



# Behaviour Policy

Author: Christie Cavallo

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## **Positive Behaviour Management**

At The Southwater Infant Academy we believe that positive behaviour management:

- Is value led
- Sets high expectations
- Establishes and maintains clear boundaries
- Rewards positive behaviour
- Uses reasonable consequences and restorative justice

## **Our Values**

At Southwater Infants, our aim is to be proactive rather than reactive- to foster a positive environment where children exhibit a sense of commitment and pride in the school, promote excellent home/school partnerships with parents thereby encouraging effective two-way partnerships and genuinely celebrate the success of others. We aim to help children develop the following core strengths through our academy values: Respect, Kindness, Honesty

*Reference: Dr Perry's Six Core strengths in children "Pausing a moment between an impulse and an action is a life tool. Developing this strength helps a child physiologically and emotionally. But it's a strength that must be learned - we are not born with it."*  
*Dr. Bruce Perry*

The Academy Values are known and respected by the school community and are displayed in each classroom and throughout the academy. They are taught in assemblies and throughout the PSHE programme and are revisited with the children at every opportunity.

## **Thrive and Circle Time**

At Southwater Infants we have implemented the THRIVE Approach. We currently have 2 accredited practitioners who work with individuals and groups of children across the academy to support their social and emotional wellbeing.

Alongside individual support, we also run whole class THRIVE sessions to further support our PSHE curriculum. All class teachers use the results of Thrive whole class screenings to set objectives for PSHE lessons and use Circle Times as a tool for promoting positive behaviour and the academy values.

PSHE lessons and Circle Times contain a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They also provide the class with an opportunity to use a restorative approach to discuss inappropriate behaviour and plan ways to improve the situation.



## **A Restorative Approach**

At Southwater Infants, we are working towards becoming a restorative school. All staff have been trained in having restorative conversations, and will receive additional training and coaching to support this over the year, including how to use key questions to resolve and repair conflict and challenging behaviour.

A Restorative School is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

## **Expectations and Roles**

### **Role of the Senior Leadership Team (SLT)**

It is the responsibility of the SLT to implement the academy behaviour policy consistently throughout the academy, and to report to the Board of Trustees, when requested, on the effectiveness of the policy. The SLT set high expectations through consistently modelling the academy values and strive to ensure that all children work to the best of their ability. It is also the responsibility of the SLT to ensure the health, safety and welfare of all children in the academy.

The SLT keep records of all reported serious incidents of misbehaviour including bullying and racism, which are recorded onto CPOMS.

The Head teacher and Deputy Head teacher have the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher and Deputy Head teacher then may permanently exclude a child. These actions are reported to the Board of Trustees as soon as possible.



## **The Role of our Class Teachers**

It is the responsibility of our teachers to ensure that all children are aware of the expectations and understand their rights and responsibilities. Teachers set high expectations through consistently modelling the academy values and strive to ensure that all children work to the best of their ability.

Children are taught about Behaviour throughout their time at the infant academy, and our Behaviour Curriculum details the content and processes that are involved in ensuring children understand the expectations at school. We follow a consistent, simple approach of ensuring children understand how to be Ready, Respectful and Safe.

Our class teachers will liaise with parents/ carers if there are concerns about the behaviour or welfare of a child. This will be carried out through regular communication, either face to face or via a phone call or email. Teachers keep records of all meetings with parents. Teachers consistently use the Southwater Infants behaviour chart to monitor and track the behaviour of the children in their class (please see Behaviour chart below).

Our teachers support children using Thrive techniques and restorative approaches to behaviour management. Each class teacher carries out a Thrive whole class screening twice a year to monitor the social, emotional and behavioural development of their children. These screenings are shared with the Thrive Practitioners to enable them to identify where group or individual support is needed.

## **The Role of our Teaching and Learning Support Assistants, and Midday Meals Supervisors**

Our LA's support the teachers in implementing this policy and the behaviour chart in lessons, around the school and on the playground. They apply the same Southwater Infants behaviour chart when at lunch or on the playground.

They consistently model the academy values in and around the academy. They ensure high expectations are made explicit to the children and monitor the safety and well-being of the children in their care. Our TA's, LSA's and MMS support children using a restorative approach to behaviour management.

## **The Role of Parents and Carers**

Parents have a vital role to play in their child's education. It is very important that parents support their child's learning and co-operate with the academy. We are very conscious of having strong links with parents and good communication between home and school. Parents are able to address any queries regarding sanctions, firstly to the class teacher, then to the Year Group Leader, and where necessary to the Deputy or Head Teacher. We expect parents to behave in a reasonable and civil manner towards all academy staff. Incidents of verbal or physical aggression to staff by parents or carers of children in the school will be reported to the Head teacher, who will take appropriate action.



## **The Role of the Pupils**

At Southwater Infants we recognise that children have a right to learn and to feel safe. We regularly monitor this through pupil interviews, behaviour logs, pupil questionnaires, School Council and assessment data (including THRIVE assessment data).

All pupils are expected to uphold the academy values and behave accordingly at all times, following the three main principles of being Ready, Respectful and Safe. Any incidents of poor behaviour will be dealt with in line with this behaviour policy.

## **Celebrating Success**

### **Rewards**

At Southwater Infants all members of staff recognise, model and celebrate the academy values at all times around the academy through informal and specific praise. Wherever possible, children's best efforts will be celebrated through praise, display and performance. We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children through written and verbal feedback.
- Teachers give children a variety of agreed in class rewards e.g. stickers, marbles in jars.
- Teachers give 'awesomeness' wristbands to children who demonstrate excellent behaviour choices
- Every Friday an assembly is held to celebrate the children who have received wristbands
- Children who have consistently demonstrated Exemplary Gold level behaviour over a period of time (linked to the academy values) have their name written into the 'Gold Book' kept in the staff room. Postcards are sent home weekly to celebrate this with families.
- Every half term, the children with their names in the Gold Book are celebrated in a special Headteacher's Assembly.

### **Consequences of inappropriate behaviour and poor choices**

At Southwater Infants we recognise that there are, on occasion, times that mistakes can and will be made. The children are learning their way in the world and will need help and guidance at times. At Southwater Infants, our aim is to be proactive in supporting children to learn from mistakes and take ownership of their own choices. This may mean accepting consequence for these actions.

At Southwater Infants we use a restorative approach to resolving and repairing conflict and tackling challenging behaviour. We do not welcome punishments that set out to humiliate or belittle a child. All consequences have a learning outcome and aim to teach children that there are always repercussions for poor choices and inappropriate behaviour. Our goal is to help the children learn to make informed and positive decisions and to choose a better way. If a child does make poor choices, whether it is deliberate or unintentional, the following stages will be introduced.

Southwater Infants sees each day is a new day - every day will start afresh.



# Ready

We are on time



We take pride in our work



We ask questions



We wear correct uniform, smartly



We get equipment ready



We try our best



# Respectful

We listen to others – one voice



We are polite to others



We respect academy rules



Our eyes are on the speaker



We look after academy equipment



We respect that we are all different



# Safe

We use kind and gentle hands



We walk through the academy safely



We stay where our adult needs us to be



We use equipment safely



We stay safe online



We stay safe in our community





All children are therefore on **GREEN** at the start of each day, indicated by their peg on the class tree.

#### Yellow level behaviours

Yellow –Warning	
Disruptive Learning (DL)	Not listening Lack of focus/off task Chatting/ Calling out Disturbing others Interrupting Wandering around classroom

#### Yellow level consequences

Yellow –Warning
First warning-verbal Second warning-verbal Third warning- Record on weekly behaviour log (under yellow) and peg off tree Time out with Class teacher at playtime or lunchtime and restorative conversation Loss of privileges e.g. golden time, responsibilities. <b><i>Persistence of the behaviours above will result in orange level consequence</i></b>

#### Orange level behaviours

Orange –Time out	
Persistence of the behaviours above <b><i>Disrespectful behaviour (DB)</i></b> <b><i>Anti-social behaviour (ASB)</i></b> <b><i>Inappropriate language (IL)</i></b>	Refusal to do as asked Not following instructions Rudeness to peers and adults Leaving the classroom Disregard for school property-on purpose or as result of poor behaviour Play fighting-pushing, grabbing, spitting, pinching, Inappropriate language

#### Orange level consequences

Orange –Time out
Record on weekly behaviour log Lunchtime reflection completed and conversation held with parents – 1. from Class teacher, 2. from Year Group Leader, 3. from SLT and meeting with parents/CT/YGL Restorative work completed by appropriate member of staff Individual Behaviour Target report started/Star analysis started On-going alternative provision organised for playtime/lunchtime (quiet room) Loss of privileges e.g. golden time, responsibilities <b><i>Persistence of the behaviours above will result in red level consequence.</i></b>



## Red level behaviours

Red – Consequence	
Persistence of the behaviours above <b>Physical (P)</b> <b>Targeted language (L)</b> <b>Stealing (St)</b> <b>Vandalism (V)</b> <b>Bullying (B)</b> <b>Swearing (Sw)</b>	Intentional physical assault to peers or adults-punching, kicking, fighting. Racism Homophobia Stealing from others Vandalism towards property Intentional damage of property Continuous verbal or physical taunting and threats Inappropriate use of technology Extreme swearing

## Red level consequences

Red – Consequence
Record on weekly behaviour log Incident report on CPOMS Removal from class Parents contacted by Deputy or Headteacher Loss of privileges eg responsibilities Restorative work completed by appropriate member of staff Internal exclusion set by Deputy / Headteacher Fixed term exclusion

There are some actions and choices children make that at Southwater Infants we have a complete Zero Tolerance policy for and these behaviours will not be accepted, such as; racism, homophobia, bullying, stealing, intentional physical assault and intentional vandalism. All RED level behaviours will be referred straight to the SLT.

### Child on child abuse

Children may be harmful to one another in a number of ways which would be classified as child on child abuse. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. All forms of child on child abuse are categorised as RED level behaviours and will be referred straight to the SLT. There are many forms of abuse that may occur between peers and this list is not exhaustive:

### Intentional physical abuse

Physical abuse may include, hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm to another person. At Southwater Infants we recognise that there may be many reasons why a child harms another and it is important to understand why a child has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.





**Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)**

Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. Sexually harmful behaviour from children is not always contrived or with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards. Due to the young age of our children, staff at Southwater Infants use the Brook Traffic Light Tool to support them in dealing with potentially sexually harmful behaviour, as incidents of touching or revealing private parts are often considered age appropriate behaviours for our children. Staff will always report such incidents directly to a DSL or via CPOMS to ensure any appropriate action is taken.

**Bullying (physical, name-calling, homophobic etc.)**

Bullying is unwanted, aggressive behaviour among school-aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both children who are bullied and who bully others may have serious, lasting problems.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose. At Southwater Infants we support children in recognising and challenging bullying through the STOP message:

**Several**

**Times**

**On**

**Purpose**

This is shared with children during assemblies, and in follow up sessions in class.

See Anti-bullying Policy

**Cyber bullying**

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

Cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.



If the behaviour involves the use of taking or distributing indecent images of children under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. While it is unlikely that children will encounter cyberbullying whilst at the academy to their young age, we operate an 'it could happen here' policy to this and other potential safeguarding concerns. Outside of the immediate support children may require in these instances, the academy will have no choice but to involve the police to investigate these situations.

### **Sexting**

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having it in their possession, or distributing, indecent images of a person under 18 on to someone else, children are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003. As mentioned above, whilst this behaviour is unlikely in children at infant age, staff are aware of the possibility that it could happen.

### **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised. This is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

### **Strategies to support behaviour management**

#### **Lunchtime Reflection**

At Southwater Infants, we believe that changing children's behaviour may need more than a consequence approach. As an academy, we believe in restorative approaches. This is a way of challenging behaviour, which puts repairing harm done to relationships and people, over and above the need for assigning blame and dispensing punishment.

During lunchtime reflections held by the class teacher, Year Group Leader or SLT, children will have the opportunity to reflect on their behaviour, and discuss restorative approaches linked to the academy values.



### **Star analysis**

A STAR analysis is used for any child that is persistently at odds with the academy values; this enables the academy to analyse behavioural triggers and seek to reduce them. Records are stored securely in the class behaviour file.

### **Behaviour Target Report**

If a child is finding it difficult to follow the academy values and is frequently attending reflection for their behaviour then they may be put onto a weekly behaviour target report. The report will outline individual behaviour targets that will be agreed with the child and that the child will work towards. The report will be shared with parents and used for each lesson (including break and lunchtime). It will then be shared with a member of SLT and parents at the end of each day and monitored weekly until the targets are met and a positive change in behaviour is seen. Teachers will adapt the reports according to the age and needs of the child. Steps in implementing the report are shown below, and an example report can be found at the end of this policy.

1. The Class Team will identify triggers / behaviours / habits that need to be targeted as a result of conversation between them.
2. A conversation with SLT will then take place so they are aware and any edits can be made.
3. The class teacher will then discuss with parents the need for a Behaviour Target Report and gain their consent.
4. The Class Teacher will then formulate the BTR with the child, discussing what and why, focusing on positives and decide what the rewards will be for meeting an agreed number of ticks.
5. All staff working with the child should be made aware of their target(s) to allow for a common language to be used and for the target(s) to be reinforced by all staff.
6. At agreed intervals in the school day, a member of the class team will either tick (met) or dash (not met) and hold a quick discussion around why they are met or not met.
7. At the end of the week, the child and a class team member will carry out the agreed reward(s) after counting up the ticks against their targets.
8. The BTR will then be placed into a book bag (or other agreed method of communication with parents).
9. The BTR will be signed at the end of every week by both the class teacher and a parent / guardian.
10. Any conversations around the BTR should remain positive and focus on what to do next week.
11. A copy will be added to the behaviour log in class.

### **The ELSA or THRIVE Room**

Those children who have been identified through our behaviour tracking and/or THRIVE assessments as needing additional support will be considered to attend our ELSA or THRIVE provision in the afternoons. This additional ELSA / THRIVE provision is run by a trained ELSA and/or THRIVE practitioner and focuses on developing children's social and emotional development with the intention that they can be more successful at managing their own behaviour back in the classroom.



### **Recording, Monitoring and Evaluating Behaviour**

All behaviour incidents and consequences are recorded on behaviour logs to ensure records and patterns are accurately established and analysed. Any incidents that are classed as Red Level will be recorded onto CPOMS, including all cases of removal from class. This data is analysed on a regular basis by the SLT. Any concern surrounding general behaviour and/or individual children is discussed in weekly SLT and year group meetings to ensure a proactive approach to situations. Whole academy and year group patterns of behaviour are analysed and monitored every half term and are used to inform current and future practise. It is the responsibility of the class teacher to record incidents onto their class behaviour logs.

### **SEN & behaviour**

At Southwater Infants, SEN is not considered an excuse for poor behaviour, however for children whom this staged approach is not appropriate, due to their particular Special Educational Needs or Disability, will have an personalised plan or behaviour plan detailing alternative approaches, rewards and techniques.

We recognise that Inclusion does not mean that all children are treated in the same way, we support Individual Needs in consultation with the Parents / Carers, Class Teacher, SENDCO and SLT.

Where children are struggling to make the right behavioural choices or where a Special Educational needs or disability has been identified, support may be offered from external agencies.

### **Safer Handling and Reasonable Force**

At Southwater Infants the majority of staff are trained in Safer Handling. In addition, 5 members of staff are training in Team Teach:

Christie Cavallo

Emma Smith

Amy Trice

Tracy Charlwood

Becky Norman

All members of school staff have a legal power to use reasonable force (Use of reasonable force, DfE July 2013).

‘Reasonable force’ includes a broad range of actions that includes physical contact with pupils, usually to control/ prevent harm. A professional judgement is made as to when to use it.

‘Reasonable’ means no more force than is needed.

‘Control’ means, for example, blocking a pupil’s path.

‘Preventing harm’ means, to stop a child endangering themselves or others.



According to DFE guidance:

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

Schools cannot:

- use force as a punishment – **it is always unlawful to use force as a punishment.**

Parents will always be informed about serious incidents that involve the use of physical intervention. All incidents resulting in physical intervention being used are recorded.



Gold - Exemplary behaviours	
Consistently demonstrating and role modelling STRONG values in and around the school.	
Green – Expected and Exemplary behaviours	
Following the academy values: Respect Kindness Honesty	
Yellow –Warning	
<i>Disruptive Learning (DL)</i>	Not listening Lack of focus/off task Chatting Calling out Disturbing others Interrupting Wandering around classroom
Orange –Time out	
Persistence of the behaviours above	
<i>Disrespectful behaviour (DB)</i>	Refusal to do as asked Not following instructions Rudeness to peers and adults Leaving the classroom
<i>Anti social behaviour (ASB)</i>	Disregard for school property-on purpose or as result of poor behaviour Play fighting-pushing, grabbing, spitting, pinching
<i>Inappropriate language (IL)</i>	Use of words that are considered inappropriate at school
Red – Consequence	
Persistence of the behaviours above	
<i>Physical (P)</i>	Intentional physical assault to peers or adults-punching, kicking, fighting.
<i>Targeted language (L)</i>	Racism Homophobia
<i>Stealing (St)</i>	Stealing from others
<i>Vandalism (V)</i>	Vandalism towards property Intentional damage of property
<i>Bullying (B)</i>	Continuous verbal or physical taunting and threats Inappropriate use of technology
<i>Swearing (Sw)</i>	Extreme swearing



### Gold - Exemplary behaviours

Weekly – 1 child per class chosen for Exemplary behaviour certificate  
Weekly -all gold children-names put into a draw for Headteacher's High Tea at the end of each half term

### Green – Expected and Exemplary behaviours

Termly - Green certificate for recognition of behaviour choices

### Yellow –Warning

First warning-verbal  
Second warning-verbal  
Third warning- Record on weekly behaviour log (under yellow) and peg off tree  
Time out with Class teacher at playtime or lunchtime and restorative conversation  
Loss of privileges eg golden time, responsibilities.  
***Persistence of the behaviours above will result in orange level consequence***

### Orange –Time out

Record on weekly behaviour log  
Lunchtime reflection completed and conversation held with parents –  
1. from Class teacher, 2. from Year Group Leader, 3. from SLT and meeting with parents/CT/YGL  
Individual Behaviour report started/Star analysis started  
On-going alternative provision organised for playtime/lunchtime (quiet room)  
Loss of privileges eg golden time, responsibilities.  
***Persistence of the behaviours above will result in red level consequence.***

### Red – Consequence

Record on weekly behaviour log  
Incident report on CPOMS  
Removal from class  
Parents contacted by Deputy or Headteacher  
Loss of privileges eg responsibilities  
Restorative work completed by appropriate member of staff  
Internal exclusion set by Deputy / Headteacher  
Fixed term exclusion



Name:

Behaviour log

Class:

Date	Staff Name	Incident – <i>include what happened before (if known), initials of other children involved, where incident took place, adult who dealt with it if not the adult reporting</i>	Intervention strategy and outcome – <i>include details of action taken, other staff members involved in the action (if relevant) and the outcome from this. All incidents of removal of a child from a class MUST be reported, including the location of their removal, how long they spent away from their class, and what reflective and restorative work took place.</i>





[Name]	Monday	Tuesday	Wednesday	Thursday	Friday
Target 1:					
Target 2:					
Target 3:					

Insert picture of child's  
choice e.g. footballer, movie  
character

Reward 1 (9 points):  
Reward 2 (11 points):  
Reward 3 (13 points):



Parent / Guardian signature: \_\_\_\_\_ Teacher signature: \_\_\_\_\_

[Name]	Monday	Tuesday	Wednesday	Thursday	Friday
Target 1:					
Target 2:					
Target 3:					

Insert picture of child's  
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Reward 1 (9 points):  
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Parent / Guardian signature: \_\_\_\_\_ Teacher signature: \_\_\_\_\_