted language
<p>Implement final consequence</p>	<p>The child needs to spend time discussing the behaviours that led to this with you at the end of the lesson/ session.</p> <p>Finish by reminding the child of when they did succeed in following this rule – try to be specific</p> <p>Walk away so as not to get into a back-and-forth negotiation.</p>	<p>1. “[NAME], even though you are (add consequence implemented) I notice you are continuing to... [Specify unwanted behaviour] and not following our [Safe/ Kind/ Respectful rule/good looking, listening, sitting] This was not a good choice so you now need to”</p> <p>Go to sit with another class for 10 minutes or go to SLT (depending on behaviour displayed)</p> <p>Playground: You need to:</p> <ol style="list-style-type: none"> 1. Stand by another staff member 2. Sit on the bench 3. Go inside to a member of SLT (depending on behaviour displayed) <p>and will talk to me after.”</p> <ol style="list-style-type: none"> 1. Do you remember last week when you [highlight an example of the child succeeding in following the rule]? 5. That is the (name of child) who I want to see when you come back to the classroom/playground. Then walk away to give ‘take up time’.

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Supporting dysregulation

Step 3	Application
Regulation	<p>If a child is dysregulated it might be a walk with another adult or send them with a note to the office to give them 'time out'. If it is playtime or PE then X minutes on a bench to allow thinking time.</p> <p>5+ minute discussion at the next break about what happened and how it can be avoided in the future.</p>

Restorative Strategies and Practices

Step 4	Application	Scripted language
Follow up, Repair and restore	<p>The most important part of the process.</p> <p>Can either be an informal chat at break time walking in the playground (walk and talk) or in the classroom; or a more formal restorative meeting with a senior staff member present</p> <p>If there has been conflict between children then all children are part of the discussion</p>	<p>Repair – 5 questions:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking/ feeling at the time? 3. What was the impact of your choice? 4. What can you do to make it right? <p>For KS1:</p> <ol style="list-style-type: none"> 5. How could we do things differently next time? <p>(see below for more details)</p>



At any point, a child could move to another space and have a 'time-out' where they do not face consequences but can use the time to calm themselves and re-regulate themselves ★

Logical Consequences

Consequences are directly related to the behaviour and are helpful and purposeful.

Repair- additional guidance when undertaking conflict resolution with groups of children

1. What happened (Draw out each person's story one at a time, starting with the person who caused the harm. The aim is not to come to a definitive conclusion, but for each person to have their point of view listened to).
2. How did it make you feel?
3. How did it make others feel? How has the victim been affected by what happened? Who was impacted by the situation including witnesses, staff, and other children?
4. What needs to happen now? What are the consequences? What could help to repair the relationship? Support the children's thinking and identify appropriate consequences.
5. How can we work together to stop this happening again? What would you do differently next time? Does the child/children need visuals/social stories to remind them of what to do?

Suggested Strategy for resolving conflict among peers

Children are encouraged to tell others if their behaviour is upsetting them. They should use the word STOP. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

When a more formal conversation between children is required, the following structured conversation might be used:

Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

1. what the other(s) has/have done to upset them
2. how they feel about it
3. how they would like them to behave in future

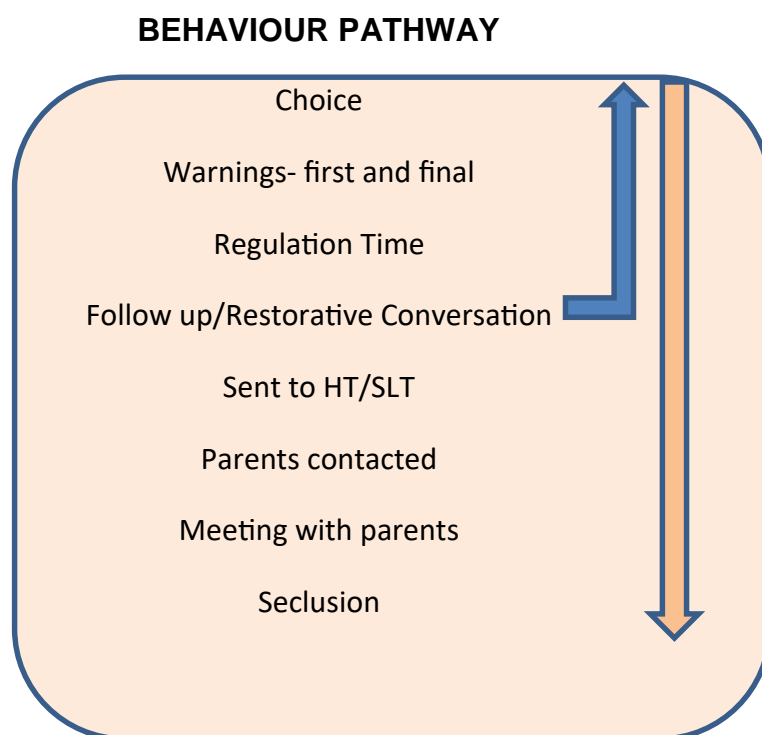
Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as a facilitator, not as part of the discussion. She/he makes sure that:

- the turns are taken,
- children adhere to the three steps
- they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. We must remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on CPOMS. If a child is sent to another class, has time out at playtime, or is sent to a member of SLT then restorative conversations will happen with the staff member present and this will be recorded on CPOMS for monitoring purposes. These will be monitored during safeguarding meetings by DSL's.



Use of Force

Key Points Regarding Use of Force

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Senior school leaders will support their staff when they use this power.

Staff are trained in Team Teach Techniques. On occasions, these staff may need to use reasonable and proportionate force to reduce the risk presented by unsafe behaviours. Any

occasion where TEAM teach / use of force is used must be recorded on an electronic physical intervention form.

What is Reasonable Force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children.

Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as guiding a child by the arm out of a classroom.

Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting or children are harming themselves. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring the child.

Exclusions

We do not believe that exclusions are the most effective way to support children, and we will always try to adapt and personalise provisions for all of our children in order to ensure that they are able to access education.

In exceptional circumstances, it may be necessary to exclude a child for a fixed time period and this would always be considered very carefully.

Decisions to exclude children are made on an individual basis and should always be a reasonable and measured response, which will have an impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family and/ or relevant agencies to complete a managed move to a more suitable setting

where possible. In all instances, what is best for the child will be at the heart of all decision-making processes.

Allegations against a member of staff

If an allegation is made against a member of staff, the procedures outlined in the school policy will be followed. The Headteacher will also consider the welfare needs of staff accused of misconduct.

Application and scope of this policy

This Positive Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times, or when off-site, etc... but the same principles of promoting good behaviour will always apply.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up.

Other documents to be considered alongside this policy

Safeguarding policy
SEN Code of Practice
Anti-bullying policy
E-Safety policy

Appendix 1

Routines

1. How should children enter the room?
2. How should children exit the room?
3. How do they get their equipment?
4. How should they sit on the carpet?
5. How should they put their belongings away?
6. How should they tidy their table? Provision area?
7. How should they line up?
8. What does the transition from the carpet to the table look like?
9. How do books/worksheets get collected?
10. How will they know if I want their attention?
11. How do they ask for help?
12. How will they understand classroom volume?
13. What do they do if they're finished?
14. What does working independently look like?
15. What should partner work look like?
16. How do I expect them to address me and talk to me?
17. When can they go to the toilet?
18. How will they go to the toilet in class?
19. When will they drink water?
20. How do they inform you of an emergency?
21. Where is playtime?
22. What is the playtime procedure?
23. What is the home time routine?
24. What is the routine when entering and exiting the hall for assembly?
25. How do they enter and exit the hall at lunchtime?

